

SPECIAL EDUCATIONAL NEEDS POLICY

(also see G&T Policy & EAL Policy)

Opening Statement

Forest Park school is dedicated to safeguarding and promoting the welfare of its pupils; our policies and practices encompass the needs of all our children from Early Years to year 6 across all aspects of school life including out of school provision. It is the duty of all members of staff, both teaching and non-teaching, to play an active role in ensuring that each child's needs are met. Effective induction practices for all ITT, college and school students, volunteers and visitors aims to promote a consistent approach in meeting the needs of the whole school community.

Introduction

Our aim is to provide a broad and balanced curriculum for all children, from Early Years to the end of Key Stage 2, who at any time might be in need of special educational provision with regard to their academic, emotional or physical abilities and development.

Children are defined as having special educational needs (SEN) if they have a learning difficulty that calls for special educational provision to be made for them.

A child has a learning difficulty if he/she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age, or
- b) Has a disability that 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.

Fundamental Principles

- A child with special educational needs should have their needs met
- Views of the child should be sought and taken into account
- Parents/carers have a vital role to play in supporting the education of their child.

Children with SEN should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

Forest Park School has a whole school approach to meeting the needs of individual pupils. We aim to provide teachers with support, resources and training in order to build relevant expertise that assists them in planning and providing a relevant and differentiated curriculum for all pupils.

Critical Success Factors

- The culture of school, its teaching practice and the management and deployment of resources are designed to ensure the needs of all children are met.
- We identify and assess pupils with learning difficulties at an early stage, determine need and make arrangements for appropriate provision.

- Appropriate in-class and/or broader support is made available to pupils with special educational needs.
- The views and wishes of the child are sought.
- All teachers, teaching assistants (TAs), parents/carers and other adults appropriately involved with SEN pupils are well informed as to their particular requirements and progress.
- Professionals and parents/carers work in partnership, taking into account the views of children and parents/carers
- We liaise with external support agencies, implementing appropriate and agreed programmes for each child.
- Provision and progress is monitored and reviewed regularly.

All information pertaining to individual pupils remains confidential, being shared only with those adults involved with the child's progress.

Inclusion

Forest Park School strives to be warm, welcoming and open to all pupils. Our school ethos reflects a commitment to equality and diversity, including disability. The school is concerned with developing inclusive values, shared between all staff, children, governors, and parent/carers and conveyed to all new members of the school. Forest Park School has implemented systems for early identification of barriers to participation in learning. We aim to minimise such barriers and maximise resources devoted to supporting learning and involvement.

Roles and Responsibilities

The governing body will, together with the head teacher:

- Determine the school's general policy and approach to provision for children with SEN
- Establish appropriate staffing and funding arrangements
- Maintain a general oversight of the school's work
- Ensure that the needs of SEN children are able to be accessed and made known to all who are likely to teach and interact with them
- Ensure that any pupil with special educational needs joins in all activities of the school, so far as this is reasonably practical. This pupil involvement is aimed to be compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated. School will remain mindful of its H&S policy and efficient use of school resources in all these respects.

The governing body will monitor the school's work on behalf of children with special educational needs via appropriate agenda items on the Management meetings and through the Monthly reports. The headteacher will review this SEN policy in its normal rolling annual review of school policies.

Headteacher

The Headteacher is responsible for the day-to-day management of all aspects of the school's work, including provision for children with SEN. The Headteacher will keep the governing body informed of progress, numbers of pupils on the SEN register, associated resources and any significant numerical variances.

Special Educational Needs Co-ordinator

The role of the SENCO is to ensure that settings have regard to the Special Educational Needs Code of Practice and actively promote inclusive practice.

The SENCO has day-to-day responsibility for implementing the setting's Inclusion or SEN policy and co-ordinating provision for children with SEN.

