

# **Sparsholt Cof E Primary School**

## **Policy for Special Educational Needs and Disability**

### **AIMS**

1. At Sparsholt School all children are expected to reach their potential whatever their starting point.
2. We will promote children's self esteem and value effort and success, however relative.
3. The needs of individuals will be recognised through continuous assessment. Barriers to learning will be identified and a plan put in place to overcome them.
4. The School will promote the well being of all children.
5. Discrimination at every level will be challenged so that the School can fulfill its core values of Courage, Compassion and Creativity values.

### **RESPONSIBILITIES**

1. The Headteacher and Governors share responsibilities for monitoring the SEND provision within school.
2. There is a designated Special Educational Needs governor who monitors SEN activity in school. She meets with the SENCO, 'fact finds' regularly and reports to governors at least annually. This governor is currently Mr Firth
3. The deputy head teacher is currently SENCO. She is responsible for monitoring the progress of SEN children through the tracking systems.

#### **Jane Gwilliam**

4. Teachers are responsible for the early identification of learning needs and share with the SENCO the duty to plan support. This will be recorded on a Personal Plan or on our own intervention form for those who need any additional short term support.
5. The SENCO has the responsibility to keep Personal plans and interventions under constant review.
6. Teachers have the responsibility to differentiate the learning tasks in their classes to meet the needs of their pupils and offer appropriate levels of challenge to all groups.
7. LSAs have a key role in the delivery of planned intervention and support in class.

### **PROCEDURES**

1. Every child has an equal right of access to the National Curriculum and our school Local Offer details what we can provide at Sparsholt School. For those with most special needs a Personal Plan will be prepared and reviewed every 8 weeks. Parents are informed and sign the forms each time.
2. The special educational needs of children are assessed through comparison of each child's outcome to the average of his/her peers.
3. Where significant deficits are identified pupils will be given specific tests in reading, spelling and maths. These tests will be administered sympathetically and due confidentiality will be maintained.
4. All children are screened for dyslexia when they are aged 5 using the DEST test and an appropriate programme may be introduced to those at risk.
5. All children undertake termly and end of year tests in reading, writing and mathematics. The results are monitored by the Headteacher. Children who are not making expected progress are referred to as focus children in Sparsholt School. Focus children are identified each half term and specific support is planned by the teacher and DHT. Programmes of support are usually delivered by the learning

support staff and may involve withdrawal from class for short periods on a daily, weekly, “booster” (eg. twice a week for six weeks) or occasional basis.

6. Where the special learning needs of a child are deep seated, the school involves the educational psychology service and when parents agree, a formal assessment is made.
7. The emotional needs of learners will be met through the interventions of one trained Emotional Literacy Support Assistant (ELSA) working closely with teachers.
8. The School works with the Speech Therapy, health and bilingual support services and will deliver jointly agreed programmes when the need arises.
9. Statements for children with severe SEN needs have now been replaced with EHCP plans. Education, Health and Care plan, which puts children and parents at the heart of the plan. Teachers, care agencies, parents and children work together to support individual needs.
10. Staff will always receive up to date training as required to deliver SEN programmes effectively. This is a high priority in the professional development of staff and LSAs through the annual appraisal and performance management cycle.
11. At Sparsholt C of E Primary School we follow the statutory procedures outlined in the New Code of Practice : 0 – 25 years and the County Inclusion Policy.
12. Governors report to parents once per year on SEN provision. This is via the governors newsletter.

## **COMPLAINTS**

Parents of children with SEND follow the same procedures as parents of other children in the school. However, if a parent has a complaint about the provision for their child with SEND they are encouraged to speak to their child’s class teacher first. (The school’s Complaints Procedures are laid out in the school’s website). If further discussion is needed, the SENCO will be involved and ultimately the Head Teacher and Governors.

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## **Appendices and additional information :**

- 1. Personnel involved 2018-19**
  - 2. SEN assessment programme**
  - 3. Access to the Curriculum**
  - 4. Complaints**
  - 5. Transfers to and from other schools**
  - 6. Training and partnerships**
  - 7. New Code of Practice**
  - 8. SENCO job description**
  - 9. Outside agencies involved**
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Date seen by staff : September 2018  
Date approved by governors : September 2018  
SEN governor : Mr H Firth  
Author of policy : J Gwilliam  
Review date : Autumn term 2019

## **Appendix 1**

### **Personnel involved (2018-19)**

- The DHT SENCO.
- The governor responsible for SEN is Mr Firth
- Children with SEN will be supported by the class teacher with additional help from trained Learning Support Assistants (LSAs).

