

# Ashtree Primary & Nursery School

## Policy for Special Educational Needs

### Introduction

**THIS DOCUMENT IS** a statement of the aims, principles and strategies for supporting Special Educational Needs at Ashtree Primary & Nursery School.

**IT WAS DEVELOPED** during the Spring of 2017 through a process of consultation with teaching staff, governors and parents.

**IT WAS APPROVED** by the governing body on 13<sup>th</sup> March, 2017.

**THIS POLICY WILL BE REVIEWED** in Spring 2018. A schedule for the review of this, and all other, policy documents is set out in the School Development Plan.

### Statutory Framework

This policy complies with the statutory requirements laid out in the *SEN Code of Practice 0-25 (2014)* and has been written with reference to the following documents and guidance:

- SEN Code of Practice 0-25 (2014)
- Equality Act 2010/DfE Advice for Schools (2013)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (2014)
- School SEN Information Report Regulations (2014)
- Children and Families Act – Part 3 (2014)
- Working Together to Safeguard Children (2015)
- Health and Social Care Act (2012)

### Principles underpinning the new SEN Code of Practice 0-25

The SEN Code of Practice 0-25, which took effect in September 2014, states that local authorities, in relation to disabled children and young people and those with special educational needs (SEN), **must** have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

### **These principles are designed to support:**

- the participation of children, their parents and young people in decision- making
- the early identification of children and young people's needs and early intervention to support them
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with SEN
- a focus on inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living and employment.

### **Special Educational Needs: A Definition**

Under the **SEN Code of Practice 0-25 (2014)** and the **Children and Families Act 2014** the definition of special educational needs is defined as a child or young person who has:

*a learning difficulty or disability which calls for special educational provision to be made for them.*

*A child of compulsory school age or a young person has a learning difficulty or disability if they:*

*a) have a **significantly greater difficulty** in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.*

*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.*

At Ashtree School, the general arrangements for planning, teaching and assessing work, takes into account the wide range of abilities, aptitudes and interests that the children bring to school. The majority of children will learn and progress within these arrangements. Those children, who have difficulty doing so, without additional or different planning, may have special educational needs (SEN). This policy states how the staff, Governing Body and Local Education Authority (LEA) make provision for these children.

## Aims

**Our aims in supporting Special Educational Needs** are that all teachers will:-

- a) Address the needs of all pupils in order that they may reach their full potential in every curriculum area
- b) Allow each child, whatever its needs, equal access to a broad and balanced education, including the breadth of all Foundation Stage and National Curriculum subjects
- c) Try to ensure that children with SEN are identified and assessed as early as possible
- d) Meet the needs of most pupils, including those in our **Learning Support Groups**, within the classroom by differentiating class work within a common curriculum framework
- e) Meet the needs of those children at the **SEN Support** stage of the Code of Practice (COP) through a combination of differentiated classroom work, targeted Teacher Assistant (TAs) time and, where appropriate, removal from the classroom to focus on specific programmes of work
- f) Create a welcoming atmosphere for parents, working with them to provide consistent approaches and establish the right provision
- g) Ensure that we celebrate the wide range of our pupils' achievements
- h) Encourage children to take a measure of responsibility for their own learning. Good habits are praised and we place a firm emphasis on personal organisation and reliability. Equipping children with skills and attributes necessary for adult life and key transition points
- j) Allocate the staff and resources available to them, in class, in ways that reflect differing individual needs.

## Identification, Assessment and Provision

### Identification

At Ashtree School, we believe that all the children with SEN should be identified and assessed as early as possible. To assist early identification the school takes full account of information provided by a range of the following:

- A child making '*less than adequate progress*' as listed below; although we agree '*Slow progress and low attainment do not necessarily mean the child has SEN...*' (SEN COP 0-25)
- Evidence provided by the nursery class or previous childcare provider

Eg. Nursery Learning Record or Foundation Stage Profile

- Baseline Assessment, a low score on the baseline could be indicative of need and therefore further monitoring and assessment would need to take place
- End of Key Stage results (SATs) and annual reports
- Standardised assessment and diagnostic tests
- Comments from parents, teachers and other concerned adults will also be considered
- Evidence will also be gathered from the child's work and the class teacher will continually monitor progress and share concerns where appropriate with the SENCo and parents
- Where behaviour or emotional development are causing concern, the child's behaviour will be observed, monitored and logged regularly.

