

CONTENTS

Introduction

The Aims of the School to meet Special Needs

Summary of Provision

Identification of Special Educational Needs.

One Page Profiles

Group Intervention Plan

Provision Mapping

School Request for a Statutory Assessment

Resources

Roles and Responsibilities

INTRODUCTION

We endeavour to make every effort to achieve maximum inclusion of all pupils (including those with SEN) whilst meeting pupils' individual needs. Teachers provide learning opportunities for all the pupils within the school environment and provide materials appropriate to pupils' interests and abilities. This ensures that all pupils have a full access to the National Curriculum. We use the guidance given in the National Curriculum document to support inclusion.

The SEN policy includes all curriculum policies in the school. Some children have barriers to learning that mean they have special needs and require particular action by the school. Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have 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 them 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 Authority (LA);
- c. are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Special Educational Needs are separated into four distinct categories as defined by *Special Educational Needs Code of Practice* (2014)

A. Cognition and Learning Needs

- Specific Learning Difficulty (SpLD)
- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

B. Behaviour, Emotional and Social Development Needs

- Behaviour, Emotional and Social Difficulty (BESD)

C. Communication and Interaction Needs

- Speech, Language and Communication Needs (SLCN) " Autistic Spectrum Disorder (ASD)

D. Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Difficulty (PO).

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children deemed to be disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will

assess each child as required, and make the appropriate provision, based on their identified needs.

THE AIMS OF THE SCHOOL TO MEET SPECIAL NEEDS

The staff of St Peter's and Clifton CE Primary School will endeavour to adopt a whole school approach to catering for the needs of children with special educational needs. We believe that it is important to realise that 'special needs' children have needs which are basically the same as all children; they do, however, have specific needs in addition to other children, and it is these needs which we hope to cater for in a supportive, friendly and structured environment. We aim to help each child fulfil their potential, and to overcome possible difficulties to ensure their fullest possible integration into the activities of the school.

We aim for children with special educational needs:

- Have access to a broad, balanced, appropriate and relevant curriculum
- Achieve their full potential
- Demonstrate personal development and growth
- Are and feel included
- Make good progress
- Have meaningful input into provision made for them
- Have their needs accurately identified and met
- Receive interventions which are effective, evaluated and regularly reviewed
- Experience wider activities leading to greater independence.

Included in the above aims our policy for children with special educational needs at St Peter's and Clifton Primary School takes into account the rights and duties introduced by the SEN & Disability Act 2001 and Regulations.

We are firmly committed to the following aims:

- To cater for and meet each SEN child's educational, emotional and physical needs
- To integrate SEN children into the life and activities of the school
- To offer full access to all aspects of the curriculum and provide support and assistance where necessary
- To involve the children in their own learning and discuss options and choices made
- To involve parents as much as possible and keep them regularly informed about their child's progress

SUMMARY OF PROVISION

WAVE 1

At St Peter's and Clifton all teachers plan to include all children within lessons using a variety of strategies. Teachers use a variety of strategies to engage all pupils including; a range of multi-sensory approaches and differentiated work and questioning. Pupils are organised into different groups which are appropriate for the

tasks which are set and supported by teaching assistants or teachers as required. Each learning opportunity is supported by a range of materials and resources.

Pupils are encouraged to share their learning through group cooperation and they are given regular feedback which informs future learning and ensures that every child has the opportunity to reach their full potential.

The provision of a range of opportunities for recording, and alternatives to paper and pencil activities, which show evidence of progression from previous years, e.g. images, charts, oral presentation, ready-made text, ICT, sorting and labelling, the use of symbols and scribing.

WAVE 2

Wave 2 provision comprises quality first teaching plus additional small group provision. These groups follow a range of programmes

- Additional guided reading using texts which are age-appropriate and at a suitable level of challenge, including with an educational support assistant.
- Additional oral/mental work which is age-appropriate and at a suitable level of challenge, including with an educational support assistant
- Handwriting groups
- Additional, focused opportunities for guided writing with the class teacher or educational support assistant
- Additional opportunities for guided oral language development, e.g. structured talk, discussion about text, role-play.
- Pre and post-teaching catch up groups.
- Computer based learning e.g. Lexia, Mathletics

While it is not mandatory, at St Peter's and Clifton we believe it is good practice to discuss Wave 2 provision with pupils and parents. This may be done at parent evenings.

A group provision plan, rather than individual plan is completed. If information recorded in group form is shared with parents, the names of other pupils should be blotted out. These should be reviewed every term and handed to SENCo and to Key Stage Coordinators. These are shared with the Head Teacher at pupil progress meetings.

WAVE 3

Wave 3 provision comprises quality first teaching plus specific, targeted support for children with special educational needs (see "Identification of Special Educational Needs" later in this document).

This specific, targeted support must be recorded on a One Page Profile kept in teacher's folders to detail targets and information to support an individual child.

