

St Columb Minor School's SEN Policy

May 2011

Aims and Objectives

- The Governing Body and teaching staff will do their utmost to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the head teacher or the appropriate governor has been informed by the LA that a pupil has special educational needs, those needs will be made known to all who are likely to teach them via the SENCO.
- The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- The SENCO Head teacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs. This will be through the governing body with Head Teacher Reports and regular updates.
- The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

Responsible Persons

- The responsible people for SEN are **Jennie Walker, Phil Mason** [Head teacher and Chair of Governors]
- The person co-ordinating the day to day provision of education for pupils with special educational needs is **Tamsin Irons** [SENCO] with support from **Lisa Burbidge** (SEN Governor).

Admission and Inclusion

All the teachers in the school are teachers of children with Special Educational Needs. As such **St Columb Minor School** adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Education Authority.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with statements of special educational needs and all children on the SEN Record of Need.

St Columb Minor School adheres to the Disability Discrimination Act providing access to all areas of the school via lifts, hoists, rails and ramps as necessary. Some toilets have been especially adapted and there are plans with the LA to further adapt and build further facilities to improve access further.

St Columb Minor School was recognised as a Dyslexia Friendly School in 2009.

As well as 'over and above' in class support, we provide group and 1:1 support in particular areas for children on the Record of Need. Eg. Lexia- to support reading and spelling, Time to Talk to support speaking and listening.

Access to the Curriculum

- All areas of the National Curriculum including PE and Outdoor Education will be made available for all pupils. Where pupils have special educational needs a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.
- The school will make provision for pupils with special educational needs to match the nature of their individual needs and the class teacher, teaching assistants and SENCO will keep regular records of the pupils special educational needs, the action taken and the outcomes.
- There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.
- The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups both within classes and focused groups will reflect this approach.
- Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.
- Curriculum tasks and activities will be broken down into a series of small and achievable steps for pupils who have marked learning difficulties. The SENCO, teachers and teaching assistants will use NC. level descriptors and P level descriptors as guidance.
- The high ratio of adults to children at lunch time is used to enable children to stay with their peers, be increasingly independent and yet still be appropriately supported.
- The school provides the graduated response at %School Action+and %School Action Plus+
- When a pupil fails to make progress and shows signs of difficulty in one or some of the following areas: acquiring literacy and numeracy; presenting persistent behaviour, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the school will place the pupil on the Record of Need.
- Children are on the Record of Need because their needs are %over and above+ that of other children in their class ie. they have a medical condition for which they need support and staff need to have a heightened awareness, and/or their attainment is significantly below average (see graph Guidance re Code of Practice Stages). Teachers and the SENCO make a professional judgement that the child needs support that is %over and above+that of the majority of the class (SA) and/or there are outside agencies involved in the long term support of the child. (SA+).
- Support that is additional to and different from the differentiated curriculum will be provided through an Individual Education Plan (IEP) in a range of ways including:
 - Classroom organisation and management
 - In-class support by teacher/teacher assistant
 - Withdrawal for individual/small group work
 - Home/school reading schemes
 - Behaviour modification programmes
 - Use of specialist equipment

Alternative teaching strategies

- The resources allocated to pupils (see 7) who have non-Statemented special educational needs will be deployed to implement these individual education plans at school action as outlined in the revised Code of Practice. Parents will be informed and pupils will be involved in decisions taken at this stage. This will occur at termly meetings between class teachers and parents and through conversations with pupils recorded in IEP books (See also 8, 11 and 12)
- If a pupil does not make progress despite the school taking the action outlined, advice will be sought from the appropriate support services referred to in Section 8, the IEP will be amended accordingly and the pupil will be moved to %School Action Plus+

Identification and Assessment – a graduated response

- If progress is still not achieved despite %School Action Plus+, the child may be assessed bearing in mind the County guidance with a view to initiating a statutory assessment of special educational needs under the 1996 Education Act. The appropriate forms will be used for recording and referral as necessary.
- Identification of children with special educational needs will be undertaken by all staff through the SENCO and the appropriate records and LA forms will be maintained. Records will be developed through a process of continuous assessment in line with schools Assessment and Feedback policy by the class teacher, teaching assistants and SENCO. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary pupils will be referred to the SENCO and trained TA\$ for diagnostic testing to construct a profile of the child's strengths and weaknesses.
- The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice and used by the whole school. IEP reviews will be held termly in October, February and June.
- Additionally, the progress of children with a Statement of Special Educational Needs will be reviewed annually in November, as required by legislation.
- Detailed records will be kept of the pupils receiving extra teaching support.
- These will include:

Focused TA assessment records inc. the DST and Fun Fit Baselines

The Salford Reading Test results

IEP support in IEP books

Levels of attainment in literacy and numeracy

Reading and Spelling phase tests

- A summary of these will be passed on to any receiving school.