The SEN Code of Practice 0-25 describes four broad categories of need. The identification of these categories help us to plan for the provision that the school will take.

The 4 areas of SEN identified by the Code of Practice are:

- Communication and Interaction;
- Cognition and Learning;
- Social, Mental and Emotional Health and
- Sensory and/or Physical Needs.

At Ashtree we acknowledge that the following areas/vulnerabilities **may also** impact on the progress and attainment of a child, but that they are **not necessarily considered to be SEN**:

- Disability ( we have a duty to make reasonable adjustments for disability under equality legislation but this alone does not constitute SEN)
- Attendance and punctuality
- Health and welfare needs
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (or 'Ever Six' child)
- Being the child of a serviceman/woman
- Being on the “**at risk**” register or under a child protection order
- Having unacceptable behaviour for learning ( although we are aware that this could be a symptom of an underlying cause such as mental health difficulties which would be SEN).

We are also aware that a child may have multiple-vulnerabilities, falling into a number of areas listed above, including that of SEN.

The new SEN Code of Practice 0-25, defines young people with special educational needs only, but we recognise that some young people will have a disability but not special educational needs or vice versa. Some young people will have both special educational needs and a disability as recognised by the Equality Act 2010.

### **Less than Adequate Progress Criteria**

In line with the SEN COP 0-25, we believe pupils making less than expected progress given their age and individual circumstances, can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.

### **Assessment**

When a child has been identified as having SEN, we will begin to assess the level and nature of these needs as early as possible. In order to facilitate this the SENCo, SEN teacher or class teacher, as appropriate, will draw upon a range of the following assessment tasks:

- Annotated, unaided pieces of a child's work, where the child has received no adult support in the content of their work
- Visual discrimination activities and sequencing games
- Miscue Analysis - a 'running record' of errors made in reading and spelling
- Phonological Awareness Tests - assessment of the child's knowledge of basic phonetic blends
- Reading tests, including word recognition, accuracy and comprehension
- Standardised Assessment and Diagnostic Tests
- Teacher Assessment of National Curriculum levels and a child's progress within each level
- Graded Word Spelling Tests
- Observations of emotional development and behaviour through the collection of data in a regular log

- Observations of motor skills
- Where necessary, the SENCo will seek referral to a relevant external agency for consultation or assessment.

### Provision

All teachers at this school are responsible and accountable for the progress and development of the pupils in their class. It is the class teacher who is responsible for allocating support from teaching assistants to pupils in their class and the Leading Management Team who allocate Teaching Assistant (T.A) time to the teachers annually or termly where appropriate, on the basis of pupil needs as understood through their analysis of progress data and knowledge of the pupils. (Where a child is identified as SEN additional T.A time may be allocated by the SEN Team.)

All class teachers provide quality teaching to meet the needs of each and every pupil each day. This means that they differentiate or personalise activities for different groups of pupils. This is recorded in their daily planning. In planning teachers considering such strategies as:

- The level at which the work is set
- The rate and pace of each activity
- Employing a range of teaching methods and styles
- Allocation and planning of Teacher Assistant time
- Differentiation by outcome
- Teacher input
- The use of modified materials
- Use of specialist equipment
- Support schemes, including Wave 2/3 Intervention programmes.

Wherever possible the children are supported within the classroom. However, where withdrawal from the classroom is felt to be more beneficial in meeting the child's SEN, we will maintain the child's access to a full and balanced curriculum.

Teachers make arrangements designed to overcome any possible barriers to learning and make reasonable adjustments so that all pupils can learn. Pupil Progress Meetings take place termly between a member of the Leadership Team, SENCo, class teacher and teaching assistant where young people's progress is analysed.

