

Special Educational Needs and Disability Policy and our
School offer
September 2016

Statement of Policy:

It is the policy of Finstall First School, in accordance with the guidelines provided by Worcestershire County Council in their 'Local Offer' and the SEN and Disability 0-25 years Code of Practice (2014):

- To identify children with Special Educational Needs and disabilities promptly and effectively through a 'graduated approach' as suggested by the Code of Practice (2014)
- To provide an educational provision which meets the needs of the child with a Special Educational Need including those children with Special Education Needs and a disability.
- To have appropriate resources made available to meet those needs.
- To ensure our school policy reflects Worcestershire County Council's local offer.

School philosophy:

The beliefs of Finstall First School are that all children should receive a broad and balanced curriculum relevant to their individual needs. We consider that all teachers are teachers of children with special educational needs and disability. We believe that the use of a relevant, creative and differentiated curriculum will ensure that all children thrive. However, we accept that some children may be at risk of not making the required amount of progress either academically, emotionally, socially or physically. We have rigorous procedures in place to quickly identify, plan, implement and review a child's progress so that a child's full potential can be met. We understand the importance of establishing strong relationships with parents/carers and pupils by communicating effectively. Parents are kept informed about interventions their child is receiving and how effective these have been. Parents of children who receive Individual Education Plans (IEPs) and Behaviour Support Plans (BSP) are invited to discuss their child's progress and review targets at least termly. Parents are invited to contribute to and attend any reviews or meetings about their child including those children with an Education Health Care Plan.

INTRODUCTION

1. Definitions

We follow the definitions outlined in the Sen and Disability 0-25 years Code of practice (2014) when deciding whether a child has a Special Educational Need.

' (A child) has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders them or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools...' (Code of practice 2014)

'A pupil has SEN where their learning difficulty or disability calls for specialist educational provision, namely provision different from or additional to that normally available to pupils of the same age.' (Code of practice 2014)

Areas of Special Education Need.

The SEN code of Practice (2014) identifies special education needs as falling under four broad areas:

1. Communication and interaction.
2. Cognition and Learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs.

Children don't always fit clearly into one of these areas, we appreciate that it is often the case that needs can span between more than one area.

2. Our school offer:

At Finstall First School, all children receive high quality 1st class teaching which takes into account the needs of all learners in the classroom through differentiation in terms of teaching approach and work set. We use a 'graduated approach- a cycle of assessment' when identifying children who may have a special educational need and or disability. This cycle consists of four stages:

- 1 - Assessing needs
- 2- Plan
- 3- Do
- 4 - Review

Assessing Needs:

At Finstall First School we use several methods for assessment and early identification of children with possible special education needs and or disability. These include:

- informal observations by classroom teachers and teaching assistants in a variety of situations;
- parental discussion;
- baseline pupil profile;
- ongoing teacher assessment.
- performance in statutory and optional SATs tests in years 2.
- information from previous schools.
- use of year group assessment data to identify children who are not making expected levels of progress.
- use of the year group provision map which identifies children who require extra intervention and support.
- looking at children's work,
- checklists of: keywords, key spellings, phonic sounds in Literacy.
- writing assessment on at least a half termly basis.
- S.E.N.Co observations.
- the use of reading targets (reading bookmarks) to monitor progress.
- completion of the assessment program - Target Tracker on a regular basis in reading, writing, mathematics and science.
- completing assessments in the foundation subjects.

These identification tools may identify the following:

- Little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- 'Progress is significantly slower than that of their peers starting from the same baseline' (code of practice 2014)
- Signs of difficulty in developing English or mathematics skills which result in poor attainment in some curriculum areas.
- Persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in school.
- Has sensory, physical, medical difficulties 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.

2- Plan and 3 Do:

Class teachers, teaching assistants and Special support Assistants work together to plan interventions under the co-ordination of the S.E.N.Co. The interventions are timed and reviewed to ascertain their effectiveness and adapted accordingly. The interventions are carried out by highly qualified teaching assistants and Special Support Assistants under the direction of the class teacher. Parents are kept informed of the impact of these interventions through regularly discussions with the class teacher.

4 - Review:

Class teachers and the S.E.N.Co analyse the effectiveness of these interventions through discussions with other members of staff, analysing assessment data and reviewing the interventions to ascertain the effectiveness of different interventions. The year group provision map is analysed and updated on a termly basis.

