



St Oswald's CE Primary School

Special Educational Needs Policy

Last Review Date: October 2012

Next Review Date: October 2013

Suggested Frequency of Review : annual

SPECIAL EDUCATIONAL NEEDS POLICY OF ST OSWALD'S CE PRIMARY SCHOOL, FULFORD.

SECTION A : SCHOOL ARRANGEMENTS

1A DEFINITION

'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 education authority*
- c) Are under compulsory school age and fall within the definition at a) or b) above or would do so if educational provision was not made for them*

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

For children of 2 or over, educational provision which is additional to or otherwise different from, the educational provision made generally for children of like age in schools maintained by the LEA, other than special schools in the area. (CoP Ch1 Para 1.3)

1B AIMS

At St Oswald's, all members of staff work together to provide a caring, supportive and inclusive environment in which our pupils are valued equally, their individual needs are understood and met and where they are given the opportunity to develop their full academic and social potential.

We aim for early identification of those children who will, during the course of their school life, benefit from additional support in educational, emotional, physical or behavioural areas. As such, this policy describes how these children will be identified, strategies which will be employed to aid their progress and how this will be recorded. It is intended that this school's Special Needs Policy will ensure provision in accordance with the Department of Education Code of Practice and a Special Needs register is kept. We also aim to give all pupils access to the National Curriculum in order to provide a broad and balanced education.

1C OBJECTIVES

1. To assess all children and identify, as early as possible, those who have special educational needs in accordance with the Code of Practice.
2. To provide a differentiated curriculum to meet their individual needs and to ensure that they are able to participate fully in the life of the school community and be offered a broad, balanced and relevant education to assist in the development of positive self esteem. This includes an appropriate curriculum in the EYFS and the National Curriculum.
3. To establish a system of record keeping which will facilitate through continuous and staged monitoring, the identification and diagnosis leading to the development, if necessary of individualised/group learning programmes/interventions which are reviewed regularly.
4. To ensure that parents are involved as partners in the education of their children, through formal meetings but also by encouraging informal exchange. Support for parents is available at any stage through the Parent Partnership Service (see Toolkit section 2 + enclosed leaflet)
5. To foster and maintain links with all outside agencies and educational support services through regular meetings
6. To incorporate the children, as appropriate, in the assessment, identification and monitoring of their needs. They should help in setting and reviewing targets.
7. To foster and maintain links with Early Years Providers and secondary schools to ensure identification and successful transfer of pupils with SEN.
8. To initiate and facilitate staff development programmes concerned with special educational needs.

2. ROLES AND RESPONSIBILITIES

GOVERNORS (CoP Ch5) (Designated SEN Governor)

- General responsibilities from Education Act 1996 (Para 1.21)
- Self Review and SEN (Para 1.22)
- Governor's Annual Report to parents (Paras 1.26-28)
- Monitoring and Policy review

HEADTEACHER

The Head Teacher's role includes:

- managing provision for children with SEN (CoP Ch1 Para 1.39)
- being the 'responsible person' who receives information about SEN pupils
- being the main person through whom the Governors carry out their duties
- having responsibility for appointing an SEN co-ordinator
- having an important role in annual review meetings for children with statements of need
- supporting the SENCO role (see below)

SENCO (CoP Ch5)

Primary Para 5.32

The SEN Co-ordinator's role includes:

- supporting the Head Teacher and being supported by the Teacher in Charge of the Dyslexia Centre
- a cross-school role in supporting and monitoring provision
- responsibility for the day to day operation of the Special Needs Policy.
- along with the Head Teacher and Governing Body, a developing role in determining the development of the SEN policy and provision within the school, in order to raise the achievement of children with SEN. (CoP Ch 5 Para 5.30) SEN provision is an integral part of the School Development Plan.
- liaising with colleagues, external agencies and parents when required
- record keeping, including maintaining and reviewing the SEN register

SCHOOL (CoP Ch1)