At Ashtree we have a graduated response to pupils with increased need. When we recognise that a pupil is not making adequate progress the teacher will provide an increased amount of intervention, possibly through a **Learning Support Group (LSG)**, for example a reading comprehension focus group; additional phonics or times tables practise groups etc. They may also devise groups to work on social skills, confidence or support groups for pupils at times of transition. Additional access to technology may be needed by some pupils (eg modified equipment or recording devices). A record of interventions is kept for each pupil on an individual Provision Map which logs additional intervention given beyond the usual quality teaching, across the young person's school years. This level of support is part of our quality teaching and/or our making reasonable adjustments and is **not** described by the Code of Practice as SEN. The teacher may be supported by the school's Literacy or Numeracy Co-ordinators in the selection of appropriate resources or interventions.

For a small number of pupils who have "significantly greater difficulty in learning" and for whom previous interventions may still not be enough to ensure adequate progress, we will provide Special Educational Needs Support (SEN Support). This is additional highly individual, focused intervention work intended to enable the young person to achieve an agreed outcome. At this point, the Code of Practice indicates that a **young person has SEN**.

The class teacher will seek the advice of the SENCo and consider all information gathered about the pupil's progress, alongside national data and expected outcomes. At this stage a pupil will be recorded as 'being in receipt of SEN Support' on the school's data base.

For all children who are identified as having SEN a **SEN Support Plan (SSP)** will be written, in consultation with parents and as part of the '**Assess, Plan, Do, Review**' cycle, setting a small number of short term targets, outcomes, and teaching strategies to be used to meet them.

The intended outcomes are recorded on a form that will accompany the provision map and intervention records. The plan will normally last for one term and will be reviewed at the end of this period to gauge progress made.

### **The Graduated Response of the Code of Practice**

*All teachers are teachers of pupils with special educational needs. (SEN COP 0-25)*

The new COP states that in order to give specific help to children with SEN, schools should adopt a graduated response. In line with the COP, we at Ashtree School take the following steps in identifying and monitoring the progress of children from when concerns are raised, these form part of our '**Assess, Plan, Do, Review**' cycle:

#### **Assess**

Involves the initial identification and registration of a child's educational needs.

Whilst the child's progress needs to be carefully monitored, and they may need some differentiation of class work, they do not need provision which is 'additional to or otherwise different' from that made generally to children of the same age in the school. These children are identified on the school's 'monitoring lists'.

If it is necessary for the teacher to plan at a level that is significantly different from or additional to what is necessary for the majority of pupils in order to enable the child to make progress, this will be discussed with the parents, pupil and SENCo and the additional planning will be recorded in a SSP. This additional and different provision is known as *SEN Support*. The child will continue to receive differentiated class work and work in the normal classroom setting, but will now be monitored by the SENCo as well as the class teacher. The class teacher and the SENCo will continue to collect further evidence, draw on assessments, teacher observations, details of previous progress and attainment, comparisons with peers, as well as the views and experience of parents (See Assessment above). They will plan future support and review action taken in collaboration with the pupil, parents and TA (See the 'Plan' stage below).

If the child makes adequate progress then they will be returned to the previous stage and monitored.

### **Plan**

When it is decided to provide a pupil with SEN Support, parents will be informed. Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. This will be recorded in a SSP.

The opinion and feelings of the individual and advice from external support services will also be considered at this time. Parental involvement may also be sought, where appropriate, to reinforce or contribute to progress at home, this will be recorded on the SSP at the planning meeting. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required.

### **Do**

At this stage the actions recorded on the SSP will be carried out. The class teachers will remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with TA's, school SEN Team and relevant specialist staff to plan and assess the impact of support and interventions and provide links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

### **Review**

Reviewing pupil progress will be made at termly SSP Review Meetings and during 'Pupil Progress Meetings'. The review process will evaluate the impact and quality of the support, interventions and the objectives/targets of the SSP. The SENCo, in consultation with parents and class teachers, will revise the support and in light of pupil progress and development; setting new targets and making any necessary amendments going forward. The Assess, Plan, Do, Review cycle will be repeated.