The school has a duty to inform the child's parents that special educational provision is being made for the child because the child has SEN. (Education Act 1996).

The pupil receiving this specific, targeted support will be deemed to have special educational needs and (although this is not mandatory) will be recorded on the school's SEN Register.

IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

At St Peter's and Clifton all children are constantly assessed and monitored. data is collected by class teachers each half term and recorded on the pupil tracker. Children who are not making expected progress will be highlighted and additional support can be put in place, usually through short intervention at Wave 2.

There should not, however, *be* an assumption that all children will progress at the same rate. A judgement has to be made in each case as to what it is reasonable to expect a particular child to achieve. Children who are deemed to be making less than adequate progress is defined in the Code of Practice (6:17) as progress which:

- Significantly slower than their peers who started at the same baseline
- Fail to match or better the previous rate of progress
- Fail to close the attainment gap
- Widens the attainment gap

If a teacher feels that a child may not be making adequate progress as defined above, they should discuss the child's progress with the SENCO. The child will be recorded at the foot of the register (but not actually on the register) as being of concern. At this stage, outside agencies may be involved on a discussion basis during 'drop in sessions' to advise teachers about children who are causing concern.

If, following further monitoring, it is felt that the child requires interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum then the child has special educational needs. The child's parents must be informed (see "Wave 3"), the child will require a One Page Profile and they must be recorded on the school's SEN Register.

THE ONE PAGE PROFILE

The appendix to this policy contains an example of a one page profile, which replaces IEPs.

The One Page Profile should include:

- The nature of the child's SEN 1 the child's current level of attainment and the concern
- The pupil's view, if this can be ascertained

- The view of parents / guardians – this can be discussed at parents evenings.
- Contributors to the profile
- The short-term, clear and specific targets for the child
- The teaching strategies to be used and the provision to be put in place
- Information about the child's needs – what helps/hinders for people working with them.
- The evaluation of progress against each target – this should be used in child friendly versions so that the child can see their progress with stickers/stamps. This will be visible to parents too.

Children should be enabled and encouraged to participate in setting the learning targets recorded on their One Page Profiles, and to give their opinions regarding the progress they are making. They should have access to their targets e.g. in their reading record books/laminated and kept in book bags. This will be a visible reminder of targets and will be able to be shared with parents. Where this is kept is at the discretion of teachers to decide what works best for individual pupils.

Parents will be invited to discuss, and give their opinions and input regarding, their child's first One Page Profile at St Peter's and Clifton, and will be invited to each review when new targets which have been discussed with their child if possible will be agreed. This can be part of a parents evening discussion.

Parents will be able to speak with the class teacher or SENCO at any stage regarding their child's progress, and their input will be sought and valued.

One Page Profiles must be reviewed at least twice a year but teachers will use their own judgement if a new one is necessary.

A One Page Profile should focus on a maximum of three individual targets chosen from those relating to the key areas of communication, literacy, mathematics and behaviour and social skills that match the child's needs.

A One Page Profile should usually be written by the child's class teacher but advice can be received from outside agencies who may be working with the child.

After a One Page Profile has been completed, a working copy should be made which will be held by the class / subject teacher or the educational support assistant who works with the child. Dated records of interventions and their results are made on this working copy, except in the case of interventions with their own recording systems.

Targets set on a One Page Profile should be SMART (specific, measurable, attainable, realistic and achievable within a given time).

Experience has also shown, however, that undertaking a more substantial intervention, such as Direct Phonics or Catch Up, which is aimed at allowing a child to gain access to the general curriculum, can beneficially be continued over a substantial period of time with rolling targets. Such a programme is still a Wave 3 intervention, and is to be recorded on a One Page Profile as well as Group Intervention Plan (provision map) if the programmes are delivered through small groups.

When a One Page Profile is reviewed, comments should be made upon:

- The progress made in meeting the targets, including deciding which targets, if any, need to be continued onto the next One Page Profile.
- New targets for the next One Page Profile, if necessary
- How successful the implementation of the current One Page Profile has been, including evaluations

Evaluations may be:

- Whether or to what extent the targets have been met
- Were the targets set too hard / too easy?
- Were any changes made to agreed strategies?
- Did the targets have to be broken down into smaller steps?
- Were the resources which were made available adequate?
- Has the OPP led to greater access to the overall curriculum?

A brief record of discussions at the review should be made on the Special Educational Needs Meetings sheet in the child's blue file.

GROUP INTERVENTION PLAN/ PROVISION MAP

Children who are receiving Wave 2 interventions should have a group intervention plan, which tracks their targets and progress. See appendix for the example.

Wave 2 interventions should be short term interventions and when these are reviewed and children's progress evaluated using the Provision mapping sheet children should be moved off the Group Intervention when they have been successful and made progress. If the Group Intervention is not working and sufficient progress is not being made children should be moved onto a different intervention.

