



## **New Marston Primary School** **Policy for Children who have Special Educational Needs**

### ***Policy overview***

This policy explains what special educational needs are and how we support these needs working with the pupils, school staff, parents and external agencies.

### ***Definition***

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional and different to this. This is special educational provision under Section 21 of the Children and Families Act 2014.<sup>1</sup>

A child has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- 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 educational facilities of a kind generally provided for others of the same age in mainstream schools

### ***Aims and objectives***

The Governors and staff of New Marston recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals.

We aim to:

- ensure that our curriculum is responsive to all children whatever their individual need.
- promote positive attitudes and individual confidence, ensuring all children experience success.
- identify, assess, record and regularly review pupils' special educational needs.
- encourage parents/guardians to be involved in planning and supporting at all stages of their child's development.
- make effective use of support services

The policy aims to outline:

- A) Roles and Responsibilities for SEN provision
- B) Identification, assessment and provision for pupils with SEN, including funding
- C) Admission arrangements, including arrangements for those with disabilities and transfers
- D) The complaints procedure
- E) Monitoring of SEN policy

### ***A) Roles and Responsibilities***

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

### *Governors*

The Governors of New Marston, together with the Headteacher, have a legal responsibility for overseeing all aspects of the school's work, including provision for children with special educational needs, and for doing their best to ensure that the necessary provision is made for any pupil who has special educational needs. They should determine the school's general policy and approach to provision for children with special educational needs and establish the appropriate staffing and funding arrangements.

An appointed representative from the governing body is actively involved in self-review, with the Headteacher

<sup>1</sup><http://www.legislation.gov.uk/ukpga/2014/6/enacted>

### *Inclusion Coordinator*

The Inclusion Coordinator Rachel Vlachonikolis. She works closely with all staff, the Headteacher, parents and outside agencies ensuring the best possible provision for children with special educational needs.

She is responsible for:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- ensuring the involvement of parents and guardians from an early stage and liaising with parents of pupils with SEN
- advising on a graduated approach to providing SEN support, liaising with and advising other members of staff
- helping to identify children with special educational needs, assessing and planning for progress
- maintaining the school's special needs register
- acting as Designated teacher for looked after pupils with SEN
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with early years providers, other schools, educational psychologists, health and care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support agencies
- liaising with potential and next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Appointing and timetabling teaching assistants, in liaison with Key Stage staff
- Line managing teaching assistants who work in a 1:1 support role or who work within the inclusion base
- supporting the professional development of teaching assistants
- regularly liaising with the governors' representative

### *Headteacher*

The Headteacher has overall responsibility for the management of provision for children with special educational needs and keeps the governing body fully informed and works closely with the Inclusion Coordinator.

### *Teaching Staff and Teaching Assistants*

Class teachers are involved in the development of the school's SEN policy and implement the procedures for identifying, assessing and making provision for pupils with SEN, including planning for differentiation. The identification of SEN is built into the overall approach to monitoring the progress and development of pupils. Class teachers are responsible for working with children on a daily basis and closely monitor children involved in interventions away from the main class. Teachers work closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Teaching staff all have a responsibility to keep any information about pupils at New Marston confidential. The SEN register is shared with all staff and pupils' files are available for staff working with the pupils. This includes teaching assistants and teachers, but not volunteers.

### ***Coordinating and managing provision – how do the above members of staff work together?***

The Headteacher and Inclusion Coordinator meet frequently to discuss SEN issues as SEN forms part of the School Improvement Plan.

The Inclusion Coordinator meets with class teachers to give support and advice. The Inclusion Coordinator oversees the provision using provision mapping. The Inclusion Coordinator meets weekly with the Teaching Assistants to review progress and give advice, and monitors the placement of TA support throughout the school. This is dependent on the Special Needs requirements and this placement may change as the needs of the children change. There is opportunity for informal daily contact between staff to discuss concerns.

### ***Liaising with parents***

At New Marston we strive to involve parents as much as possible in their children's education. Where a teacher has concerns about a child's progress, he or she will discuss this with the parent and bring the concern to the attention of the Inclusion Coordinator. The Inclusion Coordinator aims to be open and approachable. She is available to meet parents at Parents Evenings, as part of the SEN review process or any other mutually convenient time.

### ***Voice of the child***

Children's views about their needs, their progress and the support they receive are part of the review process three times a year. These are considered by the teacher and Inclusion Coordinator when writing new outcomes for their pupil profile. This gets passed onto the next class teacher and short term targets are written from this.

## **B: Identification, assessment and provision**

**Identification** – The Inclusion Coordinator meets with each class teacher at least 3 times a year to discuss the progress and needs of the children in their class. Children with newly identified unmet needs will be discussed at these meetings. Any children needing to move to Additional School support are identified using the moderation criteria. As a rule, children must meet at least 5 of the criteria, but this is discretionary. Information used to support identification includes:

- Concern expressed by parent or carer
- Optional SATs, teacher assessment and observation
- Phonics assessments
- QCA Behaviour Assessments
- Examples of pupils' work

The placement of the child on the SEN register is reviewed each year.