If a child continues to make inadequate progress and meets the LEA criteria, the school may request a Statutory Assessment for an **Education Health Care Plan** and/or **Additional Funding** (See below).

If a pupil is making sustained progress in their identified area of need/needs and no new needs have become apparent, then a pupil will no longer need SEN Support. This will be discussed with parents and the pupil prior to any decisions being made and outside agencies if they are involved. This does not mean that the young person will receive no support but that they will de-escalate back down the Graduated Response as described above. The school will continue to monitor through pupil progress meetings to ensure that their level of response matches the pupil's level of need.

### **Additional Funding**

In some cases, a school will conclude, after action has been taken to meet the identified needs of a child, that the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school. The school may then consider:

#### ***Predictable Needs Funding***

A school's Predictable Needs budget is set annually by the LEA and is determined on a formula basis. This is largely based on prior educational attainments, but the formula also includes a small element for free school meals and number on roll.

Predictable Needs budgets are meant to meet virtually all of a school's special educational needs.

At Ashtree allocation of Predictable Needs Funding will be considered in consultation with the Head Teacher, SENCo and SEN Governor. The allocation of Predictable Needs Funding to individual pupils will be reviewed annually.

#### ***Exceptional Needs Funding***

Exceptional Needs Funding is designed to meet needs that do not regularly occur in schools. This funding applies only to a very small proportion of children across the county and some schools will have no children with exceptional needs.

A school considers Exceptional Need Funding when they deem a child's needs require over 15 hours of allocated individual T.A support or access to specialised equipment or apparatus.

Schools apply for Exceptional Needs Funding through their local SEN cluster where applications are moderated before referring to a district decision-making panel.

### **Education Health Care Plans**

Following a successful request for statutory assessment, the LEA, having made an assessment of the child, may decide to draw up an Education Health Care Plan (EHC Plan - previously known as a Statement of Educational Need).

An EHC Plan might conclude that, for example, the child's learning difficulties call for:

- Regular direct teaching by a specialist teacher
- Daily individual support from a TA
- Use of a significant piece of equipment, for example, a personal computer with appropriate software, or large print books and text
- Major building adaptation such as wide doorways or wheelchair ramps
- Regular involvement of a non-educational agency such as a physiotherapist
- Moving the child from the mainstream school to a specialist unit.

EHC Plans may also cover non-educational issues/concerns ie. home or wider social concerns.

Where an EHC Plan is issued, the objectives are incorporated into the child's SSP.

### **Monitoring and Evaluation**

The SENCo maintains the records and checks provision being made for SEN, thereby gaining an overall view of the progress being made by the pupils on the SEN list/register. Class teachers have the responsibility of ensuring the children progress at an acceptable rate through detailed planning, assessment and target setting; also by implementation of county and national guidelines, this includes all children with SEN.

The Leadership Management Team (LMT), working with the SENCo, Curriculum Co-ordinators and Assessment Co-ordinator, monitor patterns in achievement made by all children, including those with SEN, across both Key Stages and the Foundation Stage and match them against LEA and national expectations.

### **Inclusion**

At Ashtree School we actively seek to remove barriers to learning and participation and believe that all children, including those with SEN, should have access to an appropriate education that affords them the opportunity to achieve their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. (See Inclusion Policy, Equal Opportunities Policy and Children with Medical Needs Policy)

### **Integration of SEN Pupils**

At Ashtree School, we maintain an equality of opportunity for all our pupils, encouraging all to participate in the full life of the school. Children with SEN are not excluded from any part of school life or extra-curricular activity – as far as is appropriate.

Children at Ashtree School are not allocated a particular class due to ability or need, streaming may occur in some subjects in various year groups, but classes remain mixed ability. Thought is put into class allocation when a known SEN child joins the school, purely to suit the child's particular needs and provision.

### **Admission Arrangements**

Ashtree School's admission arrangements are in accordance with the County Primary Admissions Criteria and Procedures. The needs of every child are discussed prior to enrolment, to ensure that appropriate provision is made. We do not discriminate on the basis of race, religion, gender, impairment, disability or educational need. Where a child has a statement of SEN or Education Health Care Plan, naming the school, we will admit the child as a priority. Where a child with a disability wishes to attend the school, the governing body will take all reasonable steps to enable that to happen.

