

## **MILTON CE PRIMARY SCHOOL**

### **Policy on Assessment of and Provision for Pupils with Special Educational Needs**

#### **Principles**

At Milton CE Primary School our main aim is to provide high quality teaching to enable all of our children to perform to the very best of their abilities. We endeavour to promote a happy school atmosphere with an emphasis on self-respect and respect for others.

The aims of this policy are:

- To create an environment that is inclusive and meets the needs of each child
- To identify, assess and provide for all special educational needs
- To ensure that the views of the children, concerning their needs, are identified and taken into consideration
- To ensure that all staff are aware of their roles and responsibilities in providing for children with special educational needs
- For all children to access a broad and balanced curriculum
- To ensure that we work in partnership with parents to meet the needs of the children

Those of our children who have special educational needs will be given individual consideration and appropriate provision working in partnership with others as necessary. All pupils whether they have special educational needs or not, must have an equal opportunity to participate in the full curriculum of the school (including the National Curriculum) and all activities. Pupils with special needs will be encouraged to become independent and take on responsibilities within the school.

#### **What are Special Educational Needs?**

Many children at some time during their school career will have special educational needs of some kind; the national average is approximately one in five. Having special educational needs means that the child is having learning difficulties and needs additional help. These difficulties may be with specific elements of school work, such as reading, writing, speaking or mathematics. Some children may experience more general difficulties. In some cases the difficulties may be caused by:

- a physical disability
- a problem with sight, hearing or speech
- a mental disability
- emotional and behavioural issues
- a medical or health need

The needs of the majority of children can be met within ordinary mainstream schools with a varying amount of individually-planned teaching or by the use of special equipment. In many cases the child will have special educational needs only in the short term.

## **Roles and Responsibilities**

Provision for pupils' with special education needs (SEN) is a matter for the school as a whole. The governing body, the headteacher, the SEN co-ordinator and all other members of staff have important responsibilities.

- All teaching staff are involved in the development of the school's SEN Policy and are fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN.
- The SEN co-ordinator, Mrs Lorraine Webb, works closely with colleagues and has responsibility for the day-to-day operation of the SEN Policy. She manages the teaching assistants who work out of the classroom, with children identified on the SEN register on a 1:1 basis or small group basis, and co-ordinates provision for pupils with SEN. She will also liaise and work in partnership with parents and external agencies to plan an appropriate programme of intervention and support.
- The head teacher has responsibility for the management of provision for children with SEN. She keeps the governing body fully informed. She is the school's Responsible Person, which means that she will be informed by the Local Authority (LA) when they conclude that a child has SEN, and will then ensure that all the appropriate people know about the child's SEN.
- The governing body, in co-operation with the headteacher, determines the school's policy for children with SEN, establishes the appropriate staffing and funding arrangements, and maintains a general overview of the school's work in this area. The governing body appoints one governor to take a particular interest in and closely monitor the school's work on behalf of children with SEN. The current governor with responsibility for SEN is Mrs Sarah Hunjan.
- Non-teaching staff are advised and consulted where appropriate regarding individual children's SEN.
- The Access to Learning Support Team advises the SEN co-ordinator, class teachers and teaching assistants. They provide training and will assess and on occasions may work with individual children.
- Under the direction of the SEN co-ordinator, Teaching Assistants work with individual children on the SEN register.

- The parents of children with SEN work in partnership with the school. They have the opportunity to contribute to the assessment and review procedures. They may support their child's programme of work by helping with home activities. The school values the involvement of parents in their children's education.
- The views of children with SEN will be taken into account when planning provision.

### **How children with SEN are identified**

The class teacher will usually be the first person to observe that a child is having learning difficulties to the extent where they require special provision. All teachers at Milton take into account the wide range of abilities, aptitudes and interests amongst the children in their classes when planning and teaching. The curriculum will be differentiated to meet the needs of all pupils. Teaching styles and flexible groups will reflect this approach.

Tracking data of individual pupils, will also be used to identify or support the identification of a special educational need.

A child who finds it difficult to progress even with this differentiated framework will be identified as requiring special attention.

In some cases parents may express concern over their child's progress or behaviour which may result in the identification of SEN.

Where a child has a physical, sensory or mental health condition, or emotional and behavioural problems, or a medical problem, the school may be alerted to the child's likely SEN by an outside agency, for example the health or Social Care.