The SENCO co-ordinates in the following ways:

- by using a graduated response to intervention
- talk to, advise and support colleagues who are concerned about a child.
- ensure that relevant background information about individual children is collected, recorded and updated, and that all written records are completed
- put into practice target setting, and support the Interventions coordinator with Individual Intervention Plans (IIPs)
- work with subject coordinators and teachers, to put in place provision mapping and where necessary Individual Education Plans (IEPs)
- ensure that all practitioners work in partnership with parents/carers
- liaise with other professionals, including those from outside agencies (where appropriate)
- ensure that relevant background information about individual children on the SEN register is collected, recorded and updated

The SENCO will appropriately inform the Headteacher, senior management and staff colleagues to help determine the strategic development of the SEN policy and provision within the whole context of our School Development Plan. A member of the EY team will work in partnership with the SENCO to support the learning needs of children in the EYFS. The SENCO will liaise with parents/carers and other professionals in respect of children with SEN.

Class teachers

All class teachers have responsibility for:

Effectively teaching the range of pupils within their class across the curriculum areas and:

- Identifying any child with SEN
- Keeping parents/carers informed of their child's progress, any concerns arising and appropriate suggested action to be taken and attending meetings with parents/carers and others involved as and when appropriate
- Informing colleagues and others concerned with a child of any information imparted by parents/carers pertaining to that child's progress
- Liaising with the SENCO, Teaching Assistants, (TAs), pupils and parents/carers in writing individual education plans (IEPs) at SA and SA+. (From the SEN Code of Practice intervention levels are defined as School level, School Action and School Action plus).

- Liaising with TAs allocated to support individual pupils in their class
- Allocating TA time, as appropriate, from normal classroom provision to provide for children with SEN in their class.

Teaching Assistants

TAs have responsibility for:

Assisting the class teacher in the implementation of programmes for the achievement of targets written in Individual Education Plans and the delivery of agreed programmes specified by external professionals.

Parents/Carers

Partnership between school and parents/carers is important in enabling children who have been identified as having special educational needs and are on the SEN register to achieve their potential. Parents/carers have a critical role to play in their child's education. Parents/carers are involved and account is taken of their wishes, feelings and perspectives on the development of their child.

Forest Park School has an inclusive approach towards parents/carers and will acknowledge and draw on their knowledge and expertise in relation to the education of their child. The school will inform parents/carers when a child has been identified as having SEN needs. Staff will then explain the purpose of any intervention or suggested programme of action. School ensures that parents/carers understand relevant procedures and have knowledge of their child's entitlement, within the SEN framework. School staff will focus on a child's strengths as well as identified areas of need. Staff recognise the need to respect the personal and emotional investment made by parents/carers and try to remain aware of such feelings. It is also important to respect the differing needs parents/carers themselves may also have, such as a disability, or communication barriers. Parents/carers will be given access to information, advice and support during the assessment of a child for SEN and any related decision-making processes about special educational provision.

Statutory assessment for SEN

Parents/carers should be fully involved in any discussion leading up to any decision by school to request a statutory assessment for SEN. When such assessment is proposed, parents/carers will be given comprehensive information on the Trafford Council statementing process.

It is important that the school knows who has parental/caring responsibility for a child. Parents/carers have a responsibility to communicate regularly with school and alert staff of any concerns they have about their child's learning, provision or progress. Parents/carers are expected to fulfil their obligations under the Home School agreement.

The Local Authority

Trafford Council (The Local Authority) has responsibility to:

- Advise and Support Forest Park School in supporting children's needs
- Administer formal assessment procedures

- Arrange for the parents/carers of any child in their area, with SEN needs, to be provided with advice and information related to those needs

Pupils

Children at Forest Park School should feel confident that they will be listened to and that their views will be valued. Our Home School Agreement, Behaviour Code and School Council ensure that pupils and parents/carers understand their rights, responsibilities and recourses with regard to SEN arrangements. Pupils with SEN needs will, where possible, participate in the decision-making processes that occur in their education, including the setting of learning targets, contributing to IEPs and the associated annual IEP reviews. However, staff at school, having regard to the SEN Code of Practice (DfES 2003), Trafford Council SEN procedures and forms (formerly SEN handbook), do recognise the need to maintain a balance between giving a child a voice, encouraging them to make decisions, and not overburdening them with decision making procedures where they might have insufficient maturity or knowledge to make appropriate judgements without additional support.

All children at Forest Park School are involved in making decisions from the time they enter school. From an early age, children on the SEN register will be actively involved at an appropriate level in discussions about their IEP, including target setting and review arrangements. Our children will be involved in their IEP process so that their achievements can be noted and celebrated, as well as any difficulties being clarified and suggested actions put in place. Children will be encouraged to share in the recording process and in monitoring and evaluating their own performance.