### **Special Facilities**

At Ashtree School, away from the individual classrooms, we use the dining room areas for the teaching of children with SEN and the SENCo's office. The SENCo's office is used by our SENCo and external agencies for the teaching and assessing of children with special needs. The SENCo's office is located next to the Medical Room in the middle of the school and adjacent to the junior dining room.

We have a wide range of SEN resources; games, workbooks and activity sheets, reading books and tapes, as well as other equipment and materials designed to help the SEN child: scissors, pens, pencils, handgrips, guidelines etc. There is also an assortment of test and assessment materials as well as advisory literature on various aspects of SEN and specific learning difficulties (SpLD) such as dyslexia etc. All members of staff are able to select items from this resource bank for use within the classroom. Other resources; computers etc. are already classroom based due to their frequent use.

The school building has a number of facilities for disabled pupils or adults including wheelchair ramps, widened doorways, handrails, lifts on split levels, an accessible toilet with warning aids and all classrooms are fitted with the Soundfield system. The school is committed to providing an environment that allows disabled or impaired children full access to all areas of learning (see Accessibility Plan). We actively encourage and welcome pupils and parents/carers to attend our school and seek to make our school environment accessible to children and adults who are disabled.

Teachers modify teaching and learning as appropriate for all disabled or impaired children. For example, they may give additional time to children with disabilities to complete certain activities or provide enlarged text for children with visual difficulties.

### **Information & Communication Technology**

Information & Communication Technology is an important resource for SEN: -  
It provides additional resources across the curriculum and makes many aspects of education more accessible to SEN children, especially in the core subject areas.

## **Health & Safety Issues in Special Educational Needs**

There may be specific Health and Safety issues in Special Educational Needs with regard to individual children with disabilities.

## **Record Keeping**

Day- to –day documentation such as Provision Maps and SEN Support Plans are kept by the class teacher and shared with the Teaching Assistants in that Year Group who work with a particular child. Outside agencies' reports are also held by the class teacher to assist them in planning for provision. These records are passed onto the young person's new teacher each September and full discussion of needs occurs.

Further records, copies of the SSPs, external reports, reviews and other relevant information are stored in the child's central SEN folder. Copies of these folders are kept by the SENCo due to the confidential nature of some of the reports and the information they contain.

When a child leaves our school we pass these records to the new receiving school. We are mindful of the confidentiality of these records and abide by our confidentiality policy (Any records regarding issues of Safeguarding/Child Protection are kept by our Designated Teachers for safeguarding).

Records kept include:

### ***SEN Support Plans***

The SSP is a planning and monitoring document for pupils at the SEN Support stage of the COP. They identify a pupil's immediate learning need and the special arrangements, which need to be made to suit the individual pupil. They are a way of identifying and targeting areas for action for pupils with learning and behavioural difficulties, and planning a solution or strategy for improvement.

### ***Referral Forms***

The Referral Form is an application from the school for pupils at SEN Support, for help, advice or specialist assessment from an external agency. The parent's permission will always be sought before any child is referred to an external agency.

### ***External Reports***

A response from an outside agency following a referral. Depending on the type of referral the external report will consider and make comment on an individual's needs, appropriate action to be taken, relevant advice, or recommendation for further/other specialist assessment. Parents will always receive copies of any external report.

### ***Application for Additional Funding***

If the school feels that additional funding is needed to provide extra support for a child monies may be allocated from the Predictable Needs Budget or alternatively an application for Exceptional Needs Funding is submitted, along with supporting evidence of strategies already tried, and consultations with external professionals.

### ***Education Health Care Plans***

Statutory assessment - Education Health Care Plans are an application for help and advice from the LEA where it is felt that a child's needs cannot be met effectively within the resources normally available to the school. Education Health Care Plan Reviews are carried out annually and form a regular check on the progress of a statemented child. (see Education Health Care Plans above)

### ***Inclusion Register***

This is a school-based tracking system, held electronically, to monitor the progress of individual pupils against targets and actual progress. This draws in data from and is linked to AM7 and the SIMs database.

