

STRANDTOWN PRIMARY SCHOOL



Special Educational Needs Policy

Reviewed September 2018

This Policy will require to be ammended in light of SEND Législation (2016) and changes to the SEN Code of Practice

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Rationale

Strandtown Primary School is committed to providing equal access for all pupils to a broad and balanced curriculum. As a school we recognise that some pupils during their school career may have special educational needs and/or a disability and we will endeavour to make every possible arrangement to provide for their individual needs.

Special Educational Needs (SEN)

'Learning difficulty' means that the child has significantly greater difficulty in learning than the majority of children his or her age, and/or has a disability which hinders his or her use of educational facilities.'

'Special education provision' means educational provision which is different from, or additional to, the provision made generally for children of comparable age.'
(Code of Practice 1998 paragraph: 1.4)

Disability

Under the SENDO legislation (2005) the school must endeavour to make reasonable adjustments consistent with the child's Special Educational Need or Disability.

Key Principles of Inclusion

The range of needs that will be provided for in the school setting encompass:

- Cognitive and Learning;
- Social, Emotional and Behavioural;
- Communication and Interaction;
- Sensory;
- Physical;
- Medical conditions/syndromes;
- Other.

'Inclusion is about the quality of children's experience; how they are helped to learn, achieve and participate fully in the life of the school.' (Removing Barriers to Achievement, 2004)

In order to embed an inclusive ethos within our school, this policy links closely with all other policies in supporting pupils, including those with Additional Needs, who may also have Special Educational Needs e.g. English as an Additional Language (EAL).

Aims

In our school we aim to:

- Ensure full entitlement and access for pupils with SEN/Disability to high quality education within a broad, balanced, relevant and differentiated curriculum so that they can reach their full potential and enhance their self esteem.
- Identify pupils with SEN/Disability as early and thoroughly as possible through a variety of means and in consultation with appropriate personnel.
- Create a positive learning environment, ensuring that all pupils with SEN/Disability feel valued and have a positive self-image. To offer curricular, pastoral and extra-curricular experiences and opportunities which allow pupils to develop their knowledge, understanding and skills, so ensuring progress, promoting success and self-confidence.
- Stimulate and/or maintain pupil interest and enjoyment in their own education.
- Encourage the use of a range of teaching strategies which incorporate different learning styles and ensure effective learning.
- Encourage parental and pupil involvement in the identification, assessment and support for SEN and to strive for close co-operation between all agencies concerned for a multi-disciplinary approach. When considering the wishes of the child, his/her age and powers of understanding will be considered. The support of parents and pupils is crucial if an Individual Education Plan (IEP) is to be effectively implemented.
- Educate pupils with SEN/Disability, wherever possible, alongside their peers within the curriculum of our school after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
- Make use of Assessments completed in class as well as additional Assessments such as WRIT and Hodder, so that each pupil's performance can be monitored and reviewed appropriately. (See Assessment Policy)
- Meet the needs of all pupils who have SEN/Disability by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.
- Promote collaboration amongst teachers in the implementation of whole-school policies to take account of the individual needs and requirements of pupils.
- Work closely with all EA departments and other outside agencies in order to improve the quality of support available for each pupil.
- Promote effective communication between Principal, SENCo, teachers, governors, parents and, where appropriate, external agencies.
- Maintain appropriate records for all SN pupils.

Identification and Assessment of Special Educational Needs

'It is vitally important that children with SEN are identified as early as possible and that an awareness of their possible difficulties is clearly communicated between all the professionals involved with their development.' (Code of Practice 1998 paragraph 2.14)

In Strandtown Primary School, the following may be used to identify pupils' needs:

- Information from our Feeder Schools or other transferring school
- Whole school assessment/Standardised Tests (PTE/PTM/CAT/Parallel Spelling)
- Parental information
- Teacher observation
- Diagnostic assessment (WRIT/Hodder)
- Psychological Reports
- COP Stage 3 Reports
- Statements of Special Educational Need
- Medical Advice
- Care Plans
- IEP Reviews and Annual Reviews
- Information from social workers, therapists and/or other supporting professionals.

