



# Horton Mill Community Primary School

## SPECIAL EDUCATION NEEDS POLICY & GUIDANCE

### Policy Statement

At Horton Mill Community Primary School we believe that all children are individuals and we value their uniqueness.

We also believe that each child has the right to a full and appropriate curriculum, in a supportive learning environment, to enable them to achieve to their full potential.

Some children may experience a special need of a particular kind or may indeed experience a range of complex needs. (See appendix for PLASC codes.)

Such needs may require additional support or opportunities for differentiated learning to enable the child to access all areas of the curriculum.

The following documentation has regard to the Special Educational Needs Code of Practice which came into force in January 2002.

### We aim to:

- ensure that colleagues are aware of the procedure for identifying children with specific needs and that these needs are identified early.
- provide effective support within school to meet a child's specific needs through a modified or differentiated curriculum.
- provide a physical environment which accommodates all children.
- work in partnership with children, parents/carers and special education professionals.
- hold regular review meetings to discuss children whose needs have been identified in order to monitor their progress and plan next steps.
- address the issue of specific needs in all our school policy statements.
- ensure that children experiencing specific needs are considered when areas of the curriculum are resourced.



# Horton Mill Community Primary School

## Special Education Needs Provision

- Early identification of a specific need is essential to enable a child to receive the appropriate support. Identification will be informed by our cycle of observing, planning, teaching, and assessment.
- The SENCo (Gilli Garvey) coordinates the day to day provision of education for children with SEN. The SENCo works with the class teacher in following the 'Plan, do, review' cycle.

## The Plan, Do, Review Cycle

### 1. Cause for Concern:

- When an initial concern is raised regarding a child, the child is monitored for up to a term and may access a slightly differentiated curriculum or receive a low level of extra support within class. 'Cause for Concern' sheet to be completed. (See Appendix)
- For some children, the need may be temporary and addressed at this level by Quality First Teaching.
- For other children a greater level of support/differentiation may be necessary. At this point, the child will be moved to School Action.



# Horton Mill Community Primary School

## 2. School Action:

- **The school has a duty to inform the child's parents/carers that special educational provision is being made for the child because the child has SEN (Section 317A, Education Act 1996).**
- Concerns are shared with the child's parents/carers and through this discussion, shared targets are agreed for the child.
- Through analysis of the child's barriers to learning, the child will access relevant intervention strategies/ a differentiated curriculum and /or support from a range of skilled adults within school.
- The special provision made for the child and the child's individual targets are recorded on a class provision map.
- The class teacher remains responsible for the day to day planning and delivery of intervention strategies, supported by the SENCo.
- The child's progress is monitored half termly, in line with the rest of the children in the class, and the effectiveness of the provision is evaluated.
- If the child is still not making 'adequate' progress or experiencing barriers to their learning, it may be necessary to seek the advice of an outside agency. The child is at this point moved to School Action Plus.

Adequate progress can be defined in several ways, e.g. progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- matches or betters the child's previous rate of progress



# Horton Mill Community Primary School

## 3. School Action Plus:

Advice from an outside agency is sought when, despite receiving an individualised programme and/or concentrated support (that is 'additional to or different from' QFT) under School Action, the child:

- continues working at National Curriculum levels below that expected of children of a similar age and makes little or no progress in specific areas.
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class, despite having an individualised behaviour management programme.
- has sensory or physical needs, and requires additional specialist or regular advice or visits by a specialist service.
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

NB. For a child to be placed at SA+ on the SEN register, they must have recent and relevant advice from an outside agency that is being used in school to inform targets on the child's IEP.

## Outside Agencies:

- Parental/carer's permission will be sought to gain advice from any outside agency.
- An outside agency could be an educational psychologist, QEST, SALT, HI/VI/PI Service, CAMHS, paediatricians, outreach from special schools, the Pre-School Special Needs service, etc.
- The outside agency, in consultation with the SENCo, will consider the strategies used to address the child's needs so far and offer further advice to support the child.
- Some kind of formal assessment may need to be carried out at this stage by the external agency. Parents/carers will be informed.
- Through discussion with the parents/carers, child where relevant, class teacher and SENCo, a child's targets are set and recorded on an IEP. (See Appendix)
- The targets should be realistic, achievable and reviewed at least twice a year.



# Horton Mill Community Primary School

## Individual Education Plans need to state:

- the short term targets set for or by the child, as appropriate - three targets related to the child's learning, where appropriate, and one related to their personal/social development (wider outcomes).
- the teaching strategies to be used.
- the provision to be put in place.
- when the plan will be reviewed ( ideally termly) or before if targets have been met.
- outcomes ( to be recorded when IEP is reviewed)

NB. The IEP should only record that which is additional to or different from the QFT within the class.

## 4. Level 3 SEND:

- If a child at SA+ is experiencing a need which requires a high level of adult intervention, ie. near to 15 hours per week, and the school do not have the resources to provide this level of support, an application for L3 SEND is submitted to the SEND PMP panel.
- If the submission is successful, the increased level of support is given to the child and their progress is closely monitored termly.
- If, at this stage, the child continues to experience a high level of need, a request for Statutory Assessment is submitted.



