

**CHESLYN HAY PRIMARY SCHOOL
SAREDON ROAD
CHESLYN HAY**

SEN Policy

Headteacher:	Mr. M. Tibbetts
Special Educational Needs Co-ordinator: (SENCO)	Mrs. E. Williams
SEN Governor:	Mrs. W. Powell

SCHOOL MISSION STATEMENT

Cheslyn Hay Primary School (CHPS) is committed to maximizing the skills and talents of it's learning community to become independent, successful and caring citizens in a multicultural and fast changing world.

INCLUSION STATEMENT

Staffordshire is committed to becoming an inclusive learning county. Inclusion involves the removal of barriers to children accessing the educational provision within the school so that every one can feel a full and valued member of the school family.

EQUAL OPPORTUNITIES

All pupils at CHPS have the right to a rich, broad-based and high quality education regardless of gender, disability, race, culture and age.

PRINCIPLES

- At CHPS we are working towards the inclusion of all pupils, including those with special educational needs (SEN), in collaboration with the Local Education Authority (LEA). In meeting these responsibilities, we will have regard to the SEN Code of Practice.

- The contributions and beliefs of all of our pupils and staff will be valued.

ALL TEACHERS ARE TEACHERS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS. Teaching such children is therefore a whole school responsibility.

- We will try to minimize the effects of financial restrictions, building shortcomings and lack of expertise to try to ensure that we will not discriminate against disabled pupils in any aspect of school life.

- ❑ We will make all reasonable adjustments to avoid putting disabled pupils at a disadvantage.
- ❑ We will consider the needs of prospective pupils as well as those currently on roll.
- ❑ The school regards parents and carers as partners in the education process and will actively seek to give them a voice. They will be regularly consulted and their views will be listened to.
- ❑ We are also aware that the pupils themselves have a valuable contribution to make when planning and delivering SEN provision so we are making greater efforts to ensure that their voice is heard at an appropriate level.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Children have SEN 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 authority
- c. are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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

SEN provision means:

- ❑ 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
- ❑ for children under two, any educational provision of any kind.
- ❑ SEN may be of a temporary, long term or specific nature. The needs may be related to learning, behaviour, physical and sensory difficulties or to medical conditions, which affect some pupils.

If these needs prevent a child from accessing the curriculum at an appropriate level, the policy then comes into place.

OBJECTIVES

- ❑ The school will respond as rapidly as possible to a pupil's special educational needs and ensure that the provision is the best that can be achieved.
- ❑ The school will provide a caring, supportive environment that overtly celebrates achievement and encourages best performance.

THE ROLE OF PARENTS

- ❑ The role of the parents is taken very seriously at CHPS. Once initial concerns have been raised, parents are always invited to discuss the difficulties that their child(ren) is experiencing.
- ❑ The SENCO sets up regular meetings and parental views are sought.
- ❑ Parents are able to have full access to any documentation and have copies on request.
- ❑ We are becoming increasingly aware that Information and Communication Technology (ICT) is regularly used as a form of communication and an SEN dedicated area of the school website is being planned. This will provide another form of communication and information about SEN for parents at CHPS.
- ❑ We are aware that some parents also have special needs that prevent them from accessing information sent out by the school. Therefore, if parents make us aware of these problems, we will respond in a sensitive and discrete manner to keep them fully informed. Documents available in Braille or taped messages are a possibility. We will undertake to help provide all parents with vital information.

We actively encourage parents to contact organisations such as The Parent Partnership and welcome any supporters that parents may wish to have attending meetings with them. Our relationship is primarily with the parents of our pupils but we respect their right to have appropriate support present.

