

ST JOHN'S Highbury Vale C of E Primary
School

Special Educational Needs policy

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Introduction

We value the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

1. Aims and objectives

1.1 We are committed to:

- Ensuring that each child can access the whole curriculum, including the National Curriculum
- Involving parents/carers in the education of their child through meetings and reviews
- Training teachers and teaching assistants (TAs), to help them in early intervention, assessment and support for children with SEN
- Allocating appropriate levels of resourcing to pupils with a range of SEN
- Ensuring procedures for assessing and monitoring children with SEN are used systematically
- Providing continuing professional development and INSET for all teachers on SEN matters
- Developing good practice in meeting the needs of children with SEN according to advice set out in the Special Educational Needs Code of Practice
- Integrating our SEN policy with all the school's other policies, and the nationally agreed Every Child Matters agenda.

1.2 The National Curriculum and Early Years Foundation stage is our starting point for planning a curriculum that meets the specific needs of individuals and groups of children. We meet these needs through:

- setting suitable learning challenges
- responding to children's diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- providing other curricular opportunities outside the National Curriculum to meet the needs of individuals or groups of children, (for example, speech and language therapy and occupational therapy).

2. Definition of Special Educational Needs (SEN)

SEN Policy 2013

At St John's we define SEN in the following way:

2.1 A child has Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.

A child has 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 the child 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 education authority.
- (c) are under five and falls within the definition at (a) or (b) above or would so do if special educational provision was not made for the child.

2.2 A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught (Education Act 1996, Section 312).

- St John's values the achievements and abilities of all its pupils and aims to provide equal educational opportunities for all children.
- We aim to make the curriculum accessible to all our pupils through differentiation and the provision of a variety of teaching and learning opportunities.
- All members of teaching staff are responsible for identifying and addressing the individual needs of children effectively and in accordance with policy guidelines. We will, at all times, work in collaboration with parents/carers.
- We use a staged approach to identify and provide support for children with SEN following the stages set out in the Special Educational Needs Code of Practice.

3. Role of the Inclusion Manager

The Inclusion Manager is supported by the Headteacher and by the link governor with responsibility for inclusion.

The Inclusion Manager will:

- Carry out regular monitoring of pupils with Special Educational Needs.
- Oversee the day-to-day operation of the SEN policy.
- Help teachers maintain an up-to-date SEN file for their class. This includes incorporating Individual Education Plans (IEPs) and other relevant information to outline targets set, support strategies used, and methods to monitor and

measure progress.

- Liaise with and advise teachers on the progress of children and help write IEPs.
- Liaise with parents/carers of children with SEN to ensure that they are consulted and included in supporting and monitoring SEN concerns, plans and progress.
- Liaise with external specialists including the Educational Psychology Service and other support agencies, medical and social services and voluntary bodies.
- Organise and conduct Annual Reviews for children with a statement of SEN.
- Co-ordinate In-Service Training (INSET) provision for staff and keep staff informed of new developments in SEN.

4. Management

The Headteacher is ultimately responsible to the governors for ensuring that appropriate provision is made for pupils with SEN. The Headteacher maintains an overview of the implementation of the SEN policy and procedures through regular liaison with the Inclusion Manager and support staff.

The school governor responsible for inclusion meets at different points in the year with the Inclusion Manager and reports back to the full Governing Body. The Governing Body carries out its statutory duties as outlined in the SEN Code of Practice.

The SEN Code of Practice 2001, Section 1: 8 states that the Governing Body must:

- Do their best to ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensure that the needs of the pupil 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.
- Consult the LA and the Governing Bodies of other schools, when it seems to them necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a pupil with SEN joins in the activities of the school together with pupils who do not have SEN, so far as is reasonably practical and compatible with the efficient education for the pupils with whom they are educated and the efficient use of resources.

5. Admissions

The school's admissions arrangements for pupils with SEN are the same as for all other pupils. The school welcomes those

parents/carers seeking integration into mainstream schooling for their child with SEN. It will seek to meet parental wishes as far as is practicable and in the best interests of the child. The school will derive information regarding SEN from interviews with parents/carers and information forms completed on entry to the school. We will also contact the child's previous school or nursery and the Early Years Team. The Reception class teacher will also visit the nursery and make a home visit. The Headteacher will inform the Inclusion Manager and class teacher of any new entrants who have SEN so that their details can be included on the SEN Register and appropriate action taken.

6. Facilities for pupils with SEN

The school building does present some physical barriers for children with physical difficulties. Wherever possible we make every effort to make sure the necessary adjustments are made to accommodate SEN children.