The early identification of a child's SEN is extremely important to ensure that they receive special help as quickly as possible.

### **Stage Procedure**

The school adopts the graduated response outlined in the Code of Practice under the Education Act, 2001 and recommended by the Cambridge LA. School Action and School Action Plus are school based. At Statutory Assessment of Special Educational Needs and Statements of Special Educational Needs the LA and the school share responsibility.

The majority of children will not progress through the graduated response of assessment and provision. In many cases action taken at one stage will mean the child will not have to move onto the next. The school will only move a child onto the next stage when their progress at their existing stage is giving cause for concern or reverse the procedure when adequate progress has been made.

Adequate progress can be defined in a number of ways:

- Closing the attainment gap between the child and his/her peers
- Preventing the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- Matches or betters the child's previous rate of progress
- Ensure access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvement in the child's behaviour

### **The Graduated Approach in the Primary Phase**

#### **School Action**

- When a class teacher identifies that a pupil has SEN then the class teacher will devise interventions, which are additional or different from those provided as part of the school's usual differentiated curriculum.
- The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme.
- An IEP (Individual Education Plan) will usually be devised in consultation with parents and the pupil and will provide a small-steps, SMART approach to ensure success (Specific, Measurable, Achievable, Relevant, Timed).
- The SENCO will be informed and will discuss and review actions with colleagues.

#### **School Action Plus:**

- The SENCO and class teacher, in consultation with parents, asks for help from external services, such as, the Access to Learning Support Team
- SENCO, Class teachers and Teaching Assistants are provided with advice or support from outside specialists
- Additional or different strategies to those at school action are put in place – an IEP will usually be devised or reviewed, changing or adapting targets
- The SENCO should take the lead in –
  - Any further assessment of the child
  - Planning future interventions for the child in discussion with colleagues
  - Monitoring and reviewing the action taken

At each of the graduated responses a termly review will be held and an outcomes form will be completed.

Provision of support at both SA and SA+ may include:

- In class support by teacher or TA

- Classroom organisation and management
- Individually or small group supported work, in or out of the classroom environment
- Home/school reading schemes
- Home/school diaries
- Support groups for confidence, self esteem or behaviour management
- Use of specialist equipment or resources
- Alternative teaching strategies
- Attendance at a 'Radar', life skills group
- Use of outside agencies e.g Speech and Language Therapists, Occupational Therapists, Psychologists etc

If a child is making good progress at school action or school action plus it may be decided to place him or her at the previous stage. It may be decided that a child has made such good progress they no longer need special help; in this case the SEN co-ordinator will retain the child's name on the SEN records until it is clear that the child's progress is no longer likely to give cause for concern.

### **Statutory Assessment of Special Educational Needs**

If the school concludes that the child's needs are so substantial that they cannot be met within the school's resources, then the headteacher will make request for **Statutory Assessment**. The parents of the child will be consulted before the request to the LA is made. A Statutory Assessment is a very detailed examination to determine exactly what a child's special education needs are and what special help he or she should receive. It is the SEN co-ordinator's responsibility to provide information regarding the child's needs and evidence of the action taken by the school to meet those needs. The LA considers the needs for Statutory Assessment and, if appropriate, make a multidisciplinary assessment. The LA will explain to parents the precise timing of each of the various stages of the assessments within the overall six month time limit. The child will usually continue with the programme of work they have already been following during this period.

### **Statements of Special Educational Needs**

The LA considers the need for a **Statement of Special Educational Needs** and, if appropriate, makes a Statement and arranges, monitors and reviews provision. A Statement of Special Educational Needs is a document setting out:

- The child's learning difficulties
- The special help he or she should receive
- The long term objectives to be achieved by the special help
- The arrangements for short term target setting and progress reviews
- The name of the school the child will attend (which could be the child's present school, another mainstream school or a special school).

If the LA decides that a Statement of Special Educational Needs is not necessary because it considers the child's needs can be met within the school's range of provision at School Action/School Action Plus, it may issue a Note in Lieu. The Note in Lieu should describe the child's needs, explain why a statement is not appropriate, and make recommendations about provision for the child.

The process may take 12 weeks, during which time the child will usually continue with the programme of work they have already been following.

