

SWANMORE PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS POLICY



Definitions:

The Education Act 1996 gives the Definition of Special Educational Needs as:

Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or**
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority**

***Special educational provision* means:**

- (a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area**

See Section 312, Education Act 1996

Aims:

At Swanmore C of E Primary School, we recognise that every child is individual, with unique talents, abilities and needs. Our aim is to ensure that all children have access to a broad and balanced curriculum that meets their needs so that they can achieve to the best of their abilities.

In order to meet the special educational needs of our children at Swanmore Primary School we aim to:-

- identify those children who have SEND (Special Educational Need or Disability) as soon as possible.
- use a variety of teaching methods, and cater for different learning styles to allow children with SEND to access the National Curriculum.
- provide intervention at a suitable level when a child is identified as having SEND.
- assess and keep records on the progress of children with SEND.
- work with outside agencies who provide specialist assessment support and teaching for children with SEND.
- inform and involve the parents of children with SEND so that we can work in partnership to support our children.
- provide training and support for staff working with children with SEND.

Co-ordinating Provision

“Provision for pupils with special educational needs is a matter for the school as a whole...”
SEN Code of Practice 1:31

Class Teachers

Every class teacher is an educator of children with special educational needs and as such plays a key role in the initial identification of special needs. The class teacher is responsible for assessing and monitoring children’s individual needs, progress and target setting. The majority of teaching will take place within the classroom and therefore all teachers must be aware of the implications of the Code of Practice and the application of the school’s Special Needs Policy. Class teachers and Learning Support staff will liaise with the SEN Co-ordinator for advice and support. The SEN Co-ordinator will act as consultant and facilitator.

The Headteacher

The Headteacher is accountable for SEND provision, with responsibility for:

- The evaluation of Special Educational provision.
- The strategic development of SEND provision

SEN Co-ordinator

The SEN Co-ordinator (SENCo) is responsible for:

- the day to day operation of the school’s SEND Policy
- ensuring liaison with parents and other professionals in respect of children with special educational needs
- ensuring that appropriate Individual Education Plans are in place
- ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated and the SEND register is maintained
- advising and supporting other practitioners in the setting
- co-ordinating and monitoring provision for children with special educational needs
- Managing support staff who work with children with SEND
- contributing to the in-service training of staff

Para 4:15 DfEE Code of Practice

Governors

All Governors have a responsibility for the education and well-being of the children with SEND within the school. There is a link SEND Governor appointed by the Governing Body.

The governing body of a community, voluntary or foundation school must:

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensure that, where the ‘responsible person’ – the head teacher or the appropriate governor – has been informed by the LEA that a pupil has special educational needs, those needs are made known to all who are likely to teach them
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- consult the LEA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- report to parents on the implementation of the school’s policy for pupils with special educational

- needs see Section 317, Education Act 1996
 - have regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs see Section 313, Education Act 1996
 - ensure that parents are notified of a decision by the school that SEN provision is being made for their child see Section 317A, Education Act 1996
- Para 1.21 DfEE Code of Practice

The SEND Support Staff

Swanmore currently employs a team of TAs to support the SENCO in delivering learning programmes to children with SEND throughout the school. They are deployed to support specific identified needs across the school.

Practice:

At Swanmore, applications and provision are considered for any child regardless of their ability, disability, behaviour, race or beliefs.

Quality first teaching and appropriate differentiation will ensure that all pupils have access to a relevant and appropriate curriculum. Additional interventions for pupils with SEND will be planned where necessary using the Waves of intervention model as a guide.

In identifying and assessing the needs of all pupils, the school will follow the “Graduated Response in the Primary Phase” as set out in the SEN Code of Practice 2002. (See Appendix 1)

In order to fully meet the needs of pupils with SEND the school will seek advice and support from the LEA and outside agencies as appropriate. Appropriate training will be provided to ensure that staff are skilled in identifying and meeting the needs of pupils with SEND.

The SENCO will track the progress of these pupils using the schools tracking and assessment procedures.

Individual education plans (IEPs) are written by class teachers and are reviewed and updated at least once a term (at half terms). IEPs are shared with children and parents and copies are sent home.

The school actively promotes a culture of co-operation with all parents in order to enable each child to reach their full potential. In the case of pupils with SEND the school will work closely with parents enabling them to:

- Play an active and valued role in their child’s education
- Have knowledge of their child’s entitlement within the SEN framework
- Make their views known about how their child is educated
- Have access to information, advice and support

The school will work closely with pre-schools, secondary schools and other agencies to ensure that pupils with SEND are supported in their transition between different settings and phases in their education. (see appendix)

Policy Monitoring

During the year the SENCO will monitor the provision for children with special educational needs by discussions with TAs and class teachers at IEP reviews for individual children, by monitoring progress made in assessments and tests and by overseeing group and individual programmes delivered by TAs.

The SENCO informs the Senior Management Team; the SEND Governor monitors the delivery of SEN by regularly liaising with the SENCO and updates the Governors at their meetings throughout the year.