The school's Disability Equality Access policy 2011-2013 is in place.

7. Resources

The Inclusion Manager, as the Deputy Head, has dedicated time to carry out SEN co-ordination duties. These include meeting with external agencies and parents/carers to discuss pupils' progress and set targets. At other times s/he will assess pupils and maintain the school's SEN files. S/he ensures that the Headteacher, school nurse, teachers and parents/carers are kept fully briefed with relevant information about children with SEN.

The Education Psychology service is provided by the LA from its central budget. Resources for statemented children are included for the most part in the school's overall SEN budget. Additional funds may be allocated directly by the LEA for low incidence statements and pupils from out of the borough. We are allocated 5 days a year of EP time and the school may buy additional days.

8. Assessment and review

Identification of SEN

It is essential that learning difficulties are highlighted as early as possible. This may be done in a variety ways.

1. Informally. In the course of informal assessment of pupils' abilities that takes place as a daily part of planned activities in the classroom.

2. **Formally.** Formal assessments are also made in each year group. The results provide an additional way of monitoring progress.

Teachers use evidence gathered from both formal and informal assessments to build up a picture of each child. Where they have an ongoing concern regarding a child's progress they will invite parents into school to discuss their concerns.

Termly tracking and progress meetings between class teachers and the Senior Leadership team will inform SEN planning and intervention.

3. If a parent/carer expresses concerns about their child, the class teacher will meet with the parent/carer, note their concerns and monitor progress. The class teacher will also inform the Inclusion Manager of these concerns and if appropriate the child will be placed on the SEN Register at the School Action Stage (see below).

4. Parents of children entering the school with SEN needs will have an opportunity to discuss their child at a meeting with the class teacher. Targets will be set and an IEP written and the Inclusion Manager will be informed. The child will then enter the school's system of review and assessment. The Inclusion Manager will liaise with professionals already involved with the child.

Although it is vital to be alert to any concerns about a child's progress it is important not to rush a pupil onto the SEN Profile Register. At formal meetings between teachers and parents/carers, ideas regarding strategies to promote progress can be used before a child is assessed for specific learning difficulties.

Identifying, assessing and monitoring children with SEN - a graduated response

Every school has to keep a list of the names of those children identified as having a special educational need. This is known as the school's SEN Register. There is a staged approach for identifying, monitoring and assessing children with SEN - 'School Action' and 'School Action Plus'. The SEN Register is regularly updated by the Inclusion Manager.

School Action

Once a need has been identified the teacher will inform parents/carers of the school's concerns. The class teacher will meet with parents and support staff and together set one or two manageable targets for learning or behaviour that will be reviewed at least twice a year. These will be recorded and signed by those attending the meetings on a School Action Individual Education Plan (IEP) form and kept in the class SEN file. A copy will also be given to the parents/carers, and the Inclusion Manager. The class teacher will make the necessary differentiated adjustments to their planning to ensure that the work they are providing is appropriate to the child's needs.

The class teacher will remain responsible for the child on a daily basis and for planning and delivering an individualised programme if necessary. At this stage the Inclusion Manager is in a supporting role.

The Inclusion Manager and class teacher will decide on the action needed to help the child make progress. This may or may not include the deployment of staff. Support may come from different learning materials or special equipment or from small group or individual support.

IEPs are written detailing short-term targets, strategies to be used, provision to be put in place and when the plan is to be reviewed. IEPs are formally reviewed once a term by the class teacher and parents at either an 'IEP review meeting' or in a structured conversation, as part of the 'achievement for all' initiative. The Inclusion Manager may be at this meeting if appropriate. Parent and teacher review comments are recorded on the IEPs which are then saved on the school network. Paper copies are signed by parents, with one copy being sent to parents and another copy kept in the class inclusion file.

School Action Plus

School Action Plus will be triggered when, despite receiving a differentiated programme/support under School Action, the child continues:

- to make little or no progress
- has emotional or behavioural difficulties which frequently interfere with the child's own learning or that of the class
- has sensory or physical needs that require specialist equipment or regular visits or advice by a specialised service
- has ongoing communication or interaction difficulties that impede development of social relationships and cause substantial barriers to learning

At this point, the Inclusion Manager, in consultation with the parents, class teacher, curriculum co-ordinators and external specialists (including the educational psychologist) should consider a range of different teaching approaches, learning equipment and materials. A new IEP will be set with fresh strategies. **The delivery of the interventions based on the advice of external specialists continues to be the responsibility of the class teacher in consultation with the Inclusion Manager.**

Statutory assessment

When a child demonstrates significant cause for concern, a referral for a statutory assessment is made to the LA. Evidence of the child's progress over time and actions taken, including use of resources, must be documented.

