



PENSILVA PRIMARY SCHOOL POLICY FOR SPECIAL EDUCATIONAL NEEDS

This policy accepts the definition of SEN as set out in the Revised Code of Practice 1:3 (page 6)

Updated January 2015

1. Aims and Objectives

- 1.1 The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the headteacher or the appropriate governor has been informed by the LA that a pupil has special educational needs, those needs will be made known to all who are likely to teach them.
- 1.3 Headteacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs. **(This is mandatory)**.
- 1.4 The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.
- 1.5 Pupils will have access to learning opportunities that recognise the range of learning styles.

2. Responsible Persons

The 'responsible person' for SEN is Teresa Clinick, Acting Headteacher.

- 2.1 The person co-ordinating the day to day provision of education for pupils with special educational needs is Ailsa Tween [SENCo].
(ref Code 5.3.2 Primary)

The Governor responsible for SEN is Vickie Bishop

3. Admission and Inclusion

- 3.1 All the teachers in the school are teachers of children with Special Educational Needs. Pensilva School will adopt a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with statements of special educational needs and those others with less significant problems.

Pensilva School offers access to the main building for wheelchair users and a toilet for the disabled.

4 Access to the Curriculum

- 4.1 The National Curriculum will be made available for all pupils. Where pupils have Special Educational Needs a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.
- 4.2 The school will make provision for pupils with Special Educational Needs to match the nature of their individual needs and the classteacher and SENCo will keep regular records of the pupils' Special Educational Needs, the action taken and the outcomes.
- 4.3 There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.
- 4.4 The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.
- 4.5 Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.
- 4.6 Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Computers are available for children who have problems accessing the curriculum through standard methods.

5. Providing the graduated response at “School Action” and “School Action Plus”

The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas :

acquiring literacy and numeracy; presenting persistent Emotional Behavioural Disorders (EBD); has sensory or physical problems; or communication or interaction difficulties, the school will place the pupil at “School Action” and support that is additional to and different from the differentiated curriculum will be provided through an Individual Education Plan (IEP) in a range of ways including:

Classroom organisation and management
In-class support by teacher/teacher assistant
Withdrawal for individual/small group work
Home/school reading schemes
Behaviour modification programmes
Use of specialist equipment
Alternative teaching strategies

The resources allocated to pupils (see 7) who have non-statemented Special Educational Needs will be deployed to implement these individual education plans at school action as outlined in the revised Code of Practice. Parents will be informed and pupils will be involved in decisions taken at this stage. (See also 8, 11 and 12)

If a pupil does not make progress despite the school taking the action outlined, advice will be sought from the appropriate support services referred to in Section 8, the IEP will be amended accordingly and the pupil will be moved to “School Action Plus”.

6. Identification and Assessment – a graduated response

- 6.1** If progress is still not achieved despite “School Action Plus”, the child may be assessed bearing in mind the County criteria with a view to initiating a statutory assessment of special educational needs under the 1996 Education Act. The appropriate forms will be used for recording and referral as necessary.
- 6.2** Identification of special educational needs will be undertaken by all staff through the SENCo and the appropriate records and LA forms will be maintained. Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher or the special educational needs teacher together with end of Key Stage attainment tests. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary pupils will be referred to the special educational needs co-ordinator for diagnostic testing to construct a profile of the child’s strengths and weaknesses.

6.3 The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice. IEP reviews will be held termly. Additionally, the progress of children with a Statement of Special Educational Needs will be reviewed annually, as required by legislation.

6.4 Detailed records will be kept of the pupils receiving extra teaching support. These will include:

The regular administration of informal reading inventories designed to provide a profile of reading achievement, phonic check-lists, detailed records of work and the results of standardised and diagnostic tests. A summary of these will be passed on to any receiving school.

7. Resources

7.1 For 2014/15, Pensilva Primary School has been allocated £11835 Prior Attainment Funding and £1411 additional funding by the LA for provision for pupils with SEN. These funds are devoted to the purchase of 6.48 teaching hours per week and 46.25 teaching assistant support hours per week during the Summer term 2014, 38 TA support hours per week during the Autumn Term 2014 and 38 TA support hours during the Spring Term 2015. SEN resources £500.

7.2 The school supplements this with £3300 from the base budget.

7.3 The principles or criteria which guide the governing body in allocating resources include: Placement at "School SEN Support", Reading Quotients, Teacher Recommendations, SATs, and Teacher Assessments.

Currently the school has:
29 pupils on SEN Support
1 pupil has a statement

7.4

Currently the school has 1 pupil who is the subject of an Education Health and Care Plan.

Arrangements for the Treatment of Complaints:

- 8 The procedure for managing complaints is set out in the school's Complaints Policy.
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9 Staff Development

In-service training needs related to special educational needs will be identified by the headteacher in consultation with the staff and will be incorporated into the staff development plan.

10. Working with Parents

- 10.1. The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.
- 10.2. Parents will always be kept informed about the Special Educational Needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained.
- 10.3. Parents will be fully consulted before the involvement of LA support agencies with their children, and will be invited to attend any formal review meetings at all stages

11. Pupil Participation

The school will work to ensure that pupils are fully aware of their individual needs and the targets in their Individual Education Plans. Steps will be taken to involve pupils in decisions which are taken regarding their education.

12. Evaluating Success

This school policy will be kept under regular review. The governors will gauge the success of the policy by the achievements of previously agreed targets outlined in the pupils' IEP, progress review and/or annual review. In addition evidence will be gathered regarding:

- Staff awareness of individual pupil need
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- Improved behaviour of the children, where this is appropriate
- The increase in the level of inclusion achieved within the school setting as a percentage of time
- Pupil attendance
- Number of exclusions
- Number of children supported by the funding allocation for non-statemented special educational needs
- Consultation with parents
- Number of pupils moving between stages
- Pupils' awareness of their targets and achievements.
- The school meets the statutory requirements of the SEN Code of Practice 2001.