ASSESSMENT

In addition to the assessments undertaken by all the pupils in the Year Group, the following Assessments may also be taken by some SN pupils:

- WRIT - This test is used to screen pupils who are being considered for referral to the Educational Psychologist due to concerns about Specific Learning Difficulties.
- Hodder Diagnostic Reading Analysis - This test is used to select pupils for support from the Harberton Outreach teachers. These pupils are retested in February - if the Harberton/SN teachers agree sufficient progress has been made - or in May to assess the progress made and to decide which pupils should continue with support.
- Young Group Reading, Crumpler Progress through Numeracy, Hodder Diagnostic Reading Analysis, Single Word Reading, Single Word Spelling, and MALT - These tests may be used as supporting evidence or when new pupils come to the school without a PTE or PTM score.

All assessments are evaluated diagnostically in collaboration with Learning Support Teachers and class teachers. Assessments are used alongside teacher judgement to identify a specific learning profile which is then matched to additional provision if the pupil is falling in the below average range or significantly below the performance of their peers.

Monitoring and Evaluation

The effectiveness of the Special Needs support in Literacy and Numeracy is monitored through PTE and PTM results and the Parallel Spelling Test. The SENCO also looks at individual pupils and groups of pupils to see which method of support is most effective. The SENCO liaises closely with the Harberton Outreach teachers and the EA Literacy Service teacher to ensure the pupils are making adequate progress.

The progress of pupils who have an IEP for SEBD (social, emotional or behavioural difficulties) is monitored in class by the class teacher and reviewed with the Learning Support teacher when the IEP is reviewed in February/ May. A range of strategies and resources to support the child are discussed at these reviews.

The effectiveness of the Pastoral Interventions - Friendship groups, Games Room, R Time and Skills for Life are monitored by the class teacher and the Intervention Leaders. They liaise to decide if the pupil would benefit from further intervention and support. Pupils are also engaged to evaluate their progress in social skills and observations are key to ensuring key skills are being transferred to social settings, for example the playground.

A full review of SN provision is carried out in January/February.

- In all Year Groups, Parallel Spelling results are used to decide which pupils should continue with Spelling support and identify new pupils for support.
- In Years 4-7, Young Group Reading tests are given to those SN pupils where the Learning Support teacher and the class teacher feel that satisfactory progress has been made. If the class teacher is of the opinion that other pupils would benefit from SN support, these pupils will also complete the test. Those pupils with the greatest need will be chosen for Literacy support from the second IEP in February.
- In Years 4-7, Crumpler Progress through Numeracy tests are given to those SN pupils where the Learning Support teacher and the class teacher feel that satisfactory progress has been made. If the class teacher is of the opinion that other pupils would benefit from SN support, these pupils will also complete the test. Those pupils with the greatest need will be chosen for Numeracy support from the second IEP in February.

Target Setting for IEPs

The class teacher has an initial consultation meeting with the Learning Support teachers to evaluate and review previous pupil targets and discuss future learning. They then meet to write the targets for the IEPs in October and in February. In February they review these targets and write new targets or amend the old ones. The targets set in February are evaluated by the class teacher in June and form part of the handover information between class teachers for September. These are finally reviewed and a new IEP is constructed in October.

- In Literacy and Numeracy, these targets will be linked to the Mid-Term Planners. Consideration will also be given to targets set by the EA Literacy Service and Harberton Outreach Service.
- SEBD targets will help the pupil to identify the areas where they can improve and will give them a framework for achieving this. Where applicable, these targets will be linked closely to the Harberton Behaviour Plan(Yr4) and Clarawood behaviour Plan (Yr 5-7).
- Where a pupil has an external report, the recommendations will be used to inform Target Setting. (Eg Educational Psychology Report, Statement of Special Educational Needs, Autism Advisory and Intervention Service Report)

Through the 'Pupil and Parent' sheet pupils will be encouraged to identify their strengths, recognise their progress towards meeting the target and consider areas to target in future.