### **Collaboration With Other Agencies**

In order to fully cater for the SEN of all of the children in school we maintain contact with the following external agencies:

- SEN Advisory Team
- Leys Base for Specific Learning Difficulties
- Woolgrove Outreach
- School Medical Service
- Education Psychology Service
- Speech and Language Therapists
- Children's Services (Social services)
- Education Support Team for Medical Absence (ESTMA)
- Attendance Improvement Officers
- Behavioural Support team
- Assessment Team
- Family GP
- School Family Workers
- Local Opticians
- Child & Adolescent Mental Health Unit.
- Stevenage Education Support Centre

The School may also consider completing a C.A.F (Common Assessment Framework) and in consultation with parents form a T.A.F (Team Around the Family). The T.A.F would be a collection of professionals meeting to form an Action Plan to meet/help progress the needs of the child. Other professionals may have started the C.A.F process, the school will always check with the C.A.F administrator before starting the process.

### **Support During Transition/Pre-School and Secondary School Liaison**

At Ashtree we aim to ensure that all our pupils have smooth transition into our school and/or from the previous phase of education and from our school into the next phase of education ie. a secondary education setting.

We hope to offer, where needed, early and timely planning for a transfer to a pupil's next phase of education and will offer transition meetings to all pupils in receipt of SEN support, those with Educational Health Care Plans, medical needs and disabilities. If appropriate pupils with 'other vulnerabilities' may also need similar arrangements.

Support for the pupil in coming to terms with moving on will be planned and will include familiarisation visits. Where appropriate pupils will be supported in coming to terms with

‘moving on’ and included in all ‘class transition days’. They may also be offered additional transition visits.

We have close links with our local Pre-Schools (i.e. First Friends) and our feeder secondary schools in the locality. Records are shared (where appropriate) with all schools involved and staff are encouraged to visit for discussion and to observe pupils at work. SENCOs from both schools liaise to provide continuity and all records, including external reports are transferred.

This also applies to children leaving and transferring to other primary schools.

### **Partnership With Parents**

At Ashtree School, we are continually working to strengthen our links with parents. We value and encourage their involvement in the education of their children. We endeavour to ensure that all parents are kept well informed of their child’s progress.

Where a child is identified as having SEN, the parents are kept informed in the following ways:

- The class teacher is the primary communicator; they will keep the parents informed of information regarding their child’s level of achievement or behaviour. The class teacher will also communicate the fact that the child has been placed on the school’s SEN Register
- Through involvement with the child’s SSP
- Communication with the SENCO. Parents are always welcome to discuss, by prior arrangement, any concerns they may have about the needs of their child
- With children at the SEN Support stage of the COP, the SENCO and/or the teacher will liaise with parents before referral to any external agency. Where necessary the SENCO will arrange meetings between the parents and the external agency involved
- Through the process of applying for additional funding\* (\* see above)
- Through EHC Plan Reviews
- The SEN Teacher or SENCO will contact parents when their child is to be withdrawn from the classroom for extra help
- Parent Consultation Evenings
- SEN information updates, led by the SENCO and SEN Teacher. On these occasions SEN and school procedures and systems can be discussed informally, and on a general level advice and guidance offered on how to best help their children.
- Informal communication through the child’s Homework Diary and Reading Record or Personal Behavioural Logs

- Through the child's annual report

All parents are welcome to contact the class teacher or the SENCo, if they have any concerns about progress or inclusive educational provision.

### **Staff Development**

All teaching and appropriate support staff have received training in developing their ability to cater for the needs of children with SEN through our school INSET programme. This training may have included:

- SEN COP 0-25
- Developing the effectiveness of children's SSPs
- Inclusion
- ASD
- Speech and Language
- An introduction to the requirements imposed by the new COP
- The Disability Act
- Work on the roles and responsibilities of all involved in supporting SEN children
- Use of DfES materials: Supporting Children with SEN in the Numeracy Hour
- Phonological awareness training
- Dyslexic friendly schools.