It is intended that a whole school approach towards provision for children with special educational needs is upheld, but with each teacher taking specific responsibility for the children they actually teach. **All teachers are teachers of children with special needs.** This will involve:

- the sustained provision of a broad, balanced and relevant curriculum delivered in an appropriately multi sensory way
- differentiation according to individual needs
- developing and maintaining high self esteem in everyday situations
- initiating and implementing individual work plans in the early stages of provision

A3 ADMISSION ARRANGEMENTS

St Oswald's strives to be a fully inclusive school. It acknowledges the range of issues to be taken into account of in the process of development. All pupils are welcome, including those with special educational needs, in accordance with the LEA Admissions Policy. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with a statement educated in the mainstream, the LEA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

The school acknowledge the range of issues to be taken into account in the process of developing access for the disabled.

A4 SPECIALISMS AND SPECIAL FACILITIES

The school has within it The Primary Dyslexia Centre, which is funded separately to the main school.

The Centre, which is an integral part of the school, provides places (usually 10) for children who are on the special needs register at their original school due to specific learning difficulties. The Teacher in Charge of the Centre has training and experience in special needs, including qualifications for the teaching of children with Specific Learning Difficulties (dyslexia). She regularly shares her expertise and provides

valuable training for the rest of the staff when necessary. Places are taken by children from the York and outlying areas, who are sent to St Oswald's by taxi at the expense of the Authority. Admissions are determined by the Special Educational Needs Panel (SENAP) Pupils attending the Dyslexia Centre are fully integrated in the life of St Oswald's, joining their peers for curriculum areas other than literacy and maths and taking part in school productions, concerts and extra curricular activities.

SECTION B IDENTIFICATION, ASSESSMENT AND PROVISION

B1 ALLOCATION OF RESOURCES

Schools in the City of York receive funding for pupils with SEN as follows:

- The resource allocation is intended to cover teaching and curriculum expenses as well as the cost of the SENCO
- The delegated SEN budget is intended to cover the additional support required up to the stated levels
- Specific funds are allocated to pupils with statements beyond these levels
- Standard's Fund, allocated annually to LEAs by the DfES subject to matched funding.

St Oswald's school follows LEA guidance to ensure that all pupils' needs are appropriately met.

B2 IDENTIFICATION AND ASSESSMENT

CATEGORIES OF SPECIAL EDUCATIONAL NEED

The Code of Practice recognises that children's needs and requirements fall into four broad areas:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical

ASSESSMENT AND MONITORING.

1. On admission, all children will be informally assessed by their teacher to determine the likelihood of Special Needs provision being necessary, any information forwarded by Early Years providers will be taken into account. During the first year Foundation Stage Teachers will alert the co-ordinator to any potential Special Needs concerns after initial assessments have been made. The completion of the Foundation Stage Profile will also highlight any concerns. Descriptions of attainment leading to Level 1 and within Level 1 and 2 of the National Curriculum for English and Mathematics and leading to Level 1 in Science are available to support assessments and set targets. ('P Scales')
2. The class teacher will make a careful consideration of transfer documents appertaining to late admissions and will inform the co-ordinator if there are any concerns. Early assessments in relevant areas may be made if appropriate.

3. Ongoing assessment may be used to confirm any concerns the staff have about the progress of individual pupils. These concerns will be discussed with SLT members at half-termly Pupil Progress meetings and appropriate action planned.
4. Where children are making very gradual progress which may not be evident in National Curriculum levels, an assessment using the PIVATS levels will be made to show progress and assist in the Target Setting process.
5. Any expressions of concern by parents will be taken into consideration.
6. Provision maps are used each year to take account of the movement of pupils and introduction of additional provision as appropriate to pupils needs. The provision map is checked each term alongside pupil progress data, to ensure that it is still appropriate.

Further assessments may be felt to be necessary and, *if appropriate*, will be carried out within the school, eg York Dyslexia Portfolio, British Picture Vocabulary Scale. The purpose of this being to further inform the teacher of the nature of a child's difficulties. The Teacher in Charge of the Dyslexia Centre will be consulted about these assessments if appropriate to a child's needs.