The LA should receive:

- Records of the school's action through School Action and School Action Plus.

SEN Policy 2013

- IEPs
- Records of regular reviews and their outcomes.
- National Curriculum levels.
- Attainment in literacy and numeracy.
- Assessments of Educational Psychologist and other specialists.
- Views of parent/carer.
- Involvement of other professionals.

If the LA carries out a statutory assessment and awards the child with a Statement of SEN, a new IEP will be completed, appropriate provision made, and a statutory formal review is held annually. The SEN requirement for Educational Psychology support comes from within the school's total time allocation (currently 5 days a year with the option of purchasing additional days).

Inclusion files

Each class teacher has an inclusion file in the classroom that is regularly updated and reviewed by the class teacher and Inclusion Manager. It provides a continuous record of concerns, meetings and IEPs. The inclusion file moves through the school with the class. All staff save information on their class's inclusion tracking form on the school network. Teachers resources – inclusion – year group – class tracking and overview. This records children's ongoing progress and any support they have received.

9. Access to the curriculum

St John's policies aim to ensure that all pupils, including those with SEN, have access to the Early Years / The Foundation Stage Curriculum, the National Curriculum and school schemes of work. These are used to aid planning and outline a variety of teaching methods to match the learning tasks and needs of the pupils. These include whole-class teaching, individual, paired and small-group work. Extra support is provided through the use of differentiated tasks, IEP targets, and/or specific equipment, for example angled writing slope, pencil grips and ICT (information, communication technology) support.

Children with SEN needs are mainly supported in class wherever possible but may benefit from small group work or 1:1 support out of class to learn specific skills. Priority with resources, including adult support, is given to children with SEN.

Special arrangements for SATs (Standard Attainment Tests) as outlined by the DFE are used where appropriate. Children on the SEN Register are not normally disapplied from tests, unless they are below the level of the tests.

10. Integration and access to activities

Pupils on the SEN Register join in all daily activities, including assemblies, playtimes and lunchtimes. They take part in all special events such as educational trips and drama productions. All pupils take part in every area of the National Curriculum. Children with a SEN Statement may be supported by:

- Assessment and advice from specialist teacher/s and Multi agency services
- A teaching assistant.
- Specialist therapy.

Relevant information about SEN children will be shared with the staff of the school's Breakfast Club, the after school club at Elizabeth House and St John's after school clubs by the Headteacher / Inclusion Manager or class teacher.

11. SEN training for staff

All staff, teaching and non-teaching, are able to attend a variety of training courses to develop their skills, particularly in supporting numeracy and literacy. At the end of each term the SEN Register is discussed with each class teacher and the leadership team in tracking and progress meetings.

The staff at St John's show an active interest in developing their professional skills in the field of SEN and we can usually support requests for attendance at courses, both borough run and at other organisations such as the Institute of Education, as well as whole staff INSET in school.

12. External support services

We use our time with the Educational psychologist in the following ways:

- Yearly review and planning meetings with the Inclusion Manager;
- Annual Reviews for children with a Statement;
- Assessments for children who have been identified as having a significant difficulty with their learning

The Inclusion Manager is able to make direct referrals and to seek advice from the LA Inclusion Service which includes advisory

teams in the following areas:

- Language and communication (SALT)
- Hearing impairment/visual impairment from the Richard Cloudesley school outreach team
- Emotional and Behavioural Difficulties from the behaviour support team at New River College
- The Bridge School Outreach Team (autism)
- Samuel Rhodes School (Cognitive and Down's syndrome)

13. Partnership with parents/carers

We value the support and involvement of parents/carers. Communication systems for SEN pupils are the same as for other pupils. IEPs are reviewed after discussion with staff and parents so that parents/carers have a clear record of the support their child receives, the progress they are making, and strategies they may find useful at home.

Parents/carers of pupils with a SEN Statement are invited to attend and contribute to Annual Review meetings. We are able to provide translators where necessary by using the Islington Council Translation Service.

Parents/carers are welcome to come into school not only to discuss their child's progress but also to help with learning activities such as individual reading, group work, and educational trips.

The Reception staff will make home visits in the summer term for children with SEN, prior to them joining the school in September. Consideration will also be given to the child's starting date.

14. Transition

The Inclusion Manager meets with SENCOs from other schools at borough run courses.

