

*Chase Lane Primary School
and Nursery Unit*

Special Educational Needs Policy

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Special Educational Needs Procedures

These procedures detail how Chase Lane Primary School will endeavour to ensure that the necessary provision is made for any pupil who has special educational needs.

Provision for children with special educational needs is a matter for the school as a whole. The Governing Body, the Head Teacher, the SENCO and all members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have 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 mainstream schools.
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

For children aged 2 or more, special educational provision is education provision that is additional to or different from that made generally for other children of the same age by mainstream schools.

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

(SEN Code of Practice July 2014: 0 to 25 years)

Identification

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established either during the child's pre-school years or upon transfer from a previous school.

The majority of children will learn and progress within the established arrangements of well-planned and appropriately differentiated lessons. Those children whose overall attainments or attainment within a specific subject fall significantly outside the expected range may have special educational needs.

Pupils falling just below national expectations will usually benefit from targeted class-based catch-up interventions. Where a pupil is consistently and significantly falling behind normal expectations, further action would be taken by identifying the child as 'SEN support or as needing an Education, Health & Care (EHC) Plan.

SEN Support

Triggers that would highlight that intervention through SEN support:

- Little or no progress is made even when teaching approaches are targeted particularly in a child's identified area of weakness.
- There are signs of difficulty in developing literacy or mathematical skills which results in poor attainment in some curriculum areas.
- Persistent emotional or behavioural difficulties are present which are not improved by the behaviour management techniques usually employed in the school.
- The child has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- The child has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

If a child does not make appropriate progress, the school may seek further advice and support from other specialists. These may include, but not exclusively, Speech & Language Therapist, Educational Psychologist, Occupational Therapist or Physiotherapist.

The triggers for this are:

- Continuing to make little or no progress in specific areas over a long period;
- Continuing to work at levels substantially below that expected of children of a similar age;
- Continuing to have difficulty in developing literacy and mathematical skills;
- Having emotional or behavioural difficulties which substantially and regularly interfere with that child's own learning or that of the class group, despite having an individualised behaviour management programme;
- Having sensory or physical needs, and requiring specialist equipment or regular advice or visits by a specialist service;
- Having on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

In September 2014 the Children and Families Act becomes law. This brings changes to the way that children with complex special educational needs and disabilities are assessed. Statements of special education needs (SEN) will be replaced by Education, Health and Care (EHC) Plans. This will be achieved in a planned way by April 2018.

The EHC Plan will provide the same statutory protection as a statement of SEN; however it will extend the rights of children and young people with complex needs because it will cover from birth to 25 if young people continue in education. The aim of the new pathway is to make a meaningful difference to the lives of children, young people and their families.

The Pathway has 6 steps for the child or young person and their family.

1. The majority of children with SEN and disabilities will stay at this step. It provides support and resources through the Local Offer for education, health and care through universal and targeted services available without the need for a statutory EHC plan.
2. A meeting will be held involving the family, school/setting to decide whether to start an EHC Assessment.
3. The assessment starts and parents and children will complete the 'All about Me' information, with support if necessary.
4. A meeting will be held with the child and their family to develop the plan. The family will be asked to make a preference for Early Years setting/school. The LA will send the plan to all involved and consult with parents' choice of school.

5. The family can request the child's budget to fund some of the interventions in the EHC Plan. This enables those who wish to have more choice and control over their support.
6. The EHC Plan will be reviewed annually through a person-centred review meeting involving the child, family and services involved. The review will look at all elements of the plan, and progress against the outcomes. It may be changed.

Provision Maps and Individual Education Plans

For the majority of children strategies employed to support a child and enable them to progress will be recorded within a Provision Map (PM). The PM will include information about:

- The provision to be put in place;
- The short-term targets set for the child;
- The child's name, date of birth and class;
- The start and review date of the PM;
- The outcomes of the PM (to be recorded at the review).

The PM should record only that which is additional to or different from the differentiated curriculum plan, which is in place as part of the provision for all children. The PM should focus on key targets, chosen from those relating to the key areas of communication, literacy, mathematics and behaviour and social skills that meet the child's needs. The PM should be discussed with the child wherever possible, and the parents/carers.

The implementation and delivery of the PM will be the responsibility of the class teacher working alongside members of the SEN support team.

For children with an EHC Plan, strategies employed to support a child and enable them to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- The short-term targets set for the child;
- The achievement criteria for those targets to be met;
- The strategies to be used;
- The provision to be put in place;
- The child's name, date of birth and class;
- The start and review date of the IEP;
- The outcomes of the IEP (to be recorded at the review).

The IEP should record only that which is additional to or different from the differentiated curriculum plan, which is in place as part of the provision for all children. The IEP should be crisply written and focus on short term key targets related to the child's individual Statement of SEN. Relevant targets are chosen from those relating to the key areas of communication, literacy, mathematics and behaviour and social skills that meet the child's needs. The IEP should be discussed with the child wherever possible and the parents/carers.

The implementation and delivery of the IEP will be the responsibility of the class teacher working alongside members of the SEN support team.

PMs and IEPs will be reviewed at least three times a year.

Responsibilities

Every person working within the school has a responsibility to every child learning within the school. In addition to this:

The Governing Body:

The Governing Body has a specific responsibility to:

- Ensure that the necessary provision is made for any child who has special educational needs;
- Ensure that the children's needs are made known to all who work with them;
- Ensure teachers are aware of the importance of identifying and providing for those children who have special educational needs;
- Ensure parents/carers are aware of the special educational provision made for their child;
- Consult with the Local Authority and other governing bodies where necessary or desirable in the interests of co-ordinated special provision in the area;
- Special educational needs is monitored closely by the Governing Body at the Curriculum, Standards and Inclusion sub-committee.

The Head Teacher

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with special educational needs. The Head Teacher keeps the Governing Body fully informed and works with the schools SENCO. The Head Teacher seeks out and shares best practice with the Local Authority and other schools.

The Special Educational Needs Co-ordinator (SENCO)

The SENCO's responsibilities are:

- Co-ordinating provision for children with special educational needs;
- Assessing the individual needs of children who require learning support;
- Liaising, advising and supporting teachers and support staff in school;
- Liaising with parents/carers of pupils with special educational needs;
- Liaising with SENCOs from local schools where possible to share good practice and keep abreast of changes or new initiatives;
- Liaising with external specialist services in order to identify and provide support for children where necessary;
- Managing and supporting the Learning Support Assistants (LSAs)

The School Staff

All teachers are teachers of children with special educational needs. In addition, LSAs, mid-day assistants, office and welfare staff must also be aware of children with special educational needs in order to support that child where necessary.

Special Educational Needs & Disability Code of Practice: 0-25 years July 2014

This sets out guidance on policies and procedures aimed at enabling pupils with special educational needs to reach their full potential, to be included fully in their school communities and make a successful transition to adulthood. Chase Lane Primary School & Nursery Unit will always have regard to the Code of Practice.

The Disability Discrimination Act 2005

The Disability Discrimination Act 2005 places a duty to promote disability equality on all public bodies, including schools and local authorities. This requires them to have due regard to:

- Eliminate discrimination;
- Eliminate harassment related to a disability;
- Promote equality of opportunity between disabled people and other people;
- Promote positive attitudes towards disabled people;
- Encourage participation by disabled people in public life;
- Take steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than other people.

Chase Lane Primary School & Nursery Unit will always have regard to this Act.

This policy was written by Julie Field in March 2013 and updated by Melody Ableson in September 2016