The assessment process should focus on the child's learning style, the learning environment, the task and the teaching style. Developments can be made in matters such as classroom organisation, teaching materials, teaching style and differentiation. All children, through whichever channel of assessment, but in particular through teacher assessment, who are identified as having Special Educational Needs, will be monitored thereafter in accordance with The Special Needs Code of Practice.

PROVISION

Immediately the class teacher identifies a child who is experiencing learning difficulties, the Head Teacher, SEN Co-ordinator and the child's parents will be informed and involved. A greater level of differentiation of work may be necessary at this stage. Regular contact will be made with parents and progress carefully monitored.

SCHOOL ACTION

The code now describes a '*graduated response...(that) recognises there is a continuum of special educational need.*'

If it is identified that a child:

- Is still not making progress in literacy or numeracy
- has persistent emotional or behavioural difficulties
- has sensory or physical problems
- has difficulties with communication

then the child will be recognised as needing intervention through School Action.

This response is seen as '*additional to or different from those provided as part of the school's usual differentiated curriculum offer and strategies.*' (CoP Ch 5 Para 5.43)

After further discussion with parents, an Individual Education Plan will be drawn up in consultation with pupils and the SENCO, detailing key targets and strategies to overcome the concerns and any additional resources needed to implement the strategies.

Progress is carefully monitored and discussed with the SENCO through updates prior to the Planning meeting. IEPs are reviewed three times a year by class teachers, support staff and pupils. This process is monitored by the SENCO. Parents are kept informed. The summer IEP moves with the child to the next class. If necessary, the progress of these children will be discussed at termly Planning meetings with Pupil Support staff. An Educational Psychologist, a member of the Behavioural Support team, The Head Teacher, SENCO and, *if appropriate*, the class teacher may attend these meetings. They will concentrate on consultation to work together to think through an issue, clarify the problem and develop a solution based on appropriate and achievable objectives.

Activities to achieve these objectives will be carried out by the class teacher or teaching assistant, if available, as part of the child's curriculum provision. Additional support may be recruited from voluntary helpers and parents will be invited to assist with appropriate work at home. The majority of provision will be made whilst the child is integrated within his/her class and thus embraces the principle of inclusion.

Other provision available within school:

Accele Read/Accelerate Write, a multi-sensory reading and spelling recovery programme, employing a talking word processor is operated by a teaching assistant. Members of staff from **Key Stage 2** consult with the SENCO to decide which children would benefit most from this intervention (with priority given to upper Key Stage 2) and they then complete 20 consecutive sessions.

Work is carried out with individuals or groups of children in KS1 on appropriate Literacy and Numeracy based programmes, devised in consultation with the class teacher. Interventions may be brought in or taught according to need. These interventions will be monitored by team leaders and the SENCO to measure impact and plan next steps.

Two TAs have received training in speech and language support (ELKAN) in order to broaden support for children with communication needs.

Children who enter school with **English as an additional language** do not necessarily have special educational needs in addition to their language needs but are monitored in the same way as other children in school. If necessary, the school will seek support from City of York Council's Ethnic Minority and Traveller Support Service.

There are staff trained in the intervention 'Talking Partners' in Key Stage 2 and 'Time to Talk' has been introduced as appropriate in KS1 and these are open to support children with EAL.

One TA is timetabled specifically to support children on the SEN register across the school, either 1:1 or in small groups, as directed by team leaders and the SENCO.

One TA is employed every afternoon specifically to support vulnerable pupils with social and emotional difficulties. She has received ELSA (Emotional Literacy

Support Assistant) training and offers support to pupils through a lunch club and afternoon 'Toast Club.' Another TA has received ELSA training to provide additional support.

Individual members of staff may also use Teaching Assistants, if available, to facilitate provision for children with special needs. Their role will be defined in the IEPs of individual children or groups of children.

The effectiveness of interventions is reviewed regularly and adjusted according to need.

