



Special Educational Needs Policy

Head Teacher: Mrs M. Mann

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Guiding Principle

At Aldersbrook our guiding principle is one of Inclusion. Our aim is to identify and break down all possible barriers to learning, ensuring that all pupils no matter what their needs are able to have access to a broad and balanced curriculum; whilst supporting and encouraging them to become confident and independent learners. These needs include those of pupils who are recently new to the English language and who will therefore require additional support, however we do not class these pupils as having Special Educational Needs but rather Additional Educational Needs.

Definition of SEN

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age”

1. Aims

At Aldersbrook Primary School we believe that all children, including those identified as having special educational needs or disability, have a common entitlement to access a broad and balanced academic and social curriculum.

We strive to eliminate prejudice and discrimination, ensuring that our pupils are equally valued in an environment where all children can flourish and feel safe.

Aldersbrook Primary School is committed to providing an inclusive ethos, developing policies, practices and a culture that includes all learners. We aim to promote the highest standards of achievement for pupils with SEN or disability encompassing the key outcomes of Every Child Matters-

- Be Healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

To do this we respond to learners as individuals taking into account their varied life experiences and difficulties whilst engendering a sense of community and belonging.

As part of the Senior Leadership Team the Inclusion Manager is able to ensure that the needs of pupils with SEN or disability are considered in all aspects of school activities and planning.

This policy describes the way we meet the needs of children who experience barriers to learning. These barriers may be in the form of sensory or physical impairment, learning difficulties, communication and interaction difficulties or emotional, behavioural or social difficulties.

We recognise that pupils learn at different rates and that there are many factors affecting achievement. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Aldersbrook we aim to identify these needs as they arise and provide teaching and learning contexts that enable every child to achieve his or her full potential.

Within this inclusive approach we are now able to identify the additional provision we need to make for specific children in order to meet their needs.

2. Objectives of Special Educational Needs Provision

- To ensure the SEN code of Practice: 0 to 25 years are implemented effectively across the school
- To ensure the SEN and Disability Act 2001 and Equality Act 2010 and relevant Codes of Practice are implemented effectively across the school.
- To ensure equality of opportunity, where ever possible, for children with special educational needs or disability.
- To continually monitor the progress of all pupils in order to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers, SENCO and support staff as appropriate.

- To provide specific input, matched to individual needs, in addition to differentiated classroom provision as appropriate for those pupils recorded as having SEN at Record of Concern (ROC), SEND support or Educational HealthCare Plan (EHC) level.
- To ensure that pupils with SEN or disability are perceived positively by all members of the school community and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- To ensure that **all teachers** acknowledge the responsibility to identify and meet the special educational needs of pupils. In this they can draw on the resources and support of the inclusion and SEN team.
- To ensure that we are able to meet the needs of as wide a range as possible of children within our community.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision making that affects them.

This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEND is a matter for the **whole school** and is a part of the continuous cycle of assessment and review.

3. Roles and Responsibilities/ Co-ordination of provision

Provision for pupils with special educational needs is a matter for the school as a whole.

Governing Body

The school governors have specific responsibility to

- do their best to ensure that the necessary provision is made for any pupil who has special educational needs or disability.
- ensure that, pupil's 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 or disability.
- consult the LA 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 or disability joins in the activities of the school, where ever possible, alongside pupils without special educational needs or disability.
- ensure that parents/carers are aware of the special needs provision being made for their child.

In doing so Governors will have regard to the SEN code of Practice: 0 to 25 years and the SEN and Disability Act 2001 and Equality Act 2010. Governors will report to parents annually on the implementation of their SEN Policy. This may reflect the success criteria noted on the last SEN policy.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEN or disability. The Headteacher keeps the governing body fully informed and works closely with the school's SENCO and SEN team. The Headteacher seeks out and shares best practice with the LA and other schools.

The School Staff

All teachers are teachers of children with SEN or disability and do their best to adapt the curriculum to meet their needs. All staff are involved in the development of the school's SEN policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEN or disability.