THE ROLE OF THE SENCO AND HEADTEACHER

- ❑ The SENCO has responsibility for managing and developing the school's provision for children with special needs, including day-to-day adjustments necessitated by circumstances.
- ❑ This will require close collaboration with the head teacher, other teachers and support staff.
- ❑ Close working with the head teacher is particularly important, as it is his role to apply agreed policies to appoint staff, allocate resources and plan the structure for the curriculum, including the implementation of the SEN Policy. He must ensure that pupils engage in all the regular activities of the school, so far as is reasonably practicable and compatible with
 - The pupil receiving the SEN provision which his/her learning difficult calls for
 - The provision of efficient education for the pupils with whom he or she will be educated
 - The efficient use of resources

THE ROLE OF GOVERNORS

- ❑ The governing body, in collaboration with the head teacher, is responsible for determining the school's general policy for meeting all pupils' needs, including arrangements for staff and resources
- ❑ They must make sure that the teachers in the school are aware of the importance of identifying and providing for those pupils who have SEN
- ❑ CHPS has appointed an SEN Governor to take a particular interest in the school's provision for children with SEN
- ❑ The Governors must ensure that SEN is adequately prioritised and resourced in development and training plans so that there is provision to meet the needs of all pupils
- ❑ Governors must ensure that the school's SEN Policy has clear objectives which are monitored and on which the Governing Body receives regular reports
- ❑ Through the performance framework, governors should ensure that objectives (which include SEN) are set for the head teacher, who has responsibility for the day-to-day management of all aspects of school life, including provision for children with SEN
- ❑ The Governor's Annual Report to parents will include information about the school's SEN Policy, including the principles on allocating resources among SEN pupils

IMPLEMENTING THE SEN POLICY

ADMISSION ARRANGEMENTS

The arrangements for admissions to CHPS are included in our Admissions Policy.

However, no child will be refused admission to the school on the grounds that they have SEN unless concerns have been raised about:

- ❑ the pupil's personal safety
- ❑ other pupils' safety and well being
- ❑ the child not accessing the National Curriculum without support from the LEA or from the schools budget.

If there are any concerns raised, it may be necessary to carry out a risk assessment prior to the admission of the pupil. The child would be included but only after procedures are put in place to ensure the safety and well being of all pupils. It would also be carried out with complete parent involvement.

Access arrangements are currently being covered by work on an Access Policy. It is the intention of CHPS to plan a phased approach in line with the LEA's draft Access Strategy to allow increased access for disabled pupils to the school curriculum.

IDENTIFICATION OF SEN

This may take place at various times during a child's life and from a variety of sources including

- ❑ Pre-school medical information
- ❑ Routine medical checks
- ❑ Involvement with Portage system.
- ❑ Identification by Early Years SENCOs in nursery or playgroup settings
- ❑ Early years statement already in place
- ❑ Results from Baseline profiles.
- ❑ Parental concerns – specific or general
- ❑ Teacher concerns, either due to problems in class or in tests.
- ❑ Social services
- ❑ Concerns raised by speech and language service.

ASSESSMENT

A variety of assessments may be carried out in order to establish what the child's SEN are and how they can be addressed.

In **the Foundation stage**, observation of a child's behaviour and rate of learning will be carried out. Detailed records of the children's progress are kept and any problems highlighted. Any child not making sufficient progress will be referred to the Early Years SENCO of the LEA, who is responsible for monitoring progress and reporting back to the school SENCO.

In **Key Stage 1**, a mixture of formal and informal testing will take place. The class teachers, the Learning Support Assistants with responsibility for SEN or school SENCO may carry this out. Formal tests used include parts of the Aston Index and Quest Test. We are gradually increasing the use of 'P' levels and will be using Pivots to identify a pupil's level of performance.

In **Key Stage 2**, a similar situation also occurs. Here the tests employed can be of a more complex nature.

The tests that are used are discussed with the Special Educational needs Support service of the LEA (SENSS) to ensure that if the child's needs cannot be identified with the tests available in school, different tests can be borrowed to pinpoint a particular need. This expertise is also available to aid the SENCO to plan the most appropriate objectives within Individual Education Plans (IEP's).

PROVISION

If the child has an identified SEN, this information may be transferred through Early Years Action and Early Years Action Plus from the Early Years Setting and the SENCO and the child's teacher will use this information to

- ❑ provide starting points for the development of an appropriate curriculum.
- ❑ identify and focus attention on action to support the child within the class.
- ❑ use the assessment process to identify any learning difficulties
- ❑ ensure that ongoing observation and assessment provide regular feedback about the child's achievements to form the basis for planning the next steps of a child's learning
- ❑ involve the parents in implementing a joint learning approach at home

The identification and assessment of SEN of children whose first language is not English requires particular care. Where there is uncertainty about an individual child's learning ability, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language which is primarily used there or arise from SEN.