The allocated funding for special educational needs is monitored by the Headteacher, the SEND Governor and the chair of the Finance Committee. The allocation of resources, including learning support time will be reviewed annually and will be distributed according to the needs of pupils with SEND.

Currently the named personnel responsible for SEND provision within Swanmore Primary School are:

The Headteacher – Mr John Paterson

The SENCo – Miss Zoe Morgan

The SEND Governor – Mrs Cheryl Young

Appendices.

Appendix I: Identification of need

A graduated response is taken to the levels of support which the children receive in school. The level of support is monitored by the SENCo.

Wave One: The effective inclusion of all pupils in high quality literacy and numeracy lessons.

Wave Two: Small group intervention booster programmes. These are aimed at pupils who can be expected to “catch up” with their peers as a result of the intervention

Wave Three: Specific targeted support individually, in pairs or very small groups, for pupils identified as requiring a higher level of SEND support. All pupils receiving Wave 3 support will be on the school’s SEND register.

School Identification Leading to Further SEND Support

If a child is not making adequate progress in comparison with children of the same age, the class teacher or others may express concern. The class teacher, in discussion with the SENCO, reviews strategies and gathers evidence. If it is decided that the child may need further support the class teacher and SENCO collect additional information by:

- consulting past and current class records and previous class teachers’ views.
- examining National Curriculum attainments and standardised test results.
- consulting criteria specified in the Hampshire Document “SEN Booklet for Schools”/”Special Educational Needs Criteria”
- observing the child’s behaviour and keeping records, including the behaviour monitoring sheets when required.
- talking to parents about factors that may contribute to the child’s difficulties, listening to their views and keeping a record of discussions.
- talking to the child about his/her views and difficulties and how these might be addressed.
- reviewing any other information from outside agencies held in pupils’ records.

When a child is identified as having SEND by a class teacher or the SENCo, they should be provided with interventions that are additional to or different from those provided as part of the school’s usual differentiated curriculum.

The triggers for intervention could be the teacher’s or others’ concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities and quality first teaching:

- Makes little or no progress even when teaching approaches are targeted particularly in a child’s identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

The SENCo and the child’s class teacher decide on the Action needed to help the child progress in the light of their earlier assessment. Strategies employed to enable the child to progress are recorded within an Individual Education Plan (IEP). Additional support may take the form of:

- Daily one-to-one tuition.
- Some small group or individual support.
- Different learning materials or special equipment.
- Staff development and training to introduce more effective strategies.

If, at review, it is considered by the class teacher and SENCO that little or no progress has been made by

the child they decide in consultation with parents and the child that the advice of specialists is needed. IEPs may be written in conjunction with recommendations from specialists. Parents may meet with specialists in school and are kept fully informed by the specialist or the school. Generally parents, as well as school staff, have to complete forms prior to specialist involvement. The specialists may further assess the child's capabilities and suggest appropriate activities or strategies to complement and enhance the IEP.

Statutory Assessment procedures are initiated if a child continues to fail to make adequate progress. (The procedure is detailed in the file entitled 'Special Educational Needs Handbook for Schools' (Sept 2005), 'Identification, assessment and provision in Primary Schools' and 'Statements of SEN'.

Information is gathered by the school showing evidence of consistent and long-term needs, and of strategies that have already been accepted and used by the school. These are forwarded to the LEA because the school has concluded that the child's needs are multiple, complex and long term.

The LEA considers whether a Statutory Assessment is necessary and then decides, having collected information on the child, whether to initiate formal assessment. The LEA gathers further reports from professionals, home and school, and then decides whether to write an "Education, Health Care Plan" (EHCP)

A child with an EHCP may receive some teaching time and/or TA's time per day. A planned programme (IEP) incorporating recommendations from specialists is devised by the SENCO and class teacher and carried out by them and/or a TA. This may be done on a withdrawal basis and/or by classroom support. These IEPs are reviewed at half-termly or termly intervals. Records are kept by anyone teaching the child with close monitoring by the SENCO. Regular liaison with outside agencies, special schools and parents/guardians continues so that a co-ordinated approach is used in all future planning.

An annual meeting to review the child's progress takes place within the school and the SENCO collects advice from all relevant parties and circulates the information before the meeting. At this review the future needs of the child are discussed, and targets set for the following year. It is also the time when recommendations are made as to whether the placement is appropriate and whether the EHCP should continue, cease or change in any way.

Booklets about EHCPs, published by the LEA, are available to anyone requesting one.

Inclusion Partnership Agreement

If, in consultation with the parents, the school feels that the statutory assessment process may add little value to either understanding a child's special education needs or to making arrangements to meet those needs then an Inclusion Partnership Agreement (IPA) may provide a viable alternative. Its purpose is to be as effective as some EHCPs because it will:

- Avoid unnecessary paperwork.
- Record quality information about a child's strengths and needs.
- Record what arrangements are already in place to help meet those needs and what new arrangements might be required.
- Safeguard a child's interests through documentation that is agreed by all those involved.
- Ensure that all agencies are aware of a child's needs, particularly at a transition stage.

