

Special Educational Needs and Disability Policy and our School offer September 2014

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 Needs 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 him 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 who may have special educational needs and / or a 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 tests;
- information from previous schools;
- use of year group assessment data to identify children who are not making expected levels of progress;
- use of the cohort provision sheets and 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 assessment sheets 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, which 'is significantly slower than that of their peers starting from the same baseline' (Code of Practice, 2014);
- Signs of difficulty in developing literacy 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;
- Children who have sensory, physical or medical difficulties who continue to make little or no progress despite the provision of specialist equipment;
- Children who have communication and / or interaction difficulties who continue 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 SENCo analyse the impact and effectiveness of all interventions through discussions with other members of staff and the analysis of assessment data. Cohort provision sheets and year group provision maps are also analysed and updated on a termly basis. Decisions can then be made about whether to continue with or to change the type of interventions provided for a child.

Waves of Support

A child's needs are met using 3 levels of intervention often described as "Waves of Support", which support 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, 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 accelerate their progress. This category is called 'SEN Support.' We provide the Local Authority with information about children who are receiving this level of support.

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. Time-limited interventions are planned and carried out. These interventions are reviewed at regular intervals and changed or modified accordingly.
- Our core funding is used to meet the needs of these children through the use of different resources, including additional staff.
- We may also request the support of outside agencies at this point.
- Parents are informed about the interventions that their child will be receiving.

Examples of interventions, which we deem as Wave 2 are:

- Maths intervention group
- Rapid Reading group
- Rapid Maths group
- Listening group
- Social Skills group
- Phonics Booster group
- Movement group
- Writing group
- Springboard Maths group

Wave 3 – SEN Support:

- There will be some children who will have more complex needs who will not make adequate progress despite receiving interventions over a period of time. These may be children who are not making adequate progress, either socially, emotionally or academically, despite a number of time-limited 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 narrowed or may even have 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 3 or 4 focused targets for the term which are identified following discussions with parents;
- Provide Behaviour Support Plans to those children who need them and, following consultation with parents, we identify specific targets for the children to work towards;
- Adapt the curriculum, teaching approaches and 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;
- Teach children, wherever possible, alongside their 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 recommendations / requirements laid down in the LA's Local Offer;
- Make a request for an Education Health Care Plan to the LA, if a child qualifies for this, using the guidance laid down by the LA and in consultation with outside agencies;

- Inform the LA about which children are receiving '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 we meet their needs by providing:
- A Learning support room equipped with a whiteboard, games, books and specialist resources, which can be used by small intervention groups or individual children as appropriate;
- Disabled toilet facilities;
- Entrances / exits, which are ramped to ensure access for wheelchair users;
- Strong links with the local special schools so that staff and pupils can access guidance, training and specialist resources;
- A main building, which is on one level, which makes access easier for physically disabled children;
- Resources that 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 "sign-along"
- Personalised curriculum
- Involvement of outside agencies
- Interventions in small groups or even on a 1:1 basis
- Use of an additional adult in the classroom
- Use of specialist equipment on the recommendations of 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 make 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 to demonstrate that a child requires an Education Health Care Plan, along with the additional funding and provision from that which is "ordinarily available" from the School's setting and budget. The following information has to be provided to the LA before a decision can be made about whether an Education Health Care Plan is appropriate:

- the child's progress through Wave 2 and Wave 3 by outlining the interventions and resources used and how effective they have been;

- Individual Education Plans for the pupil and any year group provision maps on which they have been included;
- records of regular reviews and their outcomes;
- a report on the pupil's health, where relevant;
- attainment levels in the core subjects;
- results of educational and other assessments that have been carried out by outside agencies and / or the School;
- views of the parents and of the child;
- involvement of other professionals;
- any involvement by Social Services or the Education Welfare Service.

If an Education Health Care Plan is considered to be appropriate for a child, the LA will prepare the Education Health Care Plan in consultation with parents.

This plan will identify the educational, 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 other professionals in order to consider whether any amendments need to be made to the description of the pupil's 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. The SENCo from the Middle school will be invited to attend the final annual review of all pupils with an Education Health Care Plan so that the receiving school can plan appropriate interventions and ensure that appropriate support is available from the beginning of the new school year. This will reassure the pupil and parents that an effective and supportive transition 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 disabilities. It will establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work, as suggested in the Code of Practice. It will also monitor the impact that the School's policy and practice has on the children and, in particular, on their levels of attainment and achievement. 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 LA's local offer through the Worcestershire County Council website.