Arrangements for Co-ordinating SEN Provision

Roles and Responsibilities

SEN provision is the overall responsibility of the Board of Governors and Principal of our school. However, in order to facilitate the practical day to day running of the provision, the Board of Governors has delegated responsibility for pupils with special educational needs to Mrs Sue Carrigan (SENCO).

Board of Governors

The BOG should:

- ensure that all pupils' special educational needs are addressed
- have regard for the Code of Practice
- have regard for the school's SEN Policy
- ensure the policy is kept under review
- ensure that appropriate funds and resources are delegated to SEN

Principal

The principal should:

- keep the Board of Governors informed about SEN issues
- work in close partnership with the SENCO
- liaise with parents and external agencies as required
- delegate and monitor the SEN budget

- ensure the Senior Leadership Team is actively involved in the management of SEN within the school. SLT members should ensure consistency of practice and contribute to the realisation of the SDP
- provide a secure facility for the storage of records relating to Special Educational Needs. The storage of records is done in compliance with GDPR regulations and the Annual Disposal of Records Schedule.

SENCO

The SENCO should:

- co-ordinate the day to day provision of the school's SEN Policy
- liaise with and delegate responsibility to SN Teachers (including teachers from Literacy Service, Harberton and Clarawood)
- liaise with and advise colleagues
- co-ordinate provision for children with special educational needs
- maintain the school's SEN register and oversee the records of all pupils with special educational needs
- organise necessary reviews and referrals
- liaise with parents and external agencies
- contribute to the in-service training of staff
- utilise Classroom Assistant expertise in staff development

The Learning Support Teachers

The Special Needs teacher will work under the direction of the SENCO.

He/she should:

- be aware of current legislation
- be familiar with the administrative process within the school
- be involved in testing and recording data for the SEN Register
- work closely with all members of staff to identify pupils' needs
- implement the delivery of suitable programmes for all identified pupils with SEN/Disability which promote progression within an inclusive setting
- contribute to IEPs which inform learning and teaching
- monitor and review progress
- be involved in the Annual Review process
- attend professional development training

Head of Year

The Heads of Year should:

- be aware of current legislation
- be familiar with the administrative process within the school
- work closely with members of staff in their year group to identify pupils' needs
- provide initial consultation for teachers on pupils and liaise closely with the SENCO in progressing these, for example on the completion of Record of Concerns.
- Liaise closely with class teachers and Learning support teachers on the provision for SEN in year groups and staff development

Class Teacher

The class teacher should:

- be aware of current legislation
- provide information, keep up to date with information on the SEN Register
- read and refer to reports and advice from outside agencies as they arrive in school
- gather information through observation and assessment
- develop an inclusive classroom
- work closely with other staff to plan for learning and teaching
- create, manage and review IEPs in consultation with the SENCO/Learning Support teacher
- contribute written reports and attend Annual Reviews, in consultation with the SENCO
- involve classroom assistants as part of the learning team

Classroom Assistant

Classroom Assistants should:

- work under the direction of the class teacher
- be involved in planning
- look for positives by talking to the child about his/her strengths
- provide practical support
- listen to the child/speak to staff on the child's behalf
- explain boundaries and operate these consistently and fairly
- keep records and attend meetings, including Annual Reviews
- share good practice
- participate in relevant training

(See the following school policies - 'Effective Deployment of Classroom Assistants')

Pupil

'The child should where possible according to age maturity and capability, participate in all the decision making processes which occur in education.' (*Supplement to the Code of Practice - pars 1.19*)

This includes:

- contributing to the assessment of their needs
- contributing to education plans through helping to set learning targets
- working towards achieving agreed targets
- monitoring their own progress and contributing to the review of IEPs, annual reviews and the transition process in Year 7

Parent/Carer

'The relationship between the parents of a child with SEN and their child's school has a crucial bearing on the child's educational progress and effectiveness of any school based action.....'(Code of Practice 2.21)

It is therefore essential that parents inform the school of any specific identified needs as early as possible.

