



SPECIAL EDUCATIONAL NEEDS POLICY

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At Langley Hall Primary Academy, children will be regarded as having special educational needs if “they have a learning difficulty which calls for special educational provision to be made for them”. This provision can include the involvement of extra teachers, or specific learning materials, special equipment, a different teaching strategy or external advice from specialist support staff e.g. speech and language teachers or Educational Psychologists.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- *They must not directly or indirectly discriminate against, harass or victimise disabled children and young people*
- *They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.*

DfES SEND Code of Practice 2014

Aims

- Every pupil will have access to a broad and balanced curriculum.
- Pupils will be regularly assessed so that those with special educational needs are identified early and strategies are developed to meet their needs.
- Teachers will be aware that special provision must be made in their planning for pupils with special educational needs in relation to their individual education plan.
- The class teacher, special needs teacher, child and parents will regularly review the educational intervention to assess its impact.



- A child identified as having special educational needs will be offered additional support from the Special Needs Department within the school.
- Every child's strengths will be developed and they will be encouraged to become self-motivated and independent.
- For children with special educational needs, care will be taken to raise their self-esteem, encouraging a positive attitude and belief in themselves.
- Teachers will monitor and record the progress of pupils with special educational needs.
- Where deemed to be necessary, the school will work in partnership with outside agencies to ensure the child's needs are met.
- The Special Educational Needs Policy will be evaluated and monitored by the Head of School, the SENCO and the Upper and Lower Phase Co-ordinators.

SEND Code of Practice 2014:

- *6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.*
- *6.52 The class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.*
- *6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.*
- *6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.*

Principles of Supporting Special Needs

It is the right of every child to receive an education that identifies, acknowledges and provides for the way in which they will learn most effectively.

The identification of a child's special needs is crucial in supporting that child's learning needs.

A partnership between school and home is essential in providing the best education for the child.

The following is to be used alongside the 2014 SEND Code of Practice.

6.14 (CoP 2014) All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.



6.16 (CoP 2014) Schools should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, schools should consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

6.23 (CoP 2014) Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.

Promoting welfare and safeguarding

All children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and for consistent support provided for their individual needs. This guides the behaviour of Langley Hall Primary Academy staff. Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them collaboratively when deciding how to support their needs.

Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced. Staff at Langley Hall Primary Academy has an up-to-date understanding of safeguarding.

Staff at Langley Hall Primary Academy is encouraged to share their concerns regarding safety and wellbeing of children. The appropriate actions are taken by when the issues have been raised. Staff is aware of the need to maintain privacy and confidentiality.

Graduated response

Staff identify or register a child's special educational needs and consulting the in-house SENCO and Head of School, take initial actions. Discussion with parents is held together with child observations.

Pupils with Special Educational Needs – SEND support

1. Working with the staff, the Head of School and SENCO take the lead in responsibility for gathering information and for co-ordinating the child's special educational provision. An Individual Education Plan is drawn up. This is shared with the Director of Education. Formal consultation with parents will take place.

Strategies implemented to support pupils with Special Educational Needs:

- When a child's needs have been identified, an Individual Education Plan (IEP) is written with specific targets and a review date. The IEP is discussed with parents and signed by them.
- The IEP is delivered via a differentiated curriculum or alternative programmes, and is reviewed termly.
- Further school based assessments to establish any reason for difficulties may be undertaken.
- With parental consent, the SENCO may request advice or assessment from outside agencies.
- Support is funded via the school budget.
- The class teacher and SENCO keep up to date record of interventions as well as recent assessment of their needs and a baseline measure of their skills levels.
- Involvement of outside agencies may take place.



2. When a child needs the specific support from a specialist, staff and SENCO will identify the needs and discuss the implementation of additional support with the Head of School who authorises the specialist to be employed to support the child's needs and offer advice and guidance to parents and staff.
3. When the interventions and outside agencies involvement do not provide a desirable outcome, the school may consider the need for a statutory assessment and if appropriate, arranges a multi-disciplinary assessment. The Statement transferred later into the Education, Health and Care Plan will determine the level of support the child should receive and the payment for this is sought from the Local Authority.