Further information about the IPA process is available from the Hampshire SEND Service

Appendix 2

Supporting the child's work in the classroom

The class teacher must consider whether the work given to a child with special educational needs is within the lesson's aims and objectives, and whether the child's achievement in a lesson matches previous assessments of that child. Also, outcomes must be considered with regard to the pupil's past work.

In organising class activities class teachers should give consideration to individual children's special needs and ensure that support materials are made available during the lesson. The SENCO can be asked for advice and support in this area, and TAs are used to support particular children by enabling them, as far as possible, to have the resources and skills necessary to complete a task independently

Behavioural and emotional difficulties

Regular contact and support is sought and maintained with parents/guardians of a child with behavioural and emotional difficulties. A record of incidences and problems is kept by the class teacher, and includes notes made by any adult involved with the child. This record can be shared with parents when required. The record includes dates and times of incidents, what happened before the behaviour occurred, the nature of the incident and what happened as a result. Rewards and sanctions are used as appropriate (see Code of Conduct Policy). Records may be kept by parents so that a co-ordinated approach can be taken towards meeting the needs of the child. Contact with outside agencies and specialist support may be made after consultation with parents and guardians.

Assessment of pupils with special educational needs

To help identify children who may have special educational needs or to identify specific areas of need the school may refer to:

- a. Their performance measured by the teacher as part of on-going observation and assessment.
- b. The outcomes from the Early Years Foundation Stage Profile.
- c. Their performance against the level descriptions within the National Curriculum at the end of the key stage and following QCA assessments.
- d. Standardised screening or assessment tools.

Funding for SEND

Some additional special needs funding for the school is provided by the LEA when a child's needs meets the specified criteria (Hampshire's SEN Handbook for Schools). General school budget money is also used for SEND, the amount being determined by the Finance Committee of the Governing Body in consultation with the Headteacher. In very exceptional "low incidence" cases extra money for an individual child is available from the LEA through an EHCP.

Resources

SEND resources are mainly spent on salaries for the SENCO and TAs. Some outside advisors are paid by the County and some by the school. SEND resources are held either in the SEND Area or within classes.

Appendix 3

Liaison with secondary and pre-school groups

Class teachers and the SENCO liaise with staff at Secondary Schools and SEN Units to discuss the needs and provision for all SEND children transferring to the Secondary Schools, with particular attention to children with EHCPs. The SENCO from the relevant Secondary School is invited to attend the annual review of every Year 5 child with an EHCP so that arrangements can be made in good time.

Liaison is also made with pre-school groups to determine any special provision that might be necessary for a child entering our school. Details of children who are already in possession of an EHCP, or information from specialist agencies or parents, are examined so that relevant guidance can be communicated as early as possible to the whole school.

Liaison with special schools and schools in our 'pyramid'

The Headteacher and SENCO establish further links with special schools and schools within the pyramid to develop a mutually supportive relationship and share expertise and resources. If pupils with SEND are to be transferred from special schools to our school, preparation may include weekly visits involving a member of the special school's staff.

Pastoral Care

This is primarily the responsibility of the class teacher who discusses concerns with the Headteacher, records them and notifies parents and the SENCO if necessary. Specialist assistance may be sought or external professionals notified of the concerns. The school's Child Protection Officer is the headteacher.

SEND Services outside school

Services who may be contact for help support a child's needs include:-

- | | |
|--|-----------------------------|
| - School Doctor | - Play Therapist |
| - Teacher Advisers | - General Practitioner (GP) |
| - Occupational Therapist (OT) | - School Nurse |
| - Educational Psychologist (EP) | - Child Psychiatrist |
| - Physiotherapist | - Child and Family Guidance |
| - Speech and Language Therapist (SALT) | - Social Worker |
| - Outreach teachers from Special Schools | - Behaviour Support Team |

Disability awareness

Children are taught through regular personal and social education programmes to respect and value differences in others. The whole ethos of the school endeavours to engender a caring and sharing attitude at all times.

Swanmore Primary School building accessibility

Most of the main building including the hall is accessible to wheelchairs via a ramp. All of the new buildings and changes to the old school have incorporated facilities for easy access for wheelchair users. The two doors between the new buildings have automated doors.

Complaints Procedure

Any complaints will be investigated fully, fairly and carefully. Most complaints can best be resolved initially by discussion with the class teacher, then the Headteacher or the SENCO.

If informal attempts to settle the complaint fail, the complainant will be given the name of the Assistant County Education Officer, with copies of documents explaining the arrangements for considering complaints. The complainant should set out the complaint in writing and submit it to either the Clerk to the Governing Body or the Assistant County Education Officer. The complaint will be investigated by a panel of Governors.

Formal complaint to the County Council will be used if either the complainant is not satisfied after discussion with the Governing Body, or the complaint related to something which is solely the responsibility of Hampshire County Council.

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Approved by Full Governing Body:	23 rd March 2017
Chair of Governors:	Judy Hillier
Signature:	
Review date:	March 2020