### **Learning Support Assistants**

- Angela Richens (ELSA)
- Jo Lamb
- Caroline Leitzell
- Wendy Williams
- Ffion Laver
- Claire Rowe
- Katherine Archer
- Martha Lawrence

## **Appendix 2**

### **SEN assessment programme**

Children in Year R at Sparsholt C of E Primary School are monitored via the Foundation Stage Profile, according to HCC guidelines. At the end of Year R the Dyslexia Early Screening Test (DEST) is undertaken with all Year R pupils. Pupils identified by the DEST follow the SIDNEY programme.

The SENCO liaises regularly with class teachers and LSAs and an SEN register is regularly updated. Overall programmes of work for special needs pupils are planned by the class teacher/SENCO and parents are informed of special needs support provided.

See attached chart

**Sparsholt CE Primary School**  
**TABLE OF SEN ASSESSMENT**

	Children involved	Details	Purpose	Frequency	Statutory or School Based	Parental involvement
<b>Annual Screen</b>						Parents informed of SEN support provided. Notified orally at October Parents' evening and formal letter in November
• Nelson	Year 2, 3, 4 5, 6	Individual reading test	Internal Assessment	Annually in Autumn	School-based	
<b>Termly Screen</b>						
<b>Reading and spelling tests</b>	As appropriate					
<b>Personal Plans</b>	SEN	Personal plan for those on the SEN register	Set & review SEN Targets	Reviews - Every 8 weeks	No longer Statutory	Personal plans available at parents evening
<b>FOUNDATION STAGE PROFILE</b>	All Year R	Hampshire CC Requirement	Entry baseline	On-going in year R	Statutory	
<b>DEST</b>	All Year R	Hampshire CC Requirement	Entry baseline	Summer	Statutory	
<b>SATs</b>	Year 2 & 6	English and Maths only	National end of Key Stage Testing	May	Statutory	Informed of date of tasks/test
<b>QCA</b>	Year 3,4,5	English, Maths	Internal/Optional	June	School-based	
<b>Ed. Psychologist</b>	Referral	LEA Support Service	Assessment – learning, behavioural	EP consults occasionally	School-based	Bookable sessions for parents locally
<b>Speech Therapist</b>	Referral	LEA Support Service	Speech Assessment programme development	ST visits termly	School-based via SpLD Adviser	Parental signature required
<b>SpLd Assessment</b>	Referral	Teacher Adviser Support	Outside Agency Educational Assessment	When appropriate	School-based	Parents notified of additional support
<b>Internal Diagnostic</b>	Referral	SENCO Assessment	Diagnostic	Referral	School-based	
<b>Classroom Observation</b>	All	Ongoing teacher records	Inform class teacher assessment	Continual	School-based	

## **Appendix 3**

### **ACCESS TO THE CURRICULUM**

See “The Local Offer” on our Website for details of what we can offer for children with SEND. We provide full access to the range of cross-curricular activities to all pupils in the school. All children, regardless of disability, are integrated into the full life of the school following the principles of inclusion.

Class activities are regularly differentiated for those children with Special Educational Needs. Support may also be provided by a trained team of Learning Support Assistants (LSAs) in the class setting or through individual/small group withdrawal support.

If it is felt by the Headteacher that the National Curriculum is inappropriate for a child, an individual curriculum may be formulated. This will be done only after full consultation with parents and external agencies.

## **Appendix 4**

### **COMPLAINTS**

1. Parents should approach the member of staff or the headteacher with their complaint. It is the intention to resolve any complaint through discussion and subsequent action agreed and recorded.
2. Where an issue cannot be resolved, the matter would then be subject to a formal complaint and, if appropriate, referred to the Governing Body.
3. If this investigation fails to provide a satisfactory response, the complaint could then be referred to the Local Education Authority.
4. NB: A designated Parent Partnership Officer is available to support parents
5. See also Complaints Policy

## **Appendix 5**

### **Transfers to and from other schools**

When pupils transfer to or from other schools, every care is taken to ensure that a full picture of their needs is reported. This involves careful liaison with the SENCO of the transferring schools and detailed records are compiled.

In the case of Year 6 children, a secondary school representative, Year Head and/or Special Needs Department representative, makes several visits to this school prior to the transfer, so that the secondary staffs are fully informed about the pupils they will receive.

The SENCO attends regular pyramid SEN meetings and a local liaison group comprising representatives of the SEN departments of other local schools, as well as SENCO circles. The purpose of these meetings is to discuss new developments and current procedures in the field of Special Educational Needs. The SENCO attends the County’s annual SENCO conference.

## Appendix 6 : Training and Partnership

### 1. Professional development of all Staff

The school undertakes to provide professional development for all teaching staff and support staff, to ensure they are thoroughly conversant with Special Educational Needs and policy procedures. All staff and Governors will be given the opportunity to attend relevant courses in line with development targets and at the discretion of the Inset Co-ordinator (Headteacher).

### 2. Outside Support

The school can at any time, seek advice from a range of external support services at their discretion and on behalf of the parents.