### **Pupil Participation**

All pupils should be enabled and encouraged to participate in all decision-making processes that occur in education, knowing that they will be listened to and that their views are valued. The children will be encouraged to take a role in setting, monitoring and reviewing targets for his/her Individual Education Plan (IEP). All children will, with the class teacher or TA give their own evaluation of how well or how far they are in reaching their targets and also input any other area they feel they would like to be supported in, or need help with.

### **Working in Partnership with Parents**

"Partnerships with Parents' play a key role in promoting a culture of co-operation between parents, schools, LA's and others. This is important in enabling children and young people with SEN to achieve their potential." (para 2.1 SEN Code of Practice.)

As a result of the new code of practice the LA have formed the Parent Partnership Service. This organisation provides advice and information about matters relating to special educational needs.

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is a particularly important factor in the achieving of success for pupils who have special educational needs. School will also communicate regularly with parents and will ask for parental permission before referring to others for support.

### **Funding**

The Governors, through the Finance Committee, will allocate funds to meet the needs of pupils, with SEN. At the meeting of the Governing Body which approves the budget, the Finance Committee will draw the attention of governors to the amounts delegated to the school by the LA under special needs headings in the Section 42 Statement, and to the amounts allocated for SEN in the proposed school budget. The school must now fund the first 15 hours of any child who receives a Statement of Special Educational Needs through the budget allocated from the LA. The head teacher will manage the funds allocated by the governors to meet the differing needs of pupils with SEN.

## **Evaluation of Success**

Within the school the success of the policy can be evaluated through;

- Monitoring of classroom practice by SENCO and subject coordinators
- Analysis of tracking data and test results – for individual pupils and cohorts
- Monitoring of practice by the SEN governor
- School self-evaluation

At the regular meetings of the governing body the headteacher's report will include an update on SEN provision. The governors may ask the SEN co-ordinator and the SEN governor to report on SEN provision from time to time, governing body will thereby monitor:

- The implementation of the graduated response procedure
- That the culture, practice, management and deployment of resources are designed to ensure the needs of all children are met
- The actual expenditure on and allocation of resources to SEN
- The use of outside support services and agencies
- Parental satisfaction
- Participation of children with SEN in the whole curriculum.

## **Complaints Procedure**

If a parent has a complaint about the special educational provision for their child they should initially contact their child's class teacher, the SEN co-ordinator, the headteacher, or any member of the Governing Body. All complains will be referred to the headteacher who will then investigate and contact the parent. within ten school days. If the matter is not satisfactorily resolved the headteacher will refer it to the Governing Body who will consider the complaint at their next meeting and contact the parent within five days from the date of that meeting.

Any general concerns about SEN provision should be addressed to the headteacher or any governor.

## **Admissions**

The aim of the school is to meet the needs of the child of any parent who wishes to register at the school. In the case of pupils with a Statement of Special Educational Needs, the SEN co-ordinator will work closely with the LA named officer in coming to a decision about the most appropriate provision for the pupil. No pupil will be refused admission solely on the ground that she or he has SEN.

## **Facilities**

All parts of the school have wheelchair access. Three toilets have been adapted for pupils/adult with mobility needs

## **Links with Playgroups and Secondary Schools**

The headteacher and deputy headteacher (KS1) and the foundation class teachers liaise closely with the local pre schools. Any preschool child who has been identified as having SEN will be brought to the attention of the SEN co-ordinator so that appropriate provision can be planned in advance of admission.

The SEN co-ordinators or primary liaison staff from local secondary schools visit the school during the summer term to discuss the needs of all children in Year 6 who have a SEN record. SEN coordinators in others secondary schools will be contacted by the SENCO and information and SEN records passed on prior to the child attending that school. Earlier in the year SENCO's are invited to the review meetings of any Year 5 child who has a Statement of Special Educational Needs.

## **Information for Parents**

The school has copies of the Department for Education Special Educational Needs Guide to Parents and Code of Practice on the Identification and Assessment of Special Educational Needs, which are available to parents together with copies of this Policy.

The LA provides an information pack to parents of children at Statutory Assessment of Special Educational Needs.

Policy Review Spring Term Annually by SEN Co-ordinator and current school staff.

Policy reviewed by SENCO and current school staff

April 2008