



# **Haworth Primary School**

# **Special Educational Needs Policy**

This policy covers pupils with Special Educational Needs through Learning and or Disability

**September 2013**

**Review: Feb 2015**



# Haworth Primary School Special Educational Needs Policy

Updated: Feb 2013

Agreed by Governing Body:

KEY: SEND Special Educational Needs and or Disabilities

LA – Local Authority

SENCo – Special Educational Needs Co-ordinator

ILP – Individual Learning Plan

SA – School Action

SA+ - School Action Plus

## Rationale

The school believes in the development of self respect and enthusiasm for learning in all children, helping them to grow in confidence, at their own rate of learning. It is the policy of Haworth Primary school to actively encourage the involvement of staff, pupils and parents in the education of children with Special Educational Needs and/or disabilities (SEND). We believe in the importance of the promotion of their physical, social, emotional, spiritual and academic development and encourage families and school to work in partnership. The children have the opportunity to develop to their full potential with the guidance and support of their class teacher, the SEN coordinator (**SENCo**) **who is also the Headteacher (Helen Thompson)**, **SENCo Assistant ( Julie Wilson)**, **Inclusion Manager ( Tracy Roe)**, support staff and other services.

Pupils are considered to have special educational and/or disabilities needs if they:

- Have significantly greater difficulties in learning than the majority of pupils their age, and/or
- Have a disability that either prevents or hinders them from making full use of educational facilities of a type usually provided for pupils of their age.

Provision for pupils with special educational needs and/or disabilities is additional to or different from provision generally made for pupils of the same age. All class teachers are responsible for the initial identification and assessment of SEN; they also have responsibility for its provision within the classroom for pupils with SEN and/or disabilities.

## Aims

Through the implementation of this policy, Haworth Primary School aims:

- For the fullest possible inclusion of pupils with special educational needs and/or disabilities in the whole life of the school.
- To provide early identification of pupils who have special educational needs

- To work in close partnership with parents and other identified adults, to remove barriers to achievement and provide the best possible education for the child.
- To take account of the National Strategies Progression Guidance and have an expectation that the majority of SEN Children and/or disabilities will make at least 2 levels progress from their starting point in each key stage. The National expectation in 2010 was 77%.
- To ensure that pupil's educational needs are addressed while recognising their entitlement to be part of the school in terms of its curricular and social activities.
- To maintain and develop the expertise and experience of all members of staff in understanding and providing for pupils with learning difficulties and/or disabilities.

## **Objectives**

- to use whole school approaches for children with S.E.N and/or disabilities – assessment and recording, reviewing progress and planning action
- to use agreed processes for identifying needs (see Appendix 1)
- to target resources, including support staff, according to identified need
- to make appropriate use of outside agencies and early involvement of parents
- to provide for differentiated learning needs through class planning and teaching

## **Roles and responsibilities**

The Governing Body and Head Teacher are responsible for determining the general policy and the monitoring of provision for pupils with special educational needs and/or disabilities in Haworth Primary School. The Governing Body appoints a Governor with specific responsibility for SEND. Governors are regularly updated via the Headteacher's written report.

The SENCO with the assistance of the SENCO Assistant and Learning Mentor (Inclusion Team) are responsible for the day-to-day management of the Special Needs Policy throughout the school including liaison with relevant members of the Educational Support Services and other external agencies such as Health and Social Services.

All teaching staff are responsible for meeting the needs of the pupils in their teaching groups according to the Special Educational Needs Policy and managing the contribution of the relevant Support Staff to their progress.

## **Admissions Criteria**

Haworth Primary School's Admissions Policy, as set out in the School Prospectus, applies to all pupils. Within national and local requirements and guidelines the school aims to meet the needs of all eligible pupils. No eligible child will be denied a place because of special educational needs and/or disabilities.

## **Facilities for Pupils with Special Educational Needs**

There is wheelchair access at the main entrance door, and by the entrances into the Reception Class. The lower corridor has disabled toilet facilities and a lift ensures full access to each floor within school. However, easy access around the whole school building for

wheelchair users to hygiene facilities for more severely disabled pupils are still areas for development.

There is a specialist SEN room with programmes being run by a specialist support assistant (who is also the SENCo Assistant) under the guidance of the SENCo. In addition each of the 4 wings in school has its own intervention room.

## **Funding for Special Educational Needs Provision**

Money available for special educational needs provision is drawn from the delegated LA budget. Schools receive a financial allocation for SEN based on a formula. These funds are to provide for pupils at SA, SA+ and provide part of the identified money for pupils with statements. School is responsible for funding part of all statements from their notional allocation (the ceiling for this is determined annually by the LA). Pupils whose statements are in excess of the nominated ceiling will have the additional amount funded by the LA.