This applies equally in the area of talented and gifted children. This is not recognised as being an SEN unless there is related behavioural or emotional difficulty, which is causing problems for the child in accessing the curriculum.

In order to help children who have SEN, we adopt a graduated response, which recognises that there is a continuum of SEN. This involves bringing in increasing specialist expertise to advise and assist with the difficulties a child may be experiencing.

The school will record the steps taken to meet the needs of the individual pupil. The SENCO is responsible for ensuring that these records are kept and available as needed.

MONITORING A CHILD'S PROGRESS

Initially, it is the class teacher's responsibility to plan programmes of work and to document the same.

1. SCHOOL ACTION

When a teacher or SENCO identifies a child with SEN, the class teacher will provide interventions in addition to those that are provided as part of the school's usually differentiated curriculum.

This is called SCHOOL ACTION.

The triggers for intervention through school action will be concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities:

- ❑ Makes little or no progress, even when teaching approaches are targeted towards a child's identified area(s) of weakness
- ❑ Shows signs of difficulty in developing literacy or numeracy skills
- ❑ Presents persistent emotional or behaviour difficulties, which are not improved by the strategies outlined in the behaviour policy
- ❑ 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

In some cases, external professionals, such as those from health or social services, may be involved with the child. If not, the SENCO will contact the parents with a view to making a referral, if they give their consent and it is deemed in the best interests of the child. The SENCO will support the class teacher by continuing to assess the child and in some cases providing suitable IEPs. The class teacher will remain responsible for working with the child on a daily basis.

NATURE OF INTERVENTION

The SENCO and the child's class teacher will decide on the action needed to help the child to progress in their targeted areas. This may include such strategies as

-
- Differentiated learning materials or special equipment
- Some small group or individual support
- Staff development and training
- Access to LEA support services for advice and information

INDIVIDUAL EDUCATION PLAN (IEP)

Strategies employed to enable the child to make progress will be recorded on an IEP. This IEP will include information about

- the short term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when the IEP is reviewed)

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon 3-5 individual targets that match the children's needs and have been discussed with the child and the parents. The IEP will be reviewed at least twice a year and parent's views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets

2. SCHOOL ACTION PLUS

A request for support from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a review of the child's IEP.

This stage is known as SCHOOL ACTION PLUS.

External support services will usually see the child so that they can

- advise teachers on a new IEP with fresh targets and strategies
- provide more specialist assessments to inform planning and measurements of a child's progress
- give advice on the use of new or specialist strategies or materials
- in some cases provide support for particular activities

The triggers for school action plus will be that, despite receiving individualized support under school action, the child:

- ❑ continues to make little or no progress in specific areas over a long period
- ❑ continues working at National Curriculum levels substantially below that expected of children of a similar age
- ❑ continues to have difficulty in developing literacy and numeracy skills
- ❑ has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualized behaviour management programme
- ❑ has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- ❑ has on-going communication or interaction difficulties that impede the development of social relationships and present substantial barriers to learning

When external services are involved, the school undertakes to provide the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity or provide additional specialist assessment. They may also be involved in teaching the child directly.

The resulting IEP for the child will set out fresh strategies for supporting the child's progress. These will be implemented in part in the normal classroom situation. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

3. SCHOOL REQUEST FOR STATUTORY ASSESSMENT

This occurs as a result of the child continuing to cause concern and lack of progress despite all the strategies put in place. The school will provide the LEA with evidence of action taken through the various stages.

This stage is known as STATUTORY ASSESSMENT.

This involves consideration by the LEA, working co-operatively with the parents and other agencies, as to whether a statutory assessment of the child's SEN is necessary. The LEA may decide that issuing of a Statement of SEN is the most appropriate course of action. This is further outlined in the COP. Advice or information can be sought from the Parent Partnership or from the LEA itself.