Parents are kept informed, either at formal interviews each term and/or informal meetings. This type of exchange is welcomed and encouraged. IEPs are discussed with parents and pupils.

SCHOOL ACTION PLUS

If, despite receiving an individualised programme and/or additional support from within school the child:

- Continues to make only limited progress over a sustained period of time
- Continues to work at National Curriculum levels substantially below those expected for children of a similar age
- Continues to have difficulty in developing literacy or numeracy skills
- Has emotional or behavioural difficulties which impede their learning
- Has sensory or physical needs requiring specialist equipment, advice or visits by a specialist service
- Has ongoing communication difficulties

The school, with the agreement of parents, will then request further advice from the LEA support services and/or outside agencies at the termly planning meetings. If School Action Plus is felt to be necessary then a Pupil Detail form will be completed and signed by parents and a visit from the appropriate support service will be arranged. This may result in suggestions for additional strategies to overcome the problem, work with groups of children or whole classes, individual assessment, provision of specialist resources, or direct intervention with the pupil. If so, the child may be considered to be at the stage of School Action Plus.

Criteria based on National Curriculum levels and PIVATS scores are now available to clarify decisions about the level of need.

STATUTORY ASSESSMENT

If these strategies, after time, do not result in an improvement, then a Statutory Assessment may be made (See City of York SEN Guidelines Part 3) After consultation with outside agencies and parents, the school will gather relevant information and documentation and complete the proforma provided. This will be sent to the LEA for consideration and a decision within 6 weeks. A pupil's needs must meet with the criteria set out by the LEA before this can take place. Factors considered are

- Progress
- Severity

- Complexity

If granted, the child's statement of Special Educational Needs will clearly detail provision required and action necessary to support the child. This will be monitored and reviewed annually.

Staff's individual concerns about any aspect of special needs should be expressed to the Head Teacher or SENCO. Concerns from parents should be directed, in the first instance, to the class teacher but must be reported to the Head, to whom parents can also be directed if necessary.

THE VERY ABLE CHILD

The school aims to ensure that all pupils are appropriately supported and challenged to enable them to make good progress, whatever their ability. This is achieved by differentiated planning and support in the classroom, and close monitoring of pupil progress through half-termly Pupil Progress Reviews. A broad range of extra-curricular activities are provided to give children opportunities to develop non-academic skills and interests.

B3 CURRICULUM ACCESS AND INCLUSION

St Oswald's strives to be an inclusive school, taking account of the Inclusion Statement in Curriculum 2000 and with regard to 'Removing Barriers to Achievement' which offers these three key principles for inclusion :

1. setting suitable learning challenges
2. responding to pupils diverse needs
3. overcoming potential barriers to learning and assessment for individuals and groups of pupils and engendering a sense of community and belonging through its:
 - Inclusive ethos
 - Broad and balanced curriculum for all pupils
 - Systems for early identification of barriers to learning and participation
 - High expectations and suitable targets for all children

St Oswald's Achieved the York City Inclusion Certificate Chartermark in January 2009.

The SEN and Disability Act

Key duties of a school

- Not to treat children with disabilities less favourably
- To make reasonable adjustments taking into account – standards, resources, costs, practicability, SEN provision, Health and Safety, interests of other pupils.

Definition of Disability.

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities'. (Section 1 (1) Disability Discrimination Act 1995)

B4 EVALUATING SUCCESS

The success of the school's SEN Policy is evaluated through:

- Discussion of classroom practice with SENCO
- Analysis of pupil tracking data and test results
 - For individual pupils
 - For cohorts
- Review of targets set for SEN pupils (value-added)
- The LEA SEN moderation process
- The School Development Plan/SEN Development Plan

B5 COMPLAINTS

The LEA offers a Parent Partnership Service to ensure that parents have access to information, advice and guidance in relation to the SEN of their children. In the event of a complaint Parents should initially make an appointment to discuss their child with the Class Teacher, if necessary, with the Headteacher and next, in a letter to the Chair of Governors. If the problem is unresolved then contact : the Local Education Officer at George Hudson Street, York YO1 6ZG

SECTION C : PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

C1 STAFF DEVELOPMENT

New members of staff have opportunities to formally/informally consult with the SENCO whenever necessary to be introduced to and establish effective usage of the school's policy and procedures for SEN. A file of information has been provided to each member of the teaching staff and should be passed on.