Applications can be made to the Early Years Inclusion Panel for additional funding to support Pre 5 pupils with significant needs.

## **Allocation of resources**

The budget for SEND is the responsibility of the headteacher. The SENCo has an allocated allowance for staffing and for the purchase of books and equipment. Resources are allocated annually following review and evaluation of present provision and in the light of changing levels of need and circumstances.

Staffing is allocated on the basis of need in the context of the LA financial allocation and in the context of the schools overall staffing requirements and the limitation imposed by the schools financial allocation. Support for pupils with Statements of Special Educational Needs is in line with the total additional support recommended in the statement.

It is the role of the SENCo to make sure staff are aware of the LA's procedures for matching provision to identified need and to provide support with the completion of these procedures. In general, pupils with SEN at SA stage are supported by teachers or teaching assistants within mainstream lessons, where work is appropriately differentiated and resourced. Some group interventions may apply.

Support for pupils with SEN at SA+ or with statements may also include:

- Teaching assistant support of groups in lessons
- Teaching assistant support designated for individual pupils with statements or working at SA+.
- Individual or small groups of pupils may be withdrawn on a regular basis to follow specific programmes such as speech and language therapy, social skills development, thinking skill and multi-sensory learning.
- Peripatetic teacher support of individual pupils

There is also indirect support, advice and assistance for all staff from the SENCO, SENCo Assistant, Inclusion Manager and support agencies, in the development of appropriate teaching strategies and resources.

Pupils at School Action+ may receive individual support from LA Learning Support teachers.

## INSET

It is recognised that if pupils with special educational needs and/or disabilities are to achieve their best outcomes at school, ongoing training for all staff is required. Governors, the Leadership team and all staff are committed to developing their skills to be effective in their roles and establish a wide range of knowledge and experience to enable the school to meet the needs of an ever widening range of pupils.

Particular attention is given to provide training to help identify the needs and provide for vulnerable and under achieving groups. The SENCo who is the Headteacher will liaise over the planning for and provision of INSET, both internally and externally organised. Staff training needs will be identified through Performance Management, subject reviews, and at whole school level through development plans.

The SENCo and SENCo Assistant are responsible for maintaining and developing a resource bank and for keeping all staff up-to-date with current practices and new approaches to assisting pupils with SEN. Staff training also happens informally in day to day contact between staff and formally in the following ways:

- INSET led by the SENCo, SENCo Assistant or Inclusion Manager or other members of staff, members of the LA Support Services or Educational Psychology Team
- Out of school courses led by the LA, local schools working together or other involved professionals e.g. health.
- Induction for new staff
- Training of teaching assistants
- Weekly Support Staff Meetings

## Curriculum

The school aims to achieve early identification of learning difficulties and disabilities so appropriate interventions can be planned and implemented to meet special educational needs. This will enable all pupils to access a broad and balanced curriculum.

### ***The role of the Special Needs Co-ordinator (SENCo) is:***

- to monitor the provision for S.E.N pupils across the school
- to provide advice, support and resources for staff
- to track the progress in the core subjects of all pupils on the S.E.N list
- to oversee the whole school system of class SEND files and annual completion of the Tracker for SEND pupils
- to assist staff in the formulation of Targets and/or Individual Learning Plans
- To complete relevant referral and documentation
- To direct and guide the SENCo Assistant to carry out some of these tasks.

### ***The role of the Special Needs Co-ordinator (SENCo) Assistant/Specialist Support Assistant ( under the direction of the SENCo) is:***

- To support the SENCo in all areas of SEND in school.
- to support the SENCo in monitoring the provision for S.E.N pupils across the school
- to provide advice, support and resources for staff
- to support the SENCo in tracking the progress in the core subjects of all pupils on the SEN list
- to support the SENCo in overseeing the whole school system of class SEND files and annual completion of the Tracker for SEND pupils

- to assist staff in the formulation of Individual Learning Plans
- to complete relevant referral and documentation
- To carry out a range of screening assessments and recommendations for children that class teachers and the SENCo have concerns and feedback to the SENCo, Class Teacher and parents.
- To plan, carry out and evaluate specific interventions with identified children as agreed with the SENCo.
- To support and direct Teaching Assistants with regard to interventions across school.
- To work with identified pupils / groups.