PROVISION MAPPING

All Group Interventions and Individual 1:1 support is recorded on the provision mapping sheet. This shows evidence of data for the children before commencing the intervention (taken from the end of term data). At the end of each term exit data is entered using the data from class teachers and the progress is assessed. This will then inform the teacher and SENCO whether interventions are working or whether new interventions need to be put in place.

SCHOOL REQUEST FOR A STATUTORY ASSESSMENT

Information about My Support Plans, referral forms and annual reviews can be obtained from the SENCO.

A parent, an agency such as a health authority or social services, or an educational setting may request a statutory assessment.

The decision to request a statutory assessment would normally be made after a minimum of two One Page Profiles and where progress is not made and serious difficulties are persisting and the child has demonstrated a significant cause for concern.

Parents and the EPS must be involved in any decision to make such a recommendation, and the child's ascertainable views must be recorded.

Issuing of EHCP

The Local Authority makes a decision to issue a EHCP (education, health and care plan) when the advice received through the statutory assessment indicates that the child's needs are such that the LA should determine the special educational provision. It describes the child's SEN and the provision to meet these needs. Some needs may be met by existing resources normally available in school but for other needs additional or alternative provision may be made by the LA.

Education, Health and Care Plans

An EHCP is a legal document which specifies the child's special educational needs and secures the special educational provision made for a child by an LA. It details health and care issues relating to the child. The document is multi-agency and provides a detailed overview of the child's needs. EHCP replaces the statement of special needs; prior to the transfer a 'My Support Plan' will be completed with teachers, SENCO, parents and the child. Reports from other agencies will be considered and added to the document. The document should be reviewed termly with parents and any amendments should be put into an appendix.

Annual Review

Each child's EHCP must be reviewed annually. This involves a meeting between school staff, parents and representatives of outside agencies, including SENART and is chaired by the head teacher. The SENCO is always present.

At the review in Year 5 it should be possible, in most cases, to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the same or similar timescales to other parents. In a very few cases the options may not be clear at the Year 5 review, in which case it may be necessary to hold an interim or early annual review in the autumn of Year 6.

ROLES AND RESPONSIBILITIES

The Role of the Governing Body

- The governing body will, in co-operation with the head teacher, determine the school's general policy and approach to provision for children with Special Educational Needs, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.
- The governing body may appoint a committee closely to monitor the school's work on behalf of children with SEN. One member is to be appointed as 'responsible person' for contact with LA. The SEN Governor will be involved with all aspects of SEN provision and will meet with the SENCO to discuss various aspects of our work.

- The head teacher will be responsible for keeping the governing body informed about the progress of children with SEN.
- As part of our statutory duties, the governing body will publish information about, and report on, the school's policy on special educational needs. This information is to be made freely available to parents.
- The SEN policy will be subject to a regular cycle of monitoring, evaluation and review. The governing body will report annually on the effectiveness of the school's work on behalf of children with special educational needs. This will include information on the implementation of our policy and any changes that have been made

The Role of the SENCO

- The coordinator shall be responsible for:
- the day to day operation of the school's SEN policy.
- liaising with and advising colleagues, including educational support assistants.
- coordinating and managing provision for children with SEN.
- supporting and advising staff on the assessing, teaching and monitoring of children with SEN.
- supporting and advising colleagues in the assessment, setting of targets and planning of One Page Profile for children with SEN.
- ordering, organizing and maintaining resources for SEN.
- maintaining the school's SEN Register
- assisting staff to liaise with the parents of children with SEN
- together with the head teacher, liaising with external agencies, such as the Learning Support Service, the Education Psychology Service and Special Educational Needs Support Service and other support agencies, medical, social services and voluntary bodies
- contributing to in-service training of all staff involved with children with SEN, including educational support assistants.

The Role of the Classroom Teacher

- The class teacher will be responsible for the delivery of a differentiated curriculum and monitor, evaluate and record progress made.
- The class teacher with support/advice from the SENCo will plan Wave 2 provision for children in their class.
- The class teacher will discuss with the SENCo any child who may not be making adequate progress.
- The class teacher will devise One Page Profiles for children in their class and

share these with parents and children.

- The class teacher will work with SENCo, parents and other agencies in updating the EHCP/my support plan of a child in their class.

The Role of Educational Support Assistants

- ESAs play a vital role in helping to raise and maintain standards of achievement for all children, including SEN children within school. Providing support for Wave 1 strategies to be adapted in the classroom.
- ESAs will liaise with the class teacher / SENCO in discussing the progress of pupils against their targets and in suggesting future targets.
- ESAs will in most circumstances maintain the annotated working copy of a child's One Page Profile in a file with the child's intervention work.
- ESAs to record using a format any details of wave 2 provision and feedback to teachers.