Waves of Support

A child's needs are met using 3 levels of intervention often described as "waves of support", which supports their access to the curriculum.

Wave 1 - High quality 1st class teaching and differentiation for all pupils within an inclusive learning environment.

Wave 2 - Specific and time- limited interventions provided for some pupils who need support to accelerate their progress or improve their attainment, usually within a group situation. Children in this category we have defined as 'cause for concern.'

Wave 3 - Highly tailored interventions to support a minority of pupils in order to increase progress. This category is called 'Sen support' and children at this level have to be identified to the LA.

Wave 2- cause for concern

- When a child is identified as a cause for concern, a child is added to our wave 2 year group provision map. Timed interventions are planned and carried out. These interventions are reviewed at regular intervals and changed or modified accordingly.
- Our core funding is used effectively to meet the needs of these children through the use of different resources including additional staff.
- We may request the support of outside agencies at this point.
- Parents are informed of interventions that their child will be receiving.

Examples of interventions which we deem as wave 2 are:

- Maths intervention.
- Rapid reading group
- Rapid Maths group
- Listening group
- Social skills group
- Phonics booster group
- Movement group
- Writing group
- Springboard maths

Wave 3 – Sen Support:

- There will be some children who will have more complex needs who will not make adequate progress despite receiving timed interventions over a period of time. These may be children who are not making adequate progress either socially, emotionally or academic despite a number of timed interventions. They may have a disability or medical condition which may hinder the progress they are making. The attainment gap between the child and their peers may not have improved or has widened. Therefore a child would progress to the next wave – wave 3.

As part of wave 3:

- We provide Individual Education Plans which outline the child's main difficulties and the 3 or 4 focused targets for the term which are discussed with parents.
- We provide Behaviour support plans to those children who need it in consultation with parents with specific targets.
- Adapt the curriculum, teaching approach, environment to meet the needs of each child with Special Educational Needs.
- Use different resources and strategies to best meet the child's needs.
- Use our allocated funding for each child effectively.
- Ensure regular consultation with parents and carers.
- where possible we teach alongside peers;
- Request support from outside agencies which includes the speech and language therapy service, educational psychologist, hearing impaired team, visual impaired team, behaviour support and Chadsgrove Outreach Service and carry out their recommendations.
- Provide additional support for the child by employing a special support assistant if it is required.
- Follow the LAs local offer.
- Make a request for an Education Health Care Plan to the LA if a child qualifies using the guidelines set out by the LA and in consultation with outside agencies.
- Inform the LA of which children are classified as 'sen support'.

Although there are not any specialist unit facilities for pupils with special educational needs at Finstall First School, we welcome all pupils and do our best to ensure that appropriate provision is made by providing:

- A Learning support room equipped with whiteboard, tables, chair, games, books and apparatus. This is used for withdrawing small groups or individual children when appropriate.
- Disabled toilet facilities;
- Entrances are ramped to ensure access for wheelchair users.
- Having strong links with the local special schools for guidance, training and resources.
- The main building is on one level, which makes it easier access for physically disabled children.
- Resources can be loaned from Chadsgrove Outreach Service if required.

Examples of interventions which we deem as wave 3 are as follows:

- Precision teaching
- Use of signalong
- Personalised curriculum.
- Involvement of outside agencies.
- Intervention in smaller groups or 1:1
- Use of an additional adult.
- Use of Specialist equipment on the recommendations from outside agencies.

(Please note, that some interventions can be used at both wave 2 and wave 3)

Education Health Care Plans:

An Education Health Care Plan will be requested if a child continues to makes little or no progress despite numerous interventions and resources being implemented at both wave 2 and then wave 3. Rigorous evidence is provided to the LA of how a child requires an Education Health Care plan and additional funding and provision from what is ordinarily available within the school setting and budget. The following information has to be provided to the LA in order for a decision to be made on whether an Education Health Care Plan is appropriate:

- the child's progress through wave 2 and wave 3 by outlining interventions and resources used and their effectiveness.
- individual education plans for the pupil and year group provision maps.
- records of regular reviews and their outcomes;

- the pupil's health where relevant;
- Attainment levels in the core areas.
- educational and other assessments that have been made from outside agencies and from school.
- views of the parents and of the child;
- involvement of other professionals;
- Any involvement by the social services or education welfare service.