ANNUAL REVIEW OF A STATEMENT OF SEN

All statements must be reviewed at least annually with parents, the pupil, the LEA, the school and any other professionals involved, who are all invited to consider whether any amendments need to be made to the description of the pupil's needs or to the SEN provision specified in the statement.

The annual review should focus on what the child has achieved, as well as on any difficulties that need to be resolved. At the annual review in Year 6, the LEA has an active involvement to ensure that the best possible provision can be planned for High School life.

SEN AND THE NATIONAL CURRICULUM (NC)

At CHPS we attempt to provide all children with a broad and balanced curriculum.

In foundation stage we are following the Early Learning Goals, enabling children to use structured play to learn. We also consider very carefully, at the end of the foundation stage, if a child is ready to access the NC and take the necessary steps, if not, to disapply the child from the NC.

In Key Stage 1, our pupil numbers are in line with current government recommendations.

We actively encourage parent helpers within the classroom to support the children's learning.

We follow the National Strategy for literacy and numeracy with all children and planning takes into account different abilities and provides a differentiated curriculum.

Within the year groups, a small amount of non- contact time is allocated for planning and this allows for the core subjects to be differentiated.

- ❑ The greater use of ICT within school is enabling greater access to the NC.
- ❑ All pupils with SEN are entitled to maximum possible access to the NC and every effort is made to ensure that they benefit from the same educational experiences as their peers.
- ❑ While acknowledging that they need a differentiated curriculum, they need to be provided with opportunities to develop and progress in areas of learning difficulty they encounter.
- ❑ Learning experiences will need to be considered and planned in such a way that they allow for achievement at varying levels of ability, and it may be necessary to modify some parts of the NC to meet the particular needs of an individual.

RESOURCES AND FINANCE

The LEA has a new funding strategy, which involves delegating virtually all SEN funding to schools. This means that in the future, SEN statements will no longer have funding attached to them. In the year 2003-4, extra money has been delegated to schools to allow smooth transfer of arrangements.

In future a system using an **audit of need** will be used and this method will also determine the service level agreement for support services.

Factors that will be taken into account in setting the school budget include the number of children claiming free school meals, test results (SATS), the number of children on the school roll and the number of statemented children.

Within the constraints of this budget, we will attempt to meet the needs of all children with SEN at CHPS.

The main considerations will be

- ❑ continued support for small group work where children are removed from the class for a set period
- ❑ the provision of specialist resources
- ❑ protecting non-contact time for the SENCO

There is also a small training budget within the main school Teaching Standards Fund (TSF) budget dedicated to SEN. This is used to meet:

- ❑ Identified needs for completion of tasks set within School Improvement Plan
- ❑ Identified needs for performance management tasks
- ❑ Training for newly qualified teachers (NQTs)
- ❑ Training needs identified by individual teachers in response to a particular child in their class with a specific problem
- ❑ SENCO training updates
- ❑ Learning Support Assistants training needs

EXTERNAL SERVICES

The LEA provides a range of support services which available to the school. It is the intention of the school to access these, when necessary, for advice and training. New working practices within the LEA are to be implemented in the academic year 2003/04 and details of these services will be available on the school's website as the whole picture emerges.

TRANSITION ARRANGEMENTS FROM PRIMARY TO HIGH SCHOOL

Regular SENCO "pyramid" meetings are held throughout the year between Cheslyn Hay High School and CHPS staff, which allow reciprocal visits to take place and where knowledge of each other's working practices can be shared. High School staff have attended Year 6 lessons to observe current practice and to observe particular pupils in the classroom.

During the last two years in primary school, the High School SEN Department is referred to, where appropriate, and contact between parents and High School staff can be arranged.

High School staff are always invited to attend the last annual review of statemented children in order to meet the parents and plan provision in the High School.

Full SEN records are transferred to the High School usually by June of each year. Further visits to the High School by the SENCO are carried out to discuss individual children in greater depth.

TARGETS SET FOR SEN WITHIN SCHOOL

Regular targets are set for SEN both as part of the SENCO's Performance Management tasks and as part of the School Development Plan. These are discussed with the Head teacher and SEN Governor. They are used to inform part of the Annual Report to parents.

REVIEW PROCESS OF SEN POLICY

The SEN Policy will be reviewed July 2007.