It is the school's responsibility to inform parents when considering placing the child's name on the SEN register and invite them to:

- meet with staff to discuss their child's needs
- attend review meetings
- inform staff of changes in circumstances
- support targets on IEPs
- work in partnership with the school and play their part in creating a positive and supportive framework to meet their child's needs

Transition from Y3 to Y4

In May, the SENCO and the Y4 Special Needs teacher visit the 3 feeder schools to meet their SENCOs. They discuss the Y3 pupils who are on the SN Register and what provision will be required in Y4. The SENCOs from the feeder schools will have completed 'Pupil Information Sheet' prior to the visit.

Transition from Y7 to Secondary School

The SENCO forwards IEPs and relevant reports to the receiving Secondary School. Parents are informed of this in June and may request that such information is not passed on, if they so wish.

Pupils who receive support from Autism Advisory and Intervention service will take part in a Transition Programme, once their new school is known.

The Structure of SEN in Strandtown Primary School

In Strandtown Primary School, we follow the five stage approach as set out in The Code of Practice.

This approach recognises that there is a continuum of Special Educational Needs and that the requirements of the majority of pupils with SEN lie at Stages 1, 2 or 3. This means that their needs are met by the school with the help of outside agencies and/or specialists as required.

In most cases any movement through the 5 Stage process will occur in a smooth linear fashion. However, in exceptional circumstances, pupils may demonstrate such significant or unforeseen difficulties that with multi-professional and parental agreement a move to a further stage is necessary immediately.

Stage 1

When an initial concern is expressed following observation of classroom practice and on-going assessment:

- Class teacher discusses the concern with the HOY (Head of Year). If both consider it necessary, the class teacher completes a 'SEN Record of Concern' form and gives it to the SENCO. Together they will decide if the pupil's name should be recorded on the Special Needs register
- Class teacher invites parent and pupil if appropriate to a meeting
- Class teacher provides the necessary information to write an effective Action plan which will be reviewed after a specified time
- Class teacher organises groups/resources etc in order to help the child achieve the targets set
- Class teacher will monitor and review progress and report back to SENCO
- SENCO and class teacher will then decide whether the pupil should remain at Stage 1, move to Stage 2 or be removed from the SN register. This will be discussed with the parent.

Stage 2

- Pupils who have been identified for extra support by the Learning Support teachers in Literacy or Numeracy will, with parental permission, be placed on the SN register at Stage 2 of the COP.
- Pupils with SEBD who require additional support from the class teacher will, with parental permission, be placed on the SN register at Stage 2 of the COP.
- An IEP will be implemented and reviewed with pupil and parental involvement for all pupils at Stage 2.
- Targets and strategies are adopted from the Good Practice Guidelines and the SEN Resource File.
- The SENCO in consultation with the class teacher and parents will decide whether the pupil should remain at Stage 2, move back to Stage 1 or move on to Stage 3.

Stage 3

Provision at Stage 3 involves advice and support from agencies outside the school.

Following Stage 2 review or when further concern is expressed by teachers, parents or other professionals, the SENCO may decide that it is necessary to seek external support.

- SENCO registers pupil's needs and agrees, having consulted with parent and Principal, that intensive action and specialist support is required.

- By agreement with the parents, the SENCO may discuss the pupil's needs with the Educational Psychologist during a consultation meeting. During this meeting the best course of action is decided upon.
- If the pupil is to be assessed by the Educational Psychologist, a Stage 3 Referral Form is completed following consultation with parent and pupil.
- Stage 3 assessment is carried out and recommendations made.
- IEP is drawn up, taking cognisance of the advice from the external agency and/or Educational Psychologist, implemented and reviewed with all involved.
- Issues are discussed with the Principal.
- Following review, pupil remains at Stage 3, reverts to Stage 2 or the Principal requests Statutory Assessment.