***The role of the class teacher is:***

- to ensure all his/her pupils have full access to the curriculum with differentiated and modified teaching and learning approaches as appropriate to the needs of the pupils
- to identify pupils who may have special educational needs and inform the SENCo
- to keep the class SEND file up-to-date by the completion of the appropriate forms for Stages School Action & School Action Plus in line with the Code of Practice with support from the SENCO / SENCo Assistant as appropriate (see Appendix 1)
- to lead termly reviews of provision for SEND pupils to which parents are invited
- to complete copies of agreed forms, including the formulation of Individual Learning Plan's, for parents and SENCo
- to ensure the SENCO Assistant is made aware of any changes to the intervention provision map.
- To facilitate class based interventions, as detailed on the provision map through liaising with class based support staff.
- Compile transition plans for movement within school and to other schools

***The role of the SEN Teaching Assistant:***

- Teaching assistants that are attached to children with statements will be directed by the class teacher responsible for that child under the guidance of the SENCO and SENCo Assistant. The teacher will use the teaching assistant to make sure the recommendations laid down in the statement are implemented.
- Teaching assistants not attached to children with statements, will work under the line management of the SENCO and SENCo Assistant for their hours allocated to SEN work, with day to day direction provided by the class teacher.

***Other adults in the classroom***

- It will be the responsibility of the class teacher to ensure all adults, including supply teachers, are aware of the needs / difficulties of the SEND pupils they are working with as appropriate.

**Identification and Assessment of pupils with Special Educational Needs**

Pupils who are identified by school staff, staff in previous schools or outside agencies as having special educational needs and/or disabilities are assessed by the SENCo / SENCo Assistant, who will then decide whether they should be included on the SEND List. Haworth Primary School follows graduated 3-stage identification and assessment procedure, in line with the SEN Code of Practice and the progress of all pupils with special educational needs is reviewed termly, to ensure they are at the appropriate stage.

Generally speaking, pupils with SEN may exhibit one or more of the following:

- MLD – Moderate Learning Difficulties, characterised by low attainment across the curriculum
- SpLD – Specific Learning Difficulties, where there is a mismatch between the child’s potential and their actual performance in specific skill areas. Often such pupils display an erratic profile of strengths and weaknesses which is screened for by our Specialist Support Assistant who is qualified at Level 5 to Assess and Teach Children with Specific Learning Difficulties (Dyslexia)).
- BESD - Behavioural / Emotional and Social Difficulties where learning is interrupted as a result of behavioural patterns
- SI - Sensory impairment
- PD - Physical disability including cerebral palsy, spina bifida etc
- ASD - Autism, Aspergers, Fragile X
- Other medical problems.

DfE regulations allow special arrangement to be made for pupils with special educational needs and/or disabilities to provide them with appropriate help when completing Standard Assessment Tests (SATs) at the end of Key Stage 2.

It is possible to make arrangements for the disapplication of a pupil with identifiable special education needs and/or disabilities from any of the requirements of the National Curriculum should this be appropriate. This would only be done in exceptional circumstances and for a limited time.

### **Involvement of Outside Agencies**

The role of the SENCo and SENCo Assistant is to liaise with the many outside agencies involved in providing support to pupils who have a statement of special educational needs and to others who have sensory impairment.

Children at School Action Plus and beyond may also receive additional support.

The appropriate support service will be involved depending on the child’s particular needs. More than one support service may be necessary at one time. The following support services may be used:-

Psychological Service  
 Learning Support Service  
 Hearing Impaired Support Service  
 Physical Difficulties Support Service  
 Health Authority  
 Social Services  
 Educational Welfare Support Service  
 Visually Impaired Support Service  
 Behavioural Emotional & Social Difficulties

Speech and Language Therapy  
 Occupational Therapy  
 Physiotherapy  
 Autism Support  
 ICT Support

### **Working with Parents**

At Haworth Primary School partnership with parents is fundamental. Parents will be fully informed at all stages of the SEND procedure. Parents of pupils with special educational needs and/or disabilities may require extra advice, information and support and all staff are committed to providing this. Informal contacts are frequent and formal appointments can easily be made at all levels. Parents will be advised about the availability of extra support from specialist support groups e.g. Parent Partnership.

Parents will automatically be contacted and consulted when:

- A pupils name is added to or removed from the SEND list.

- There is a change in provision for a pupil.
- It is proposed to refer a pupil to external support agencies.
- A review is held.

School staff welcome the opportunity to support parents in working with other educational and non educational professionals to identify, assess and provide for the needs of their child.

## **Parental Concerns**

Concerns about provision for pupils with identified special educational needs should be raised with the child's teacher in the first instance. The teacher may consult the SENCo for advice or may wish to arrange a meeting with the parents' inviting the SENCo, SENCo Assistant or Inclusion Manager to attend. If parents continue to have a concern, they should approach the SENCo who is the Headteacher who will liaise with the appropriate members of staff.