Special Educational Needs Staff

1. Inclusion Manager

The Inclusion Manager is Mrs P Sall. 3.5 days each week are allocated to this role. Her responsibilities include:

- Co-ordinating provision for pupils with special educational needs or disability, medical.
- Co-ordinating provision for Ethnic Minority Achievement
- Liaising with and advising fellow teachers
- Managing learning support assistants

- Liaising with and co-ordination of Outreach services
- Liaising with parents of pupils with special educational needs or disability and medical needs.
- Liaising with parents of pupils requiring provision under Ethnic Minority Achievement.
- Liaising with educational psychologists, Secondary school SENCOs, outreach services, school health advisor, speech and language therapists and other health services.

The Inclusion Manager meets regularly with SENCOs and Inclusion Leaders from other schools enabling her to keep up to date with current initiatives locally and nationally and to seek out and share best practice.

2. Learning Support Assistants (LSAs)

The LSA responsibilities include meeting the specific needs of named children i.e. those with an Educational Health Care Plan (EHC) or allocated individual hours, delivering specific small group interventions to pupils with special educational needs and supporting the Inclusion Manager and class teachers in all aspects of SEND provision in the school.

3. Admissions and inclusions

Pupils with special educational needs or disability are considered for admission to the school on exactly the same basis as for children without special educational needs or disability. The Governing Body uses the local authority (LA) admissions criteria.

4. Special facilities

The school welcomes applications for admission from the parents of pupils with mobility difficulties but does not have complete wheelchair access. There are two toilets allocated as accessible to pupils with disabilities.

5. Allocation of resources

- The LA provides the school with funding in its school budget towards meeting pupils' Special Educational Needs including funding for pupils with EHCs. In addition the school plans and provides for pupils with SEN from their main budget. The costs of the Inclusion Manager are set against the base budget of the school.

The budget is allocated to:

- Learning Support Assistants
- Continuous Professional Development for all teachers and learning support assistants to enable them to meet pupil's needs more effectively.
- Special books, resources and equipment
- Specific IT programmes targeting Special Educational Needs.

The details of how individual pupils receive support are recorded within their Individual Education Plans and the provision map.

The allocation of resources within the school is based on an annual audit of need carried out during the summer term supported by the provision map. The more complex or severe needs the more support is provided.

6. Identification and assessment of pupils with special educational needs

The whole school system for regularly assessing, recording and observing the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by:

- Early Years Foundation Stage Profile
- National Curriculum Termly Teacher Assessment – Tracked
- Bi annual Optional SATs assessment
- National Curriculum descriptors for end of key stage
- Letters and sounds phonics assessments
- Suffolk reading Test - Screening
- Identified disability or health needs
- Schonell Word Reading Age and Spelling Age Assessments
- Identified disability or medical needs

In addition to these sources regular liaison with class teachers, support staff and parents/carers ensures that early identification of difficulties takes place wherever possible.

7. Access to the curriculum, information and associated services.

This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation (quality first teaching), which may include short-term support such as the personalised support: Lexia, Sherbourne etc.

The Governing Body will ensure that it makes appropriate provision for all pupils identified as having need of special educational provision. The Head teacher and the Governing body set targets and specific criteria for the success of the SEN policy.

The Governing Body reviews the policy and reports annually on the allocation of available resources and the success of the policy in meeting SEN.

Record of Concern (ROC) - Differentiated Curriculum Provision

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including those who have or may have SEND.

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances a child's needs will be provided for within the whole class planning frameworks and individual target setting.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be **reviewed** at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

Where a period of ROC support has not resulted in the child making adequate progress or where the nature or level of a child's needs are unlikely to be met by such an approach, provision at **SEND support** level may need to be made.

SEND Support

When a pupil is identified as having SEND, we take action to remove barriers towards learning and put effective provision in place.

Through SEND support, the pupil will get help that is either extra to and/or different from the help that the school usually gives pupils through differentiation. If there are concerns that the pupil is not making adequate progress, the class teacher will discuss these concerns with the SENCO.

The SENCO will gather information from the pupil, parents, class teacher, and support staff. The information gathered will help the school to decide what help may be needed. The help will be recorded in an Individual Education Plan (IEP). The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus on three or four individual targets that match the pupil's needs.

The delivery of the interventions recorded in the Individual Education Plan continues to be the responsibility of the class teacher.