Early identification of SEN is crucial and it is built into overall approach to monitoring progress and development of all pupils. After identification of child's difficulty, Quality Teaching First is addressing the identified barriers to learning. When there is a need for further support, appropriate evidence – based interventions are implemented. Interventions are part of a graduated approach: Assess, Plan, Do, Review. Class teacher regularly reviews progress towards outcomes, including meeting with parents at least termly.

An Education, Care and Health Plan

A local authority will conduct an assessment of education, health and care needs when it considers that it may be necessary for special educational provision to be made for the child or young person in accordance with the 2014 SEND Code of Practice.

The LA in consultation with family writes an EHC plan defining the nature of the difficulty and the desirable outcomes.

- The LA will decide the level of funding.
- The school will provide an IEP, which addresses the Statement/ EHC plan objectives.
- The IEP will be reviewed at least termly with the teachers and parents. An annual review of a statement/ an EHC plan will be held at which the parents and all related professionals are invited to attend. The summary of this meeting will be sent to the LA so that any recommendations and amendments can be considered and amendments to the statement/ EHC plan can be made by them.

The Education, Care and Health Plan remains active until the child is 25 or the LA ceases to maintain it in line with ceasing criteria.

Links with outside agencies

The school works and liaises closely with:

- MPT Multi-Professional Team
- Educational Psychologist
- Learning and Language Support Services
- Behaviour Management
- Paediatric Occupational Therapy
- Speech and Language
- English as a Second Language Service
- Physical and Sensory Support
- Child Assessment Service



- School Doctor
- School Nurse
- Paediatric Consultant
- Social Services

School Special Needs Governor

The Governing Body has named a Special Needs Governor who will with the SENCO keep themselves informed about SEN issues in the school and the Statutory obligations placed on us by the Government. The Governing Body will also monitor the SEN provision (see Governor's Monitoring Action Plan) within the school and submit a report on this in the Governors' Annual Report to Parents.

Complaints

Complaints about the Special Needs Provision should be addressed in the first instance to SENCO. If this is not resolved then it should be taken to the Head of School and ultimately to the Chair of the Governing Body who will follow the complaints procedure.

Strategies for meeting Special Educational Needs

Langley Hall Primary Academy offer three levels of learning support for pupils identified as requiring additional help.

1. The class teacher assigns their LSA to help individual pupils or small groups of pupils who are experiencing difficulties or who are particularly able and need further challenge.
2. The special needs teacher will work with a maximum of six pupils and offers support in numeracy or literacy/reading. The class teacher recommends pupils for this group if it is considered that they would benefit from the additional teaching support of working in a small group situation with a specialist teacher. The sessions are for half an hour a week and are taught in the special needs classroom.
3. Teaching on a one-to-one basis with a specialist teacher is offered to children who have been identified as having a "special educational need". One-to-one teaching is also offered to children who are under achieving in one or more areas of the curriculum and those it is considered would benefit from the individual attention of the one-to-one sessions. The sessions are for one hour per week and are taught in the special needs classroom.
4. The special needs teacher makes arrangements for a maximum of six pupils who are recognised as being very able, or who would benefit from additional extension work in maths or English. Pupils are taught for half an hour a week by a specialist teacher. Pupils who are 'significantly more able than the majority of children their age' will also be recognised as having a 'special educational need'.

Langley Hall Primary Academy works closely with a range of independent specialists including a speech and language therapist and educational psychologist. Parents of children who require a specialist assessment or treatment are given the opportunity to do so.



Homework

Homework should be set at an appropriate level for each child within the class whether it is set by subject teachers or special needs teachers. All teachers should be aware of a child's special needs and have a strategy in place for meeting them.

Strategies for assessment

Parents often pass on their concerns regarding speech, hearing, behaviour, sleeping, emotional difficulties, eyesight and other physical problems. Teachers should welcome this information and record any parental anxieties. These should then be monitored and reviewed.