In the event that a concern remains unresolved, parents have the right to ask for an examination of the complaint by the appropriate committee of the Governing Body. Parents may appeal to an SEN Tribunal against the decisions of the LA in relation to Statutory Assessment and provision of appropriate placement if their child has a Statement of Special Educational Needs.

## **Transfer of Information**

Detailed information on all children is sent to their next school when they leave. In addition the SEN records will transfer with the child including information on identified needs, targets for action and provision made available.

## **Review and evaluation**

The operation of the SEN policy will be reviewed annually. The SENCo and SENCo Assistant have timetabled release for the tasks of monitoring the provision for pupils with special educational needs, liaising with outside agencies and for the implementation of the Schools Recording Procedures. (See Appendix 1)

In evaluating the success of provision, the indicators used will include:

- Progress in National Curriculum subjects
- Outcomes of annual reviews of individual pupils
- Attendance records
- Behavioural reports
- Evidence of pupil progress monitored through the school's assessment and reporting procedures and through screening and diagnostic assessments
- Effective systems of record keeping (including class SEND files)
- Production of manageable and appropriate Targets Form / Individual Learning Plans (ILP)

# Haworth Primary School

## Special Educational Needs Policy

### Appendix 1

#### **SEN Procedures:**

#### **School's Recording Procedures**

(SEN Code of Practice – DFE 2002)

Our policy is to invite parents to all review meetings and to provide them with copies of all the standard recording SEN forms.

#### **Identifying a Special Educational Need**

- The teacher or parent (see 'Working with Parents' in the policy) has a concern about a child which is affecting an aspect of the learning process and discusses this. The SEN Co-ordinator must be made aware of these concerns. This need is identified and addressed through classroom differentiation and reviewed on planned parents' consultation meetings or additional meetings as required. No forms are filled in at the stage. At this point (after a discussion with the SENCO) a referral to the Specialist Support Assistant for screening may be submitted and the child placed on the waiting list for screening. Parental permission must be received for this.
- **If, on review (or at the feedback meeting with Class Teacher and parents regarding Specialist Support Assistant's screening assessments), a pupil's need has not been met with normal classroom differentiation, the SENCO will consider the provision and may place the child on the SEND list at SCHOOL ACTION. The parents must be invited to a meeting with the Class Teacher and either the SENCO or SENCO Assistant and parents will be asked to sign the relevant form to give permission for their child to be placed on the SEN list.**

#### **Pupils at School Action**

This should provide interventions that are additional to and different from the differentiated curriculum. The class teacher remains responsible for the planning and delivery of an individualised programme.

- The teacher and/or SENCO/SENCO Assistant meet with the parents / carers to discuss plans and gain their co-operation
- A termly review meeting is held with the parents / carers (may be a double Parent's Evening appointment) and **the** Record of a Meeting form is completed by the class teacher, recording any successes, concerns or key information with additional reports from support staff who work on interventions with the child. The SENCO or SENCO Assistant will attend one of these reviews meeting in a school year. The review documentation must be forwarded to the SENCO Assistant who will circulate copies to the parents, Class SEND file and SENCO file.

#### Possible outcomes

- New targets, intervention or provision are discussed / set to ensure the pupil continues to make acceptable progress.
- Pupil is moved, with parental permission, to School Action Plus and further advice and support is sought from appropriate outside agencies.
- Pupil is removed from SEN list.

## Pupils at School Action Plus

If a child is not making progress after two review cycles, then the use of external services can be considered. Each progression assumes that the steps taken have not enabled the child to progress at a rate that is within the normal range.

Triggers for School Action Plus could be:

- Continues to make little or no progress despite School Action intervention
- Continues working at National Curriculum / P Scale Levels substantially below age related expectations

Learning Difficulties Team (LDT) or other external services are contacted, who will then provide specialist assessment. The resulting Individual Learning Plan (ILP) will set out the new strategies. The delivery is the responsibility of the class teacher.