The IEP will be reviewed at least twice a year and the outcomes will be recorded. (Some pupils may need more frequent reviews)
Class Teachers will take the lead in the review process supported by the SENCO prior to the review. Parent/carers and wherever possible, their child according to their age and abilities, will be invited to the review in order that they can participate in the target setting and review process.

We adopt the graduated approach and the four part cycle of assess-plan-do-review as recommended in the SEND Code of Practice.

Support available to pupils through SEND support includes:

- *Support in class from an LSA.*
- *Individual or small group support for focused intervention for Specific Literacy difficulties.*
- *Small group support for focused intervention for difficulties in mathematics.*
- *Small group support for focused language, communication and social skills development.*
- *Withdrawn nurture groups (Butterfly Club)*
- *Small group support for Fine motor skills 'Healthy Hands', 'Terodorescu'*
- *Withdrawn gross motor/ social interaction groups. (Sherborne Group).*
- *Regular 1-1 'counselling' support for children with emotional, behavioural or social difficulties.*
- *'Circle of Friends' to support social access.*
- *Individual playground support for named pupils.*
- *Circle time activities.*
- *Individual allocation of SEN laptops to develop IT skills.*
- *Access to the 'Lexia' IT programme.*
- *Access to Toe by Toe support for phonic development*

Where needs are similar, it is appropriate to support these children within a group focussing on the common needs. However there is scope within the IEP process for each child to have individual targets.

If the pupil does not make adequate progress receiving SEND support, the school may seek further advice and support from other specialists e.g. Educational Psychologist, Speech therapist, Physiotherapist, and Occupational Therapist. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

Advice from outside professionals will be incorporated into the Individual Education Plan and these professionals will be invited to contribute to the monitoring and review of progress. In some cases pupils at this stage will receive individual or small group support from specialised outreach services. The Individual Education Plan will have fresh targets and strategies that should be implemented, at least in part, in the normal classroom setting.

Allocation of Individual LSA hours

If the pupil continues to demonstrate significant difficulties and/or is not making adequate progress at whilst on the school's SEND register advice from Outreach Services and Educational Psychologist will be sought in order that an allocation of individual LSA hours may be considered in order to meet the pupil's needs. This allocation of up to 18hrs per week will be aimed at delivering specific interventions in either 1:1, paired or small group settings.

Educational, Health and Care Plans

If a pupil demonstrates significant cause for concern and is likely to require more than 18hours individual support the school may request a statutory assessment. Whilst the statutory assessment is being carried out, the pupil will continue to receive **SEND support** provision with individual hours.

Prior to September 2014, the children with the most complex needs were issued with a Statement of Special Educational Needs rather than an EHC Plan. These children will continue to have a statement until the Local Authority completes its transition from Statements to EHC Plans.

A number of pupils may have an EHCP. In addition to the regular review of their IEPs, their progress and the specific support outlined in their statement will be reviewed annually and a report provided for the Local

Education Authority. When pupils are due to transfer to another phase planning for this will be started in the year prior to the year of transfer.

If a pupil makes sufficient progress a statement may be discontinued by the Education Authority.

8. Evaluating the success of provision for pupils with SEN or a disability

SEN provision is constantly evaluated both by regular review of individual pupil progress and by using the Provision Map and progress assessments to determine the effectiveness of the provision. Completion of the SEN SEF each year allows for detailed evaluation of provision.

SEN provision is part of the whole school monitoring programme with support staff receiving feedback from class teachers. The Inclusion Manager includes observations of interventions on a rolling programme throughout the year which feeds into staff training and sharing of good practice.

9. Complaints procedures

The schools' complaint procedures are set out in the school prospectus. Under the SEN and Disability Act 2001 parents may seek advice on resolving disagreements the LA and/or the Independent Mediation Service. The school will make further information about this process available on request.

10. Arrangements for training and development of all staff including Support Assistants and Midday Assistants

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from the Standards Fund each year which it may use to meet identified needs. Particular support will be given to Newly Qualified Teachers and other new members of staff.

Special needs and disability is included within all school training. In addition staff attend training organised by the LA and other agencies e.g. universities.

Support staff meetings held weekly or fortnightly include training in specific areas in response to needs.

11. Arrangements for partnership with parents

The school will always tell parents when their child is receiving help for their SEN or disability.

Partnership with parents plays a key role in enabling pupils and young people with SEN or disability to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their child's education.