As all staff are involved in the planning and delivery of special needs provision, they should be given the opportunity to develop the appropriate professional skills necessary to fulfil these demands as well as maximising their awareness of special educational needs. To facilitate this, staff will have opportunities to attend in-service training.

C2 LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

Service Level Agreements (see City of York Council SEN Guidelines Part1)

Since the introduction of SLAs for Educational Psychologists, the Inclusion Support Team and Behaviour Support Outreach Team there has been a move towards a more consultative way of working between these Support Services and Schools. Termly planning meetings are held to facilitate this. Other Support Services, comprising:

- Hearing and Visual Impairment
- Physical Disability and Medical Needs
- Pre-School
- Autism and Speech and Language
- English as an Additional Language
- Traveller Education

are continuing to work in a more traditional manner – delivering support to schools but not through SLAs.

C3 PARTNERSHIP WITH PARENTS

Parents must be informed when schools first identify that a child has SEN. (CoP Ch2 Para 2.10)

St Oswalds strives to promote a '*culture of cooperation between parents, schools, LEAs and others. This is important in enabling children and young people with SEN to achieve their potential.*' (Para 2.1)

Communication with parents can be effective if professionals :

- Acknowledge and draw on parental knowledge and expertise in relation to their child
- Focus on children's strengths as well as areas of additional need
- Recognise the personal and emotional investment of parents and be aware of their feelings
- Ensure that parents understand procedures and are aware of how to access support
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- Respect the needs parents themselves may have, such as a disability, or communication and linguistic barriers

(CoP Ch 2 Para 2.7)

There is a local Parent Partnership Service and information and leaflets about this can be found in the Toolkit section 2. This enables parents to obtain the information, advice and support they need at any stage.

C4 THE VOICE OF THE CHILD

In line with the Code of Practice and reflecting the UN Convention on the Rights of the Child, St Oswald's aims to '*show sensitivity, honesty and mutual respect in encouraging pupils to share concerns, discuss strategies and see themselves as equal partners with the school.*'

(CoP Ch 3 Paras 3.1 and 3.5)

We aim to involve children from an early stage in making decisions about their education. The methods used reflect the child's evolving maturity. By valuing the child's opinions and offering them the opportunity to make choices we hope to encourage confident young children who will be more secure and effective pupils during their school years. Participating in the choice of termly targets for aspects of their education and evaluating their progress towards these targets is one way in which we achieve this. The children also participate in a discussion with the SENCO at the end of the school year to ascertain their views on their progress during the year.

C5 LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS

The Code requires that *‘For all children transferring between phases, except from early education settings, a provisional recommendation should be made in the year previous to transfer so that parents can consider options at the same time as other parents. The child’s statement must then be amended by 15th February of the year of transfer in the light of the recommendations of the annual review, the parents’ view and preferences and the response to consultation by the LEA with the schools concerned.....all arrangements for a child’s placement should therefore be completed no later than the beginning of March before transfer.’* (CoP Ch 5 Para 5.72)

To enable this to take place, it is recommended that the Year 6 Annual Review for children with a Statement of Need should take place in the Summer term prior to Year 6 with an interim review in Year 6. Transfer of Year 6 pupils with other levels of need is accomplished by liaison between class teachers (SENCO if required) and appropriate staff at the receiving Secondary school. Pupils may be taken on additional preliminary visits to ease transition.

When children with SEN move to other schools, all documentation relevant to them is signed for by parents and sent with the child, along with the transfer form. Receiving schools can and do ring to check details with the relevant class teacher and SENCO if necessary.