### ***Categories of Special Educational Need***

Children's needs and requirements fall into four broad areas, but individual pupils may well have needs which span two or more areas. For example, a pupil with general learning difficulties may also have communication difficulties or a sensory impairment:

- Communication and interaction (Speech, Language and Communication needs, Autistic Spectrum Disorder including Aspergers and Autism)
- Cognition and Learning (Learning difficulties, Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia)

- Social, emotional and mental health difficulties (Behaviour reflecting underlying mental health difficulties, e.g. anxiety, depression, Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder)
- Sensory and/or physical (Hearing Impairment, Visual impairment, Physical disability, Multi-sensory impairment)

### *Supporting pupils with medical conditions*

Where children with SEN also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. School has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2014). See the Supporting pupils with medical conditions policy.

### **Assessment**

Children with SEN are assessed in line with the school assessment cycle. Their levels of progress and attainment are discussed with the parents and Headteacher/Inclusion Coordinator at pupil progress meetings. In addition to this, assessments will be conducted at the start and end of each intervention, to look for measureable outcomes of specific targets. Most of these give an 'age', e.g. a reading age. The intervention can then be deemed successful if a child has made double the rate of progress for the time spent on the intervention. For example, if an intervention has lasted for 3 months, good progress for an intervention would be 6 months.

- LAPACK
- Salford Sentence Reading
- NARA
- QCA Behaviour Assessment
- Sandwell maths test
- External assessments (e.g. by the LACAT)

Individual children are assessed and monitored, along with the SEN group as a whole. For identified cohorts where the SEN group have underperformed, specific actions are put in place. Actions may be implemented and reviewed by any member of SLT, but the Inclusion Coordinator should be aware of these.

### **Provision**

Following the Pupil Progress meetings, class teachers meet with parents to complete the SEN review. Updated provision plans are also discussed. Where parents are unable to attend a review meeting, 2 copies of the review will be sent home to parents with an accompanying letter. This asks parents to comment, sign and return one copy of the review. If parents wish to discuss SEN provision with the Inclusion Coordinator then they can make an appointment via the school office.

Following this process the SEN Register is updated on Integris by the School Business Manager using information provided by the Inclusion Coordinator.

### **Funding**

All schools in Oxfordshire receive funding for pupils with SEN in three main ways:

- The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the Inclusion Coordinator.
- The notional SEN budget (element 2 funding) covers the additional educational support required.
- Specific funds may be allocated to pupils with statements or Education, Health and Care Plans.

New Marston School, as part of normal budget planning, has a strategic approach to using resources to support the progress of pupils with SEN. New Marston provides additional support up to the nationally

prescribed threshold per pupil per year. Where the cost of special educational provision required to meet the needs of an individual pupil exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding. The Local Authority may provide top-up funding.

### **C) Admissions and Transfers**

#### **Admissions**

New Marston Primary School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with a statement or Education, Health and Care Plan subject to the wishes of their parent unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

#### **Transfer arrangements**

The Inclusion Coordinator, class teachers and Headteacher liaise over the internal transfer of pupils with SEN. Placements are considered carefully in order to meet a child's particular needs, and pupils visit their new class before transfer.

Year 6 children transferring to local Secondary Schools have the chance to visit the new school for a day. Representatives from the Secondary Schools visit to talk with the children. The Inclusion Coordinator and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEN information is gathered together and records transferred to the new teacher or school.

For pupils with Statements or Education, Health and Care Plans, the child's statement should be amended in the light of recommendations of the annual review by 15th February in the year of transfer to ensure that time is available to make necessary transfer arrangements re/needs and provision. The Inclusion Coordinator of the receiving school will be invited to the final annual review in primary schools of pupils with statements or Education, Health and Care Plans where the particular school has been named.

#### **Specialisms and special arrangements**

The school has access for wheelchairs. Suitable toilet facilities are available. Where a child has a disability the Inclusion Coordinator and class teachers make sure that all adults are informed about effective management strategies and that other children are made aware as appropriate. Advice is sought from outside agencies on how best to provide for the child's needs and this advice is accessible to the adults working with the child through the purple files. Arrangements are made to allow as much independence as possible, but with support available as and when necessary (see Health and Safety Policy).

Staff training is undertaken in various aspects of SEN according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective.

The training needs of the staff including TAs are reviewed as part of the CPD process in school.

### **D) Complaints procedure**

If a parent or guardian is concerned about SEN provision for their child, initial contact should be made with the class teacher. A meeting will be arranged, which may include the Headteacher and/or Inclusion Coordinator, to discuss the concern. Parents can request an appointment with the Headteacher directly. The

Parent Partnership Service is available to support parents in meetings concerning their child's progress and welfare.

In the event of a formal complaint concerning SEN provision, parents/guardians are advised to follow the school's complaints procedure. This can be obtained from the school office.

#### **E) Monitoring of SEN policy and provision**

The success of the school's SEN Policy and provision is evaluated through:

- Monitoring of classroom practice by Inclusion Coordinator and subject coordinators
- Analysis of pupil tracking data and test results
- Value-added data for pupils on the SEN register
- Monitoring of procedures and practice by the SEN governor three times a year
- School self-evaluation
- Monitoring the quality of Pupil Profiles and review meetings
- The School Improvement Plan

This policy has been written using the Oxfordshire County Council guidelines. The implementation of this policy will be monitored by the SEN Governor. This policy will be updated in line with new initiatives together with any streamlining of school processes.

**Reviewed: November 2018 by Rachel Vlachonikolis**

**Next Review date: November 2020**