If a Education Health Care Plan is considered appropriate for the child the LA will prepare the Education Health Care Plan in consultation with parents. This plan will identify education, care and health services which are available for the child to access. The plan is then reviewed annually with the parents; the pupil, the LA, the school and professionals in order to consider whether any amendments need to be made to the description of the pupils needs or to the special educational provision specified in the Health Care Plan. At the review in Year 4, the aim should be to give clear recommendations as to the type of provision the child will require at middle school age. The SENCo from the Middle school will be invited to attend the final annual review of pupils with an Education Health Care Plan to allow the receiving school to plan appropriate interventions and support to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

ORGANISATION OF SPECIAL NEEDS PROVISION

1. Governors' Responsibilities.

The governing body, in co-operation with the Headteacher, will determine the school's general policy and approach to the provision for children with special educational needs and disability and establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work as suggested in the Code of Practice. The governing body provides information on the school website about SEN provision and the school offer as part of the SEN policy which is updated annually. **Mrs Hall** is the governor responsible for Special Educational Needs. Parents can access the LAs local offer through the Worcestershire County Council website.

2. SENCo and Responsibility.

The role of the SENCo is to:

- monitor the day to day operation of the school's SEN Policy;
- liaise with and advise fellow teachers,
- co-ordinate provision for children with special educational needs and disability;
- monitor the school's register of children deemed as 'sen support' and 'cause for concern'
- Analyse assessment data for children who are 'sen support' and 'cause for concern' each term.
- contribute to in-service training of staff and finding appropriate external professional development for staff when needed.
- liaise with external agencies including Educational Psychology Service and other support agencies, medical, Social Services and voluntary bodies.
- Liaise with parents of pupils with SEN.

The Special Educational Needs Co-ordinator (SENCo), **Mrs Kay Harrison**, is the teacher who is responsible for the day-to-day operation of the Special Educational Needs Policy. .

3. Staffing Provision

- Mrs K. Harrison is our Special Educational Needs Co-ordinator.
- Mrs E. Morton is our Mathematics Co-ordinator.
- Mrs A. Barton is our English co-ordinator.

All staff take responsibility for children with special educational needs within their classes. They use their teaching assistant to support pupils as required, e.g. on a daily/weekly basis by providing class support and delivering intervention groups. Some intervention groups have also been set up in consultation with the SENCo for children with similar needs across the school such as movement groups, listening groups and social skills groups. We also have Parent helpers who support children in many areas of the curriculum, including reading.

4. Resource Allocation

From the LA:

- a proportion of funding for pupils with special educational needs is provided by the LA which is based on an agreed formula.
- Additional funding can be requested by the LA if a child has an EHC plan.
- the school has bought into the core service provided by the Learning Support Team (LST). The school also receives support from Speech and Language Therapy service, the Complex Communication Team, Dr Daniel Rouse (Educational Psychologist), Child and Adolescent Mental Health Services (CAMHS) and the hearing and visual impaired services.
- We also have links with other support services on a needs led basis.

From school

- school receives a budget to support the needs of Special Needs children called the notional SEN budget.
- funding has been allocated for a teacher, in order to release the SENCo from her teaching commitment on one afternoon per week;
- funding has been allocated from the school's budget for teaching assistants and special support assistants who lead support groups.
- Funding has been allocated for special support assistants who support pupils with an Educational Needs Health Care Plan if needed.

5. Access to the curriculum

Class teachers, teaching assistants and special support assistants meet with the SENCo in order to review each child's progress and determine the nature of the work to be approached in the next term.

All teachers are encouraged to differentiate the curriculum in their daily and weekly planning. Pupils may be withdrawn individually or in small groups for specific work in reading, spelling, writing and mathematics when it is considered appropriate with the class teaching assistant or special support assistant.

Parental help at home may be sought with certain aspects of programmes of study, usually agreed at a meeting with SENCo and class teacher.

Resources for class teachers and support staff use are kept in the Quiet room. These include:

- work cards
- reading programmes
- work sheets/books
- games for reading, phonic and spelling skills
- additional reading schemes
- games to aid memory training
- handwriting programmes
- sheets of advice to give to parents
- speech and language information, games and work sheets
- Ict programs.
- Games to improve social skills and listening.