Through regular monitoring and assessment, teachers should identify pupils whose progress is a cause for concern. Advice should be sought from the SENCO and from previous teachers and other members of staff. The Learning Support Procedure should then be followed – see separate sheet in SEN Handbook. Guidance for observations and the relevant forms can be obtained from the SENCO.

Recording and reporting

If a child enters the school with a statement of special educational needs or Education, Health and Care Plan, additional support will be offered and an IEP written to ensure that the statement is met.

This will be reviewed annually.

If a child has progressed through the stages of learning support and assessment shows that they have "significantly greater difficulty in learning than the majority of children of the same age, or they 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" then the parents and pupil will be consulted, an IEP will be written, the child's name will be placed on the SEN register and a meeting with parents/ carers will take place.

The IEP will be reviewed termly by the SENCO, the class teacher and the parents. If the pupil has reached the targets set and those concerned decide the pupil no longer requires the same level of intervention, then the pupil's name will be removed from the SEN register. They may however continue to receive learning support at an appropriate level.

If the pupil has made good progress towards targets set, but concerns remain, then a new IEP will be written incorporating new agreed targets. Staff will work in partnership with the parents and pupil.

If the pupil has not reached the targets set, then an Educational Psychologist's report may be recommended if the pupil has not already been assessed.



Role of the Special Needs Co-ordinator and Special Needs Teacher

See Job Description

SENCO responsibilities listed in the 2014 SEND Code of Practice

6.90 (CoP 2014) *The key responsibilities of the SENCO may include:*

- *overseeing the day-to-day operation of the school's SEN policy*
- *co-ordinating provision for children with SEN*
- *liaising with the relevant Designated Teacher where a looked after pupil has SEN*
- *advising on the graduated approach to providing SEN support*
- *advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively*
- *liaising with parents of pupils with SEN*
- *liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies*
- *being a key point of contact with external agencies, especially the local authority and its support services*
- *liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned*
- *working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements*
- *ensuring that the school keeps the records of all pupils with SEN up to date*

Extra-curricular activities

Children should not be excluded from any extra curricular activities because of their special needs.

Resources and their use

Every class teacher will have access to a wide range of resources specifically designed to help children with special needs. Where necessary, additional resources will be purchased to meet children's needs.

Schemes of Work

Within each area of the curriculum teachers will differentiate for children with special needs.

Procedure for testing by Educational Psychologist

1. A parent, class teacher, SENCO or the Head of School can request that a child be tested by an Educational Psychologist.
2. If a parent makes a direct request to the School Business Manager, then the SENCO must be informed and an appointment must not be made until the SENCO has agreed.
3. If a teacher recommends that a child be tested by an Educational Psychologist, then they must inform the SENCO and the Head of School.
4. If agreed, the SENCO will approach the parents and discuss the procedure. The options available for learning support within the school should be discussed.



5. If the parent agrees to their child being tested, then the SENCO should inform the School Business Manager who will organise the testing to take place.
6. The School Business Manager should send the following items to the parents:
 - a. A standard letter (i)
 - b. Permission Slip (ii)
 - c. Questionnaire for background information (iii)
7. When this information has been returned to the school, the SENCO must be informed and the information forwarded to them.
8. Internal testing should commence. The class teacher or the SENCO will write a report, giving educational background and information on the child's strengths and weaknesses. The class teacher will be asked to complete a teacher checklist (iv).
9. When the information above is complete, the SENCO will forward it to the School Business Manager who will then arrange for testing to take place. The written information should then be sent to the Educational Psychologist.
10. A standard letter (v) should be sent to the parents informing them of the date, time and venue for the test. This information should also be sent to the SENCO, SEN teacher, Head of School and class teacher.
11. Testing takes place.
12. The School Business Manager should arrange a mutually convenient time for the parents, Educational Psychologist, Head of School, SENCO, SEN teacher and the class teacher to discuss the report. Standard letter (vi) should be sent to the parents confirming the time, date & venue for the meeting along with a summary of the WISC III subtests (vii).
13. At the meeting, the report will be discussed and the most appropriate course of action for the child will be planned.