# Horton Mill Community Primary School

## 5. Statutory Assessment:

When submitting a request for statutory assessment, our school provides evidence of the strategies, programmes and support for the child, that despite being continued over a reasonable period of time, have had limited success. This includes:

- the school's action through School Action and School Action Plus
- National Curriculum levels in literacy and mathematics
- IEP's for the child
- records of the regular review meetings and their outcomes
- reports regarding the child's health where relevant
- educational and other assessments e.g. Educational psychology reports
- views of the parent/carer and of the child
- involvement of other professionals, including social services or education welfare services

Whilst statutory assessment is being made the child will continue to be supported at School Action Plus.

Parents/carers can also make a request for an assessment if they believe that their child has needs which are not being met through school based intervention.

The LA will inform the parents/carers and school if a statutory assessment will be made within six weeks of the request, having considered the evidence seen.



# Horton Mill Community Primary School

## 6. Statements:

**Where in the light of a Section 323 assessment, it is necessary for the LA to determine the special educational provision which the child's learning difficulty calls for, the LA shall make and maintain a statement or 'note in lieu' of his or her special educational needs (Section 324 (1), Education Act 1996).**

- It is the LA's responsibility to prepare the proposed statement which must set out the necessary provision to meet the child's needs, including any disapplications or modifications to the National Curriculum (in terms of attainment targets, programmes of study and assessment arrangements) for the child.
- Parents/carers have a right to state their preferred maintained school.
- When a child is issued with a statement, the SENCO coordinates a multi-agency meeting to set targets related to the objectives set out in the statement.
- Statements are reviewed annually alongside all relevant professionals and the annual review report is sent to the authority. School monitors the child's progress towards targets through the IEP on a termly basis.
- We follow guidance and procedure as set out in the document - Special Educational Needs- Code of Practice Nov.2001 Ref: DfES 581/2001

## Allocation of resources

### At Horton Mill:

- A priority list is made of the children on the SEN register dependant on their level of need. Statemented children being the first priority, then SA+ children who have L3 funding specifically allocated to them, then SA+ children to whom school have allocated funding, then SA children.
- First of all, the children with statements are allocated appropriate support to meet the requirements of their statement. This may be in the form of one or more adults for 1:1 or small group support.

The allocation of support is then made based upon the level of need and the appropriate interventions for the specific children.



# Horton Mill Community Primary School

## Appendix

### PLASC Codes:

<b>Cognition and Learning:</b>		<b>Sensory and/or Physical Needs</b>	
Specific Learning Difficulty	SpLD	Visual Impairment	VI
Moderate Learning Difficulty	MLD	Hearing Impairment	HI
Severe Learning Difficulty	SLD	Physical Disability	PD
Profound and Multiple Learning Difficulty	PMLD	Multi-sensory Impairment	MSI
<b>Communication and Interaction Needs</b>		<b>Behaviour, Emotional, Social Development Needs</b>	
Speech, Language and Communication Needs	SLCN	Other	
Diagnosis of Autistic Spectrum Disorder	ASD		

### EAL (English as an Additional Language) / SEN:

- We recognise the difference between an EAL need and a special educational need.
- If the child's needs are not met through our QFT, further assessment is carried out, eg Home language assessment, referral to SALT, advice from QEST, etc. We then decide whether the need is EAL or SEN.
- Children entering the Foundation Stage and newly arrived children are given time to settle and become immersed in the language spoken in the Nursery setting, before assessment is carried out and the possible identification of a special educational need.





# Horton Mill Community Primary School

## **Inclusion:**

- All children who have a special educational need access to a differentiated or modified curriculum relevant to their stage of development alongside all the children who do not have a special educational need. If necessary, withdrawal from class will be within a small group, unless a specific 1:1 intervention is being carried out, e.g. Support from the Hearing Impairment Service.
- All children are encouraged to take part in extra-curricular activities regardless of a specific need and the activity is modified or the child is supported, if necessary, unless it is deemed unsafe for the child to participate.
- Access to the school has been modified to assist or increase access by those children with a physical disability, e.g. Ramps to the outside doors, layout of classrooms that have a disabled child within the class, etc.

## **Transition:**

- Transition between classes /key stages /new schools is carefully planned for those children with a special educational need, including visits to the new classes, communication with the new teacher, social stories about the new class, etc.
- Children entering nursery with a special need that has been identified prior to their arrival, are visited at home by the nursery teacher and the SENCo before they are due to start nursery. The SENCo works with the Pre-school Special Needs Service to plan the child's transition into nursery. A closure meeting between Pre-school SEN and school is then carried out in the first term that the child is in nursery.

## **Training:**

- Through the process of Performance Management for teachers and 'Job Chats' for teaching assistants, individual training needs are identified. The SENCo signposts staff to relevant courses.
- Whole school training is organised by the SENCo as the need arises.

## **Governors:**

- School complaints procedures are followed in the event of a complaint being made regarding a child with SEN.
- Regular reports are made to the governing body regarding the effectiveness of the provision for children with SEN. There are named governors on the SEN committee.