Pupils with a statement of special educational needs will also have their views sought and recorded as part of the statutory annual review process.

Outside Agencies

Forest Park School works in co-operation with outside agencies in making provision for children with SEN. Many children have a range of difficulties that require a concerted approach from: the school, healthcare professionals, social services departments, specialist support services and other providers. School aims to work with these agencies to provide an integrated service. Termly Pupil Review meetings provide a forum for school staff plan and co-ordinate support for individual pupils with SEN.

Staff Training and Development

The training needs of staff are planned in relation to the School development plan, which includes whole school priorities associated with SEN.

Admission Arrangements

The school's admissions policy does not discriminate against any pupils with special needs or others who are at risk of social exclusion. We liaise with outside agencies to become aware at the earliest opportunity of relevant information regarding individual pupils so that appropriate provision can be planned and made.

Identification, Assessment and Provision

Identification and Assessment

Our links with pre-school organisations enable us to liaise with such bodies regarding children who may transfer with SEN. Early education for children through Action and Action Plus provide school with records which provide a useful starting point. Other relevant documentation provided by the speech and language therapy departments, Area Health Authority, local psychologists and Social Services departments may also aid identification of SEN needs prior to school entry. The records of children transferring from other primary schools will be carefully checked to aid identification of SEN needs. Once children are admitted, the following identification arrangements then apply:

- i) The class teacher will identify any concerns using classroom observation and informal assessment
- ii) Parents/carers voicing concerns may highlight a particular need
- iii) Outside agencies may bring a problem to the notice of school staff
- iv) The outcome of initial assessment, which takes place in the first seven weeks from point of entry into Reception, may indicate areas of concern and alert staff to children who might have special needs
- v) Progress monitored against objectives specified in all areas of the Curriculum
- vi) Performance against the level descriptions within the National Curriculum at the end of each Key Stage
- vii) Evidence obtained from teacher assessment.

Forest Park School recognises the importance of early identification, assessment and provision for any child who may have special educational needs. Assessment is regarded as a continuing process.

Provision for Children with SEN

Graduated Response

In order to help children who have special educational needs the school adopts a graduated response that encompasses an array of strategies. The school recognises that there is a continuum of special educational needs and, where necessary, brings increasing specialist expertise to bear on difficulties that a child may be experiencing.

The SEN Code of Practice Nov. 2003 sets out a model of action and intervention. This Code recommends that when a child is identified as having SEN the school should intervene as described below at School Action and School Action Plus.

Procedure

Below are outlined the stages of action for supporting children with learning needs including special educational needs. At any time during these stages, parents may seek an Educational Psychologist's Report – independently.

Triggers for Intervention at School Action

- Evidence that a child has made little or no progress when teaching approaches are targeted, particularly in a child's identified area of weakness
- A child shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas, e.g. a child has made limited progress on an extra literacy support (ELS) programme

- A child presents persistent educational behavioural difficulty (EBD) needs which do not respond to behaviour management techniques employed in the school
- A child has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- A child has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a suitably differentiated curriculum.

Phase 1: Register of Concern (RoC) or/and Individual Intervention Programme (IIP)

To identify at the earliest opportunity, a child who may have a specific learning need is desirable. However, it is important not to jump to premature conclusions, when time and an active response to the area of concern may resolve the difficulties identified. For this reason, teachers use APP records, summative/formative assessments, general observations and formal termly pupil review meetings to monitor progress.

1. The class teacher will decide whether or not a child in their class is to be placed on a RoC. It is the responsibility of the class teacher to discuss concerns with the SENCO and staff during meeting.
2. The class teacher will determine the strategies to be employed, and at this stage may refer to the Intervention Coordinator for additional support. It is the responsibility of the class teacher to communicate the relevant information to the child's other teachers.
3. The class teacher will discuss initial concerns with the parents (and child if appropriate) and inform them of the strategies that will be employed in the classroom (ie: approach, differentiation/modification of work, etc) and any additional intervention.
4. At the review stage the class teacher will decide upon the following action:
 - a. The child has responded to the strategies put in place and has met the success criteria. Action: RoC to be discontinued. The RoC and other related documentation to be retained and stored in SENCO folder.
 - b. The child has made progress over the period of time but has not achieved the success criteria. Action: RoC to be continued. Intervention Coordinator and teacher to review IIP and set up a new IIP.
 - c. The child has made little or no progress since strategies were put in place. Action: Teacher to meet with SENCO to decide whether or not the child is placed on an IEP.