EA Stage 3 Support Services

- Autism Advisory and Intervention Service
- Clarawood Behaviour Outreach Service
- Harberton Behaviour Outreach Service
- Literacy Support Service
- Peripatetic Support Service for Hearing Impairment
- Peripatetic Support Service for Vision Support

Other Stage 3 Support Services

- RISE - Regional Integrated Support for Education
- Paediatric Occupational Therapy
- Speech and Language Therapy
- CAMHS (Child & Adolescent Mental Health Services)
- CDC (Child Development Clinic)
- CAPS (Child and Parent Support)

Stage 4

'In some cases schools will conclude that the pupil's needs remain so substantial that they cannot be effectively met within the resources normally available to the school.' (*Supplement to the Code of Practice - 4.64*)

Should this be the case, form SA1 will be submitted to Special Education who will decide whether or not to proceed with a statutory assessment. The Board will consider:

- the degree of the child's difficulty
- the nature of the provision required
- whether the child's needs can reasonably be met by the resources normally available to the school

Stage 5

Once the statement has been finalised:

- provision and /or support will be arranged to meet the pupil's needs
- a Stage 5 IEP will be drawn up and implemented
- the Annual Review and P7 Transition process will take place

Article 19 of the Education (Northern Ireland) Order 1996 requires that any child or young person who is the subject of a Statement of Special Educational Needs, whether attending a special or mainstream school, must be reviewed annually, to make sure that the needs of the child or young person are still being met and to consider the appropriateness of the placement. Annual Reviews are seen as part of the process of continuous assessment of the child's progress.

The Annual Review:

- will assess the child's progress towards meeting the objectives specified in the statement
- will review the special provision made for the child, including placement
- will consider the appropriateness of maintaining the statement

The school will undertake the Review on behalf of BELB. The review meeting will take place in school, chaired by the SENCO.

The Annual Review documentation will be forwarded to the BELB following this meeting.