In addition to the training offered for the teaching staff, the SENCo and SEN Teacher have also received training in the following:

- |   |                            |
|---|----------------------------|
| • Monitoring and evaluation                                     | • Visual Impairment        |
| • Dyslexia as a SpLD  | • Phonological awareness   |
| • Early identification of Dyslexia in KS1                       | • ADD and ADHD             |
| • SEN COP 0-25  | • Visual memory            |
| • Literacy achievement with special regard to children with SEN | • Tracks training          |
| • Elklan  | • SEN & the Disability Act |
| • Dyspraxia   | • Inclusion                |
| • Autism  | • Wave 2/3 materials       |
| • Speech and Language   | • New SEN Funding          |

### **The role of the Headteacher, Special Needs Co-ordinator & other staff.**

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

**The Headteacher** has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with SEN
- Keeping the governing body informed about SEN issues
- Working closely with the SEN personnel within the school
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

**The Special Educational Needs Co-ordinator (SENCO)** is responsible for:

- Overseeing the day-to-day operation of this policy
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other staff
- Helping staff to identify pupils with SEN
- Carrying out detailed assessments and observations of pupils with specific learning problems
- Co-ordinating the provision for pupils with SEN
- Supporting class teachers in devising strategies, drawing up SSPs, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom
- Liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- Maintaining the school's SEN list/register and records
- Updating SEN data on SIMs database (Termly)
- Assisting in the monitoring and evaluation of progress of pupils with SEN through the use of school assessment information, e.g. class-based assessments/records, end of year QCA tests and SATs
- Contributing to the in-service training of staff
- Managing learning support staff/teaching assistants
- Ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- Liaising with the SENCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- Taking part in LA SEN moderation.



**Class Teachers** are responsible for:

- Including pupils with SEN in the classroom, providing an appropriately differentiated curriculum and monitoring the progress of children with SEN within their class. They can draw on the SENCO for advice on assessment and strategies to support inclusion
- Making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEN
- Giving feedback to parents of pupils with SEN.

**Teaching Assistants** should:

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEN
- Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Currently, the SENCo is Mr Paul Tatton and the SEN Governor is Mr Chinn.

### **Governing Body Duties and Responsibilities**

At Ashtree School, the 'responsible person' appointed by the governing body is the Head teacher, who will be informed by the LEA when they conclude that a pupil has special educational needs. The 'responsible person' - the Head teacher - must then ensure that all those who will teach the child know about his or her educational needs.

The governing body must:

- Ensure that the necessary provision is made for any pupil who has SEN
- Ensure that the teachers in the school are aware of the importance of identifying, and providing for, those pupils who have SEN
- Consult the LEA; as appropriate, the Funding Authority; and the governing bodies of other schools, when it seems to them necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Ensure that the pupil joins in the activities of the school together with pupils who do not have SEN, so far as that is reasonably practical and compatible with the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources
- Have regard to the SEN COP 0-25 when carrying out their duties toward all pupils with SEN - including the SEN Information Report and Core Provision (published school website).

## **Complaints Procedure**

At Ashtree School, we endeavour to resolve any complaints about issues raised by individual children's SEN as quickly and as near to the root of the problem as possible.

Initially the class teacher or the SENCo will deal with the problem. If the complaint remains unresolved the Head teacher would then become involved. In the rare circumstances that a complaint should then still remain unresolved the governing body would deal with it. Any complaints will be dealt with following the school's Complaint Procedure Policy, which embodies the practice and guidance of the LEA.

Beyond the procedure established in school, the LEA could become involved if the school-based efforts have brought no satisfaction. These arrangements are in accordance with the County Guidelines.

## **Evaluating the SEN Policy**

The success of the SEN Policy will be evaluated using the following criteria:

- Appropriate provision for SEN
- Staff, parents, and governors are aware of SEN procedures within the school
- The extent to which standards have improved across groups of children with identified SEN. (Measured by, for example, SATs results, cross key stage data, p-levels, reading/spelling ages etc.)
- Monitoring the pupils movement through the graduated response of the COP.