Whatever the outcome of the review, the class teacher should meet and discuss with parents.

Phase 2: Individual Educational Plan (IEP)

A pupil will move to Phase 2 if little or no progress has been made after an appropriate time and a range of strategies have been employed or when the degree of difficulty is considered to be severe:

1. The class teacher will meet and discuss the concerns with the SENCO, who will decide whether or not the child will receive specific learning support, based on the evidence presented.
2. The teacher will contact the parents and invite them in to discuss the situation with the SENCO

3. An Individual Education Plan will be established with SMART targets and saved in the SEN file on the shared drive (accessible to teachers). It is the class teacher's responsibility to ensure that the requirements of the IEP are made known to all. Hard copies are being filed in the Heads office and the class folder.
4. Individual Education Plans will be reviewed regularly by the teacher and SENCO and new targets established. Parents will be invited to meet to discuss the outcome of the review and the new targets set on the next IEP (together with their child if appropriate).
5. The SENCO will determine the level and type of learning support to be provided to each child with an IEP according to their needs and the requirements of the IEP.
6. If progress is still limited the child may, with parental consent, be assessed by the SENCO for indicators of a possible SpLD.

If the child still causes concern, despite following the targets and the implementation of strategies suggested on the IEP, the SENCO will contact the parents and recommend an in-depth assessment by the relevant specialist agency e.g. an Educational Psychologist. This is at the parents' expense.

Triggers for Intervention at School Action Plus

Evidence to show that despite an individualised programme and/or support, the pupil:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of pupils of a similar age
- Continues to have difficulty in developing literacy and numeracy skills
- Has educational and behavioural needs (EBD) which substantially and regularly interfere with their own learning or that of the class, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention for the pupil or advice to staff by a specialist service
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Triggers for Statutory Assessment

Statutory assessment will be requested by the school where a child has demonstrated significant causes for concern. This is usually after timely strategies have been in place and programmes implemented without success. Parents/carers are fully involved in discussions leading up to the school's decision to request statutory assessment.

Parent/carers may also request that TMCC institutes a SEN statementing process.

Where a statement is in place, SEN children will be integrated into the mainstream classroom with the support of the SENCO and, where appropriate, with assistance from a learning support assistant or a TA.

Children with SEN will receive, according to their needs, support in some or all of the following ways:

- i) Being provided with a differentiated curriculum by the class teacher, e.g. working in small groups or individually according to their needs.
- ii) Small group or individual work with a TA following an individual programme of work, either in class or with withdrawn support.

Individual Education Plans (IEPs) will be written for children on school action plus and for those children with statements of special educational needs. These will record what is additional to, and different from, the Year group's differentiated curriculum plans. The IEP will focus on 3 or 4 individual specific, measurable, achievable, relevant and timely targets (SMART). IEPs will be discussed with the child and the parents/carers and will be reviewed 3 times a year.

Success Criteria

The success criteria for this SEN policy are:

- Children are correctly identified at different stages as outlined in the SEN Code of Practice
- A register is maintained of children with SEN, with stages of intervention identified
- A record is kept of all relevant documentation relating to each child on the register
- Children who are causing concern are identified and monitored, known as *School level*
- Wave 2 (small group targeted interventions) Programmes are implemented at *School Action*
- IEPs are drawn up together with outside agencies at *School Action Plus* and Wave 2/3 programmes are implemented (Wave 3 is individual child specific targeted support)
- Children are meeting targets drawn up in their IEP
- A log is kept of meetings with parents/carers and outside agencies
- The TMCC Educational Psychologist and Inclusion Support Team are consulted regularly for their expertise and input.

Transition

When children move schools at the end of KS2, or at any other time, school will transfer records to the receiving school. Forest Park School maintains close links with local secondary schools.

Monitoring and Evaluation

The monitoring and evaluation of this SEN policy and provision are conducted as part of our school systems and structures for monitoring the quality of classroom provision and continuity of the curriculum and progression of children.