We use merit badges, stickers, stars, certificates and the use of the whole school zone board as rewards for individual achievement and effort.

6. Recording, Monitoring and Reviewing

The SENCo has responsibility for ensuring that the maintenance of all records of all pupils with special needs is carried out. The SENCo keeps a record for each child which contains any ieps, provision maps and reports from outside agencies. The class teachers in collaboration with the SENCo produces the year group provision map and ieps for wave 3 children. Each class teacher has a special needs folder in which on-going records of differentiation, check lists, areas of concern and IEPs are kept for easy reference. The IEP has measurable targets with an explanation of how these targets will be achieved through the use of provision. Examples of

provision could be; using specific resources and strategies or a child attending intervention groups for a number of sessions a week. Copies of IEPs and year group provision maps are kept by the class teacher, the SENCo/SSA. Parents receive copies of IEPs and are informed of any concerns the class teacher may have and any intervention groups the child may be receiving. The SENCo also tracks the attainment and progress, in the core subjects, for 'Sen support' children and children identified as 'cause for concern' which are highlighted on the provision map. She also measures the impact of intervention strategies on the progress of these pupils. (Records are kept in the S.E.N assessment folder and in class teacher's literacy/maths folders)

7. Pastoral Arrangements

Class teachers share responsibility for pastoral care with the SENCo and the Headteacher. A record is kept in the child's LA folder of any areas of concern, i.e. medical, social, behavioural, after liaison with the parents/carers. The Educational Psychologist is available to help with specific areas of concern, which may affect the children's educational performance, e.g. in cases of bereavement.

The school has a separate Personal and Social Education Policy and medical policy.

8. Integration

All pupils with special educational needs play a full part in the daily life of the school and are encouraged to join in all activities.

Special arrangements may be necessary at:

- mealtimes,
- recreational times,
- P.E. and swimming lessons,
- extra-curricular activities and school visits.
- Playtimes and lunchtimes.

Support staff and parent helpers may be used for the above activities.

PARTNERSHIPS

1. Working in Partnership with parents/carers.

At Finstall First School we aim to create an atmosphere where parents are made welcome and feel that they are an important element in their child's education. We aim to make parents fully involved in the school-based response for their child, ensuring that they understand the purpose of any intervention of action and make them aware of the Parent Partnership Service and the Early Intervention and Family Support service if needed. There are a wealth of services for parents to access in order to support their children. A comprehensive list is given on the Worcestershire County Council website as part of the LA's Local offer.

2. LA Support Services

The LA external support agencies used by Finstall First School include:

- LST for Learning support;
- CSSS- the County Specialist Support Service for sensory impairments, visual and hearing impairments, children with medical needs, sick children, severe communication difficulties and Autistic Spectrum disorders.
- Dr Daniel Rouse - Educational Psychologist.
- CAMHS - Child and Adolescent Mental Health Services.
- Speech and Language Therapy Service.
- Occupational Therapy Department.
- Community Paedtricians usually based at the Princess of Wales Hospital.
- School nurse
- Audiology department

4. Other Schools

Links are maintained with the SENCo at Aston fields Middle School with regard to transfer arrangements from first to middle school. Year 4 teachers liase with the Year 5 co-ordinator at Aston Fields Middle School. The reception class teachers meet with the class teacher from feeder nurseries to discuss children transferring to Finstall First School. We also have an annual transition day where teachers evaluate the tracking data, create and discuss children who are involved with wave 2 intervention and sen support children. We also have strong links with Rigby Hall Special School and Chadsgrove School. Both schools have provided opportunities for children to visit and take part in workshops led by staff from the school. They have also provided training for staff and opportunities for

classroom observation. Chadsgrove school also loans resources to schools to support children with physical difficulties.

STAFF DEVELOPMENT

In 2015/16:

Teachers have also attended the following SEN related training courses:

- Attachment Disorder - ASD or AD
- Inclusive P.E

Teaching Assistants and Special Support Assistants have attended the following SEN related training courses:

- Practical ideas for supporting Literacy in the classroom at Chadsgrove Special School.
- One step beyond - Bereavement Support

Information gathered from courses is then discussed at staff meetings and relevant information packages are distributed.

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| This policy was approved by the full governing body on 20/10/15 |
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| This policy will be reviewed in October 2017 |
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| Governor responsible: Jean Hall |
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