The school is served by the following agencies:

Educational Psychologist	Teacher Adviser for Learning Difficulties
Child and Family Guidance	Teacher Adviser for Hearing Impairment
School Health Service	Teacher Adviser for Visual Impairment
Educational Welfare Officer	Teacher Adviser for Physical disabilities
Social Services	Speech Therapist
Bilingual Learners Support Service	Occupational Therapist
Community Police Office	Physiotherapist
Outreach Support Services	Clinical Psychologist

### 3. Partnership with parents

The rights of parents to be involved at every stage of the Special Needs provision made for their child is recognised and protected by the school. Individual Education Plans are available to all parents of special educational needs pupils and are shared by the class teacher or SENCO regularly. Parents are expected to take an active part in supporting their child's learning in partnership with the school and their views are of paramount importance.

All parental concerns are taken seriously and are discussed to agree action points with every effort made to assist parents who have communication difficulties. School based concerns are discussed fully with parents and frequently reviewed. Information regarding the support and services available can be obtained from the SENCO and/or Headteacher.

In addition to the opportunities for involvement as outlined in this policy, parents are most welcome to request an appointment with any member of staff or named governor.

## **Appendix 7 : Code of Practice**

The New Code of Practice 0 – 25, published in July 2014, is a 282 page document detailing all the new reforms for Young people with Special Educational needs and disabilities. Chapter 6 – Schools applies to mainstream schools and contains information related to the ‘Equality and inclusion’ Act and explains the action that schools should take to meet their duties in relation to identifying and supporting all children with SEN whether they have and EHC plan or not.

## **Appendix 8 : SENCO job description**

The SENCO is responsible to the Headteacher and the Governing Body. The postholder will, in consultation and co-operation with the Headteacher, and in addition to the responsibilities of all teachers paid on the common pay spine, assume the following:

### **SENCO Responsibilities**

- a. Liaise with all members of staff and external agencies to support children with learning difficulties, to ensure continuity and opportunity for all
- b. Co-ordinate the work of all learning support staff
- c. Prepare the annual HCC SEN Audit (physical/sensory) submission
- d. Liaise with the Headteacher re the maintenance of a special needs register
- e. Liaise with the Headteacher re the compilation of all assessments of children with learning difficulties with reference to the New Code of Practice
- f. Contribute to the effective management of procedures for formal assessment and any resulting EHC plans of special educational need and their annual reviews.

### **Curriculum Responsibilities**

- a. Identify and assess children with learning difficulties
- b. Devise individual programmes to suit the children with learning difficulties and disabilities
- c. Devise/evaluate effective resource material for children with particular learning difficulties
- d. Work effectively to support the progress of children with particular learning difficulties (1:1 group or as part of the whole class).
- e. After consultation, the SENCO will assume any other responsibilities to meet the changing needs of the school.
- f. The SENCO will carry out responsibilities in proportion to the contracted (0.3) time.

### **Responsibilities which fall to the Headteacher**

- a. Manage SEN budget appropriately to ensure that it is well spent.
- b. Liaise with SENCO to moderate the SEN audit
- c. Liaise with the SENCO to timetable support staff and monitor training needs and undertaking job reviews
- d. Liaise with all members of staff and external agencies to support children with learning difficulties, to ensure continuity and opportunity for all
- e. Chair Annual Review for statemented pupils
- f. Liaise with SEN Governor to prepare SEN Annual Report to Parents.

## Appendix 9

<b>Sparsholt CE Primary School</b> <b>SPECIAL NEEDS – LIST OF OUTSIDE AGENCIES</b>
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<b>Job Title</b>	<b>Name</b>	<b>Agency</b>
Ed. Psychologist	Mrs Katherine Young	Winchester Local Office
Speech therapist	Mrs Kimberley Homer	Speech/Lang Therapy Service
Ed. Welfare Officer	Ms Sharon Allsop	Children's Services
Physiotherapist	Mrs Wendy Manning	
Occupational Therapist	Ms Debbie Webber	
Clinical Psychologist	Mr Peter Crowley	
Child Guidance	Mr Peter Last	
Consultant Paediatrician		
School Nurse	Ms H Symck	Highcroft
Doctor	Dr Cole	
Health Centre		
Teacher Adviser SpLd	Ms Sue Stares	Childrens Services
Teacher Adviser Visual Impairment		Childrens Services
Teacher Adviser Physical Disability		Childrens Services
SENCO	Mrs Jane Gwilliam	
SCEA		
Traveller Ed. Service		
BLSS	Ms Janet Pitt	Craneswater Junior
Parent Partnership Off		
Daybreak Family Support Group		
Hampshire BDA		
Principal Special Needs Officer	Ms Norma Riddle	SEN Dept
SEN Governor		