### Outcomes / Reviews

- Relevant specialist support agencies are involved and the Educational Psychologist's help may be sought to plan School Action Plus provision
- An Individual Learning Plan (ILP) is drawn up each term by the teacher and a review date set. Copies of ILPs, with the completed AR review form, are given to the parents, relevant support staff and SENCo. The ILP is shared by the teacher with the child at an appropriate level to the child's understanding. Older children should be involved in the design and setting of new targets. These ILPs will be child friendly and called different names depending on the style adopted by the teacher to suit the child's age and maturity eg. My Learning Plan in Y2 and My Learning Passport in Y6.
- A termly review meeting ( may be a double Parent's Evening appointment) is held with the parents / carers and a record of the review **is** completed by the class teacher with additional reports from support staff involved with the child. The SENCo or SENCO Assistant will attend one of these reviews meeting in a school year. The ILP must be approved by the SENCo before circulation. The SENCO or SENCO Assistant will circulate copies of the new ILP and all review documents to parents, teacher, relevant support staff and keep a copy for the SENCo file.

### Possible Actions:-

- New targets are set to ensure the pupil continues to make acceptable progress.
- If the child is not making significant progress, after two reviews, with the provision made **and** he/she demonstrates complex and significant special needs, the school or parent may request further assessment by the LA . Following a report from an educational psychologist, and successful completion of an LA checklist the child may be referred ( with agreement from parents) to the LA to consider Statutory Assessment for a statement of SEN.
- If sufficient progress has been made a pupil is moved back to School Action.

## Pupils with a statement of SEN

To apply to the LA for statutory assessment the school has to provide evidence that a range of stages have been completed which may include:

- Reviews of provision at SA and SA+
- The pupil's health and medical records where appropriate
- National curriculum / PScale levels
- Educational and other assessments

- Views of parents and pupils
- Involvement of other professionals including the educational psychologist
- Any involvement by social services or Education Welfare services.

#### Action

- A termly review meeting (which may be a double parent's evening appointment) is held with the parents / carers and an **AR Form** is completed by the class teacher with additional reports from support staff involved with the child. The SENCo or SENCo Assistant will attend one of these reviews meeting in a school year. The ILP must be approved by the SENCo before circulation of the IEPs, with the completed Action Review are distributed by the SENCo to the parents, the Class SEN file, relevant support staff and SENCo.
- The SENCo will hold an annual review. These will usually take place within a year of the last one but may be brought forward if necessary (Year 5 to plan for transition to secondary school).
- ILPs must give details of the targets, support and groupings provided for each of the pupil's identified needs.

#### **Additional information**

Copies of all ILP, AR Forms and Annual Review documentation for the relevant pupils are kept in the class SEND file. It is the class teacher's responsibility to ensure that all adults working with the pupils are aware of their needs and targets, have access to appropriate documentation and maintain appropriate records.

The SENCo maintains a whole school record of the SEND documentation. Confidential copies of SEN reports are circulated to the adults working with the child, but kept securely and confidentially by the SENCo Assistant.

The SENCo is responsible for ensuring that all SEN documentation is transferred to the next class or to the receiving schools when pupils transfer to enable continuity of provision. Class teachers are responsible for reading the SENCo's full records for the pupils in their class. Close liaison is established with the SENCos of all secondary schools to which our pupils transfer and additional transitional programmes and activities are arranged.

# **Haworth Primary School**

## **Appendix 2 to S.E.N Procedures**

### **Procedures for Referrals**

All referrals **must** be made to the SENCo using the relevant referral form from the SENCO Assistant or in the class SEN File. This **must** give full details of the areas for concern and detail action already taken by class teacher. Parental permission should be sought prior to making this referral. The additional information indicated on the form **MUST** accompany the referral.

From this, it will then be decided whether a further referral to the SENCo Assistant, Julie Wilson, who is qualified as a Specific Learning Difficulties Specialist (SpLDS), the Learning Mentor, Tracy Roe or an outside agency is necessary.

**Under no circumstances must a teacher intimate to a parent that their child will be given group or individual help by the S.E.N. team or that their child would benefit from extra tuition out of school without first discussing it fully with the SENCO.**

If a child is referred to the SpLDS, a full screening assessment may be carried out and recommendations made for follow up work. A report will be given to the SENCo who will approve and then ask for a meeting to be arranged with the class teacher, parents and the SpLDS who will pass on a copy to the Class Teacher and Parents. Parents are asked to sign to confirm that they have attended this meeting and have had an opportunity to discuss these assessments with the SpLDS and the class teacher.

The recommendations may involve following:-

- a specialised programme supported by the SpLDS or
- a programme of work to be carried out in the classroom setting.
- Learning activities to complete at home

The SpLDS is only able to work with children who have been passed on to her by the SENCo. **The assessment timetable for the SpLDS will work on a termly rolling programme with priorities being set by the SENCo.**

Referrals will be made to the Learning Mentor, Tracy Roe, through the SENCo or Headteacher, where there are identified barriers to learning. A separate referral form needs to be completed in detail.