The Inclusion Manager and Year 6 teacher attends the Borough's Primary/Secondary Transition Conference in the Summer Term.

The Reception Staff visit Nurseries in the Summer Term to meet parents, children and staff. Where there is a SEN issue reciprocal visits are also arranged for Nursery staff, parents and children.

15. Links with external agencies

The school has links with several external organisations including:

- 1] Speech and Language Therapy Service
- 2] Occupational Therapy Service
- 3] Outreach services (see section 14)
- 3] Children's Services
- 4] School Health Service
- 5] Children's Centres at Ambler School and Conewood Street
- 6] Education Welfare service

We have an established Pastoral Care team which links with the school's targeted support services. The Parent Support Advisor maintains a file of information about local and national organisations.

Information about local SEN initiatives is displayed on a notice board by the office. Information about parent SEN courses, and local support groups' leaflets explaining the EP service self-referral forms to the local CAMHS are also available.

Date approved by Curriculum and Achievement Committee:

24 April

Date adopted by Governing Body:

15 May

Date for next review:

Summer term 2014

IEP target meeting invitation

Dear Parents/carers

We would like to meet with you to discuss your child _____, as we are concerned about his/her progress and attainment and would like to put him/her on the special educational needs register. We can discuss his/her needs and set targets as part of an Individual Education Plan to help him/her with his/her learning. Please can you attend a meeting on:

_____ at _____

Kind regards

Ms Freeland
Inclusion Manager

Name of child _____

I can attend the meeting

I cannot attend the meeting but can meet the Inclusion Manager on the following dates and at these times:

- 1.
- 2.
- 3.

IEP review invitation

Dear Parents/carers

IEP review

You are invited to a meeting to review your child's IEP (individual education plan) and set new targets on:

_____ at _____

These meetings are **in the school day to allow the class teacher to attend**, but if you are unable to make the time or day due to other commitments, please indicate some dates and times when you can meet with me.

Kind regards

Ms Freeland
Inclusion Manager

Name of child _____

I can attend the review meeting

I cannot attend the review but can meet the Inclusion Manager on the following dates and at these times:

- 1.
- 2.
- 3

Individual Education Plan (IEP)

Name:	Date of Birth:	Year:	Date:
<u>Level of intervention (monitored, SA, SA+ or Statement):</u> _____			
Areas of difficulty:			
Area/s of Need (SEN Code)			
Child's view			
Parent/carer view		Home information	
Learning Targets/Success Criteria	Strategies/Provision	Assessment/Outcome	
Summer			

Parent attended review Y/N Pupil involvement Y/N Comments:		
Autumn		
Parent attended review Y/N Pupil involvement Y/N Comments:		
Spring		
Parent attended review Y/N Pupil involvement Y/N Comments:		
<u>Home support/Tasks at home:</u>		

Support for the Every Child Matters Outcomes				
Be healthy	Stay safe	Enjoy and achieve	Make a positive contribution	Achieve economic wellbeing
<ul style="list-style-type: none"> • Monitored by nurse • School lunch • Breakfast club • After school sports 	<ul style="list-style-type: none"> • Peer mediation • Lunchtime supervisor monitoring 	<ul style="list-style-type: none"> • After school club 	<ul style="list-style-type: none"> • Newsletter contributor • Class assembly • Arts assembly • School Council • Classroom responsibility 	<ul style="list-style-type: none"> • Basic skills targets
Support for Inclusion (May suggest need for School Action+ intervention)				
<ul style="list-style-type: none"> • Advice from Inclusion Manager on specific SENs and/or P scales • Advice from inclusion Manager on planning/ resources • Team teaching with Inclusion Manager • Observation by Inclusion Manager 	<ul style="list-style-type: none"> • Adjustment to the physical environment • Specialist equipment • Pupil grouping • Parent/ Carer advice on SEN • Home- school diary 	<ul style="list-style-type: none"> • EP consultation • SALT involvement • OT support • Physiotherapy • CAMHs • Outreach from: _____ • Other: _____ 		

Summer
Parent/ Carer _____

Date _____

Autumn
Parent /Carer _____

Date _____

Spring
Parent/ Carer _____

Date _____

SEN codes

From code of practice:

SA = school action
SA+ = school action plus
S = Statement

To show type of needs:

MLD = moderate learning difficulty
SpLD = specific learning difficulty
SLCN = speech, language and communication difficulty
ESBD = emotional, social or behavioural difficulty
SLD = severe learning difficulty
PMLD = profound and multiple learning difficulties

VI = visual impairment
HI = hearing impairment
(If moderate can both be part of SpLD)