The school will provide information about the Parent Partnership Service to all parents of pupils with special educational needs.

Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice. Your child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. If parents have concerns, they should first talk to the class teacher. Parents are invited to attend all reviews.

Pupil participation

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes including the setting of learning targets and contributing to Individual Education Plans, discussions about choice of schools and transition processes. This participation may include attending all or part of review meetings, discussions with SEN staff or answering questionnaires. In addition pupils on the school SEND register or with EHCs will have an evidence file with a 'child friendly' IEP, self assessment form to encourage pupil involvement in self evaluation and celebration of achievement alongside any work samples as evidence of progress.

12. Links with other mainstream schools and special schools

Advanced planning for pupils in Year 6 is essential to allow appropriate options to be considered. The Inclusion manager will liaise with the SENCOs /Inclusion Leaders of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2005.

Links with other agencies and voluntary organisations

External support services play an important part in helping the school identify, assess and make provision for pupils with special educational needs or disability.

The school receives regular visits from the nominated Educational Welfare Officer and Educational Psychologist. In addition the school seeks advice from specialist advisory teaching services for pupils with significant learning difficulties, emotional and behavioural difficulties, sensory impairment or physical difficulties.

The speech and language therapist provides programmes of intervention for named pupils with speech and language difficulties and monitors and reviews their progress contributing to the school SEN reviews and provides training for staff as required.

Regular liaison meetings with the School Health Advisor/ Playgroup/ Nursery leaders are held to ensure a smooth start to school for pupils in the foundation stage.

Multi-agency liaison meetings, with representation from Social Services, Health and The Education Psychology Service are held on a termly basis to ensure effective collaboration in identifying provision for vulnerable pupils.

- The school has a number of pupils successfully attending specialist provision on a part time basis. Hatton School, The Broomfield Dyslexia Centre and Avon House.
- The school continues to successfully take part in reintegration programmes for pupils from specialist provision.

- The school is working closely with Joseph Clarke Outreach school to support children who are visually impaired.

13. Success Criteria

The success of the education offered to children with SEND will be judged against the aims set out above. The policy will be reviewed annually.

The practice within the school will be evaluated and updated in accordance with any relevant changes within the school or the Department for Education (DfE).

All children will have demonstrated measurable progress. In evaluating the effectiveness of the SEN policy additional targets have been set.

- All pupils with SEN will contribute to the planning and review of their IEP and their views will be recorded on the pupil questionnaire or through attendance at the review.
- All teaching staff will take part in reviews of SEN procedures at the beginning of the Autumn term.
- All school policies will be reviewed by the subject leaders to ensure that the requirements of the Special Needs Policy and the Disability Discrimination legislation are met.

Preya Sall Inclusion Manager
Aldersbrook Primary School

Appendix 1

References/Legislation that inform this policy

SEN and Disability code of Practice: 0 to 25 years (Jan 2015)
SEN Code of Practice 2014
SEN and Disability Act 2001
SEN tool kit DFES Publications
1989 Children's Act and The National Standards
Children's Act 2006
Education (Pupil Information) Regulations 2005.
Equality Act 2010
Disability Discrimination Act 1995
Equality Act 2006
Disability Discrimination Act 1995
UN Convention on the Rights of the Child
Removing Barriers to Achievement 200

Appendix 2

Code of Practice Definition of Special Educational Needs

For the purposes of this policy we have used the term Special Educational Needs as defined by the Department of Education (DfES).

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age”

- The Code of Practice (2014) defines Special Educational Needs as falling into one or more of four broad categories. Communication and interaction Cognition and learning Social, Emotional and Mental Health Difficulties Sensory and /or physical needs

Pupils must not be regarded as having a difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of Disability

“A person has a disability for the purpose of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.”

See Section 1(1), Disability Discrimination Act 1995

It should be noted that pupils may fall within one or more of these definitions. Pupils with a disability will have special educational needs if they have any difficulty accessing education and if they need any special educational provision made for them.

Special educational provision means:

“For pupils of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for pupils of their age in schools maintained by the LEA, other than special schools, in the area”

See Section 312, Education Act 1996

Inclusion means:

“Inclusion is a process of identifying, understanding and breaking down the barriers to participation and belonging. “ (National Children’s Forum)