Learning & Teaching

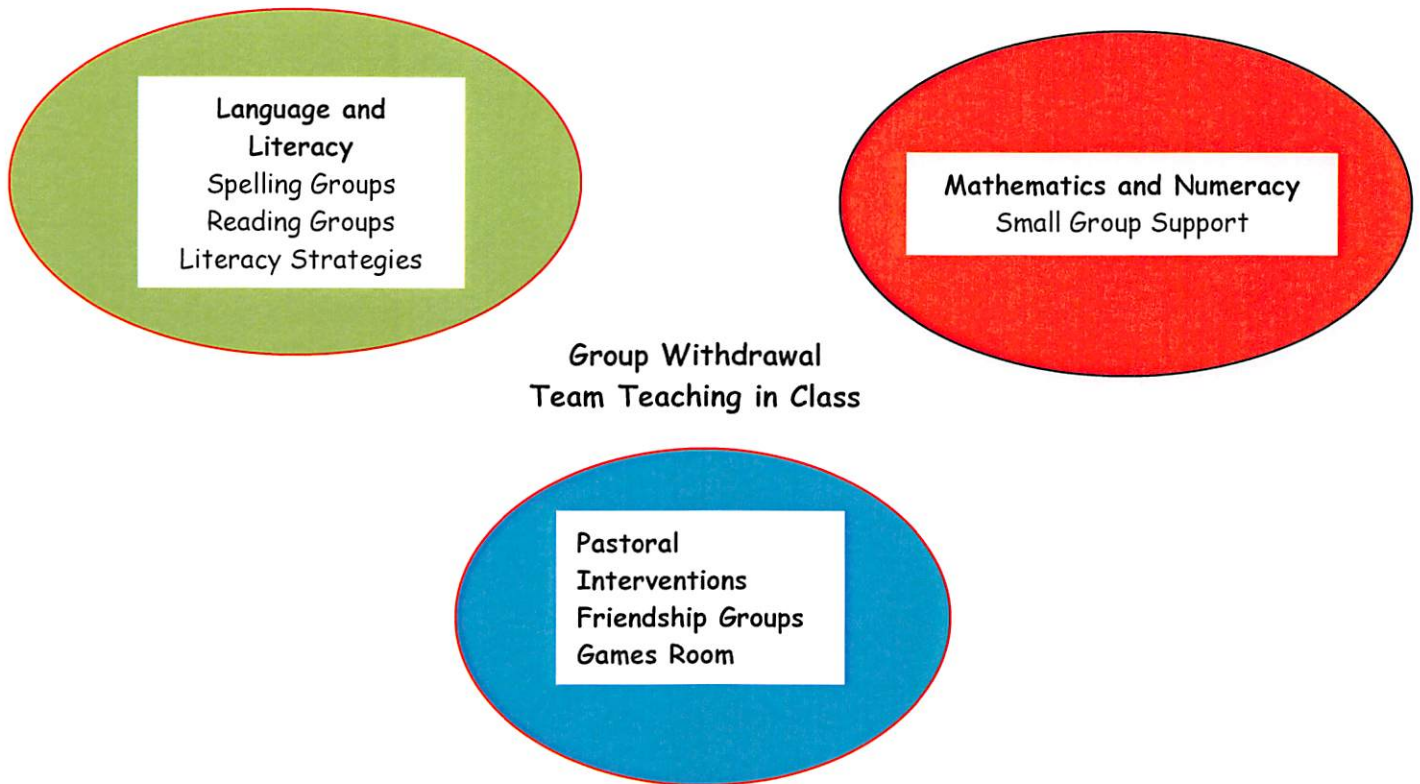
All children have the right to a broad and balanced curriculum. This involves all staff in utilising a range of teaching strategies and classroom management styles designed to take account of the differing abilities, interests and experiences of pupils.

In order to facilitate this:

- work should be stimulating
- work should be differentiated so that pupils can experience success yet challenging enough to promote progression in learning
- work should allow pupils to progress at their own rate, yet encourage them to take responsibility for their own learning
- staff should give positive feedback and the achievements of pupils with SEN celebrated
- staff should be sensitive to pupils' literacy and numeracy difficulties and how this impacts on communication. This needs to be taken into consideration when giving instructions
- lessons should be structured in a series of simple clearly defined steps
- the classroom environment should be inclusive, stimulating and attractive, featuring as much pupil work as possible
- substitute teachers are made aware of children with additional needs.

Additional Support in Strandtown Primary School

Support for Literacy and Numeracy can take the form of small group withdrawal, team teaching or a large practical group. Weekly sessions are provided in the following pattern



Where group withdrawal is the method of support pupils timetabling will endeavour to secure that important and enjoyable aspects of the curriculum are not being missed.

Liaison between home, class teacher and learning support teacher will be facilitated through an SEN Diary.

The Learning Support Team is constructed of Mrs Carrigan (SENCo) and Mrs Moore (Assistant Senco). Classroom Assistants also support group and classroom teaching.

Continued Professional Development

It is essential that all staff keep up to date with current developments in order to provide appropriately for pupils with Special Educational Needs.

All INSET will be organised in consultation with the SENCO.

Complaints Procedure

All complaints will be dealt with in line with the school's existing complaints procedure.

This policy is based on the following documentation:

Code of Practice 1998 (DE)

Supplementary Guide to the Code of Practice 2005 (DE)

Every School a Good School 2009 (DE)

Good Practice Guidelines 2009

Count, Read: Succeed

Resource File for Special Educational Needs

Disability Discrimination Act (1995)

SENDO (2005)

Removing Barriers to Achievement (2004)

In line with the Freedom of Information Act, a copy of all information pertaining to a child's Special Educational Needs is available to parents on request.

This policy will be reviewed every two years.