2. SENCo – Role 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 disabilities;
- monitor the school's register of children who are receiving 'SEN Support' and those children who are listed as a 'cause for concern';
- analyse assessment data of children who are receiving 'SEN Support' and those children who are listed as a 'cause for concern' in order to monitor the impact of the School's policy and practice, particularly with regard to the children's levels of attainment and achievement;
- contribute to in-service training of staff and finding appropriate external professional development for staff when required;
- liaise with external agencies such as Educational Psychologists, health professionals, Social Services, etc;
- 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 management and monitoring of the Special Educational Needs Policy. However, it is the responsibility of all teaching staff and educational support staff to ensure that the policy is applied in practice.

3. Staffing Provision

- Mrs K. Harrison is our Special Educational Needs Co-ordinator.
- Mrs G. Richards 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 assistants and special support assistants to support pupils as required, e.g. by providing targeted, focused support in class and / or by delivering intervention groups.

Some intervention groups have been set up, in consultation with the SENCo, for children with similar needs across the school (i.e. from different year groups) such as movement groups, listening groups and social skills groups. We also have Volunteer Helpers, who provide additional support for 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;

From the School:

The School receives a budget to support the needs of children with Special Educational Needs and Disabilities. This is called the notional SEN budget. Some of this funding has been allocated to release the SENCo from her teaching commitment on one afternoon per week.

Most of the funding is used to pay for Teaching Assistants and Special Support Assistants who support children, either in class or in Intervention groups.

Funding can also be allocated to pay for Special Support Assistants to support pupils with an Educational Needs Health Care Plan.

The school has also bought into the core service provided by the Learning Support Team (LST) and services from an independent Educational Psychologist, Dr Daniel Rouse.

In addition, the school can also access support from other services such as the Speech and Language Therapy service, the Complex Communication Team, the Child and Adolescent Mental Health Service (CAMHS) and the Hearing and Visual Impaired Service.

5) Access to the curriculum

Class Teachers, Teaching Assistants and Special Support Assistants meet with the SENCo at the end of each term to review each child's progress and to prioritise 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. When it is considered appropriate, pupils may be withdrawn from the class to work with the Class Teacher, the Teaching Assistant or a Special Support Assistant, either individually or in small groups. This is usually to support specific learning in reading, spelling, writing or mathematics.

Parental help at home may be sought with certain aspects of programmes of study. This is usually agreed at a meeting with the SENCo and / or the Class Teacher. Specialist resources for class teachers and support staff are kept in the Quiet room. These include:

- work cards
- reading programmes
- work sheets / books
- games for reading and phonic 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
- Language Master machine and work cards
- ICT programmes
- Games to improve social skills and listening
- A computer

We use merit badges, stickers, stars, certificates and the use of the Class Reward Chart (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 educational 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, produce the year group Provision Map and IEPs for Wave 3 children. Each class teacher has an SEN 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 and what support and adjustments will be made (E.g. use of specific resources and strategies or a child attending an intervention group for a number of sessions / week). Copies of IEPs and year group provision maps are kept by the Class Teacher, the SENCo and any supporting staff (E.g. TA or 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 progress, in the core subjects, made by each child who is receiving 'SEN support' and those children who have been identified as a 'cause for concern.' She also measures the impact of intervention strategies on the progress of these pupils. Records are kept in the SEN Assessment folder and in the Class teachers' literacy and / or maths folders)

7) Pastoral Arrangements

Class teachers share responsibility for pastoral care with the SENCo and the Headteacher. A record is kept in each child's LA folder of any areas of concern, i.e. medical, social, behavioural. These concerns will have been discussed with the parents / carers. We can access the support of an Educational Psychologist to help with specific areas of concern, some of which may affect the children's educational performance, e.g. in cases of bereavement.

The school has a separate Personal, Social and Health Education Policy and a policy for supporting pupils with medical conditions.

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
- PE and swimming lessons
- extra-curricular activities and school visits
- Playtimes and lunchtimes

Support staff and parent helpers may be used to support children in 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, ensure that they understand the purpose of any intervention 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. Support Services

The 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 Paediatricians 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 liaise with the Year 5 co-ordinator at Aston Fields Middle School. The Reception Class Teachers meet with the class teachers / managers from feeder nurseries to discuss children transferring into Finstall First School. We also have an annual transition Teacher Training day where teachers evaluate the tracking data, create and discuss cohort provision sheets and any SEN support required for 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 loan resources to schools to support children with physical difficulties.

CONTINUING PROFESSIONAL DEVELOPMENT

Staff participate in Continuing Professional Development to support their knowledge, understanding and practice in supporting children with Special Educational Needs and disabilities. This may be provided to the Whole Staff, groups of staff or on an individual basis. Training may be provided in-house, by our own staff or by specialists, or staff may attend training on external courses. Information gathered from such courses is then shared at staff meetings and any relevant information and packages are distributed to staff who will benefit from them.

The SENCo keeps a record of CPD undertaken by staff during each academic year.

This policy was approved by the full governing body on 7 th October 2014

This policy will be reviewed in October 2015
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Governor responsible: Jean Hall