Resources

- The school is allocated a dedicated sum for pupils without a statement of SEN.
- These funds are devoted to the purchase of: teaching assistant hours and specialist equipment, SENCO salary, staff training
- The school supplements this with a substantial amount from the base budget.
- The Governing Body allocates resources to the children on the Record Of Need. Children are on the Record of Need because their attainment is significantly

below average (see graph Guidance re Code of Practice Stages), teachers and SENCO make a professional judgement that the child needs support that is over an above that of the majority of the class and/or there are outside agencies involved in the long term support of the child. (SA+).

Currently (April 2011) the school has:

- 74 pupils on school action
- 11 pupils on school action plus
- The Local Authority makes a dedicated amount of money available to the school to support the pupils who are the subject of statements under the terms of the 1996 Education. In Sept 2010 this will be converted into 200 hours of TA support both in class and play/lunch times. The school tops up hours for these children by 97.5 hrs. These TAs also provide specialised programmes for their 1:1 child eg. Rainbow Roads. This has become a small group and therefore provide further value for money by supporting both the Statemented child and other Record of Need children .
- Currently(April 2010) the school has
- 10 pupils who are the subject of statements of which 2 are currently in Year 6.

Liaison

- Parents will always be informed when an external agency becomes involved with their child via a letter with attached permission slip. (See also 11)
- The school runs a SEN Parent Support group who meet once a month to share concerns, discuss individual, school and local issues and share support including clubs and activities available from extended services.
- Regular liaison is maintained with at least the following external agencies for pupils at %Action Plus+and pupils with Statements of Special Educational Needs:

Educational Psychology Service

Behaviour Support Service

Communication Support Service

Speech and Language therapists

Dyslexia Support Service

EAL Support

Physical Disabilities Support

Family Support Services

Parent Partnership

The NLP Parent Support Advisors

The St Columb Minor Children's Centre

Social Care

ISA Support Services

The DCATCH programme

The Hearing Support Service

The Vision Support Service

Augmentative and Alternative Communication Support

Health Services inc. our School Nurse, Occupational Health, the Child Development

Centre and Physiotherapy

Education Welfare Service

Special Schools inc. Doubletrees and Pencalenick

SCOPE

Early Years Service

Education Out of School Services
Children in Care Officer
Special Education Section
Child Adolescent Mental Health Service

The school has links to all other NLP schools and liaison is maintained particularly with regard to transition issues.

- The SEN governor and SENCO will liaise regularly through meetings and joint training. There will be a %official+half termly meeting and the SEN report to Governors through the Head teacher. Report will support liaison with the whole governing body.

Arrangements for the Treatment of Complaints:

- The procedure for managing complaints is:
For parents to meet with the SENCO (Tamsin Irons) in the first instance and if they are not satisfied to meet with the Head Teacher.(Jennie Walker)
If parents are still not satisfied, the school's complaints procedure is available on the school's website.

Staff Development

- In-service training needs related to special educational needs will be identified by the Head teacher and SENCO in consultation with the staff. These needs may be met through planned in or out of house training.
- There will be a SEN Staff meeting termly and TA training monthly. SEN matters including feedback from Monitoring and Evaluation are part of the weekly Staff Business Meeting.

Working with Parents (also see Liaison section)

- The school will actively seek the involvement of parents in the education of their children. St Columb Minor recognises that the support and encouragement of parents is often the crucial factor in achieving success for all children but that it is particularly important with pupils who have special educational needs.
- Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice.
- Communications between the parent and the school will be consistently maintained through class teachers, teaching assistants and the SENCO.
- Parents will be invited to attend termly review meetings and every reasonable effort will be made to make this a mutually convenient time.
- Parents will be encouraged to be involved and be informed about their child's progress through a variety of avenues inc. the termly IEP review, the IEP book, school report, outside agency reports and if appropriate annual reviews or TACs.
- As mentioned in §qabove, parents will be fully consulted before the involvement of CSA support agencies with their children.

Pupil Participation

- The school will work to ensure that pupils are fully aware of their individual needs and the targets in their Individual Education Plans through use of a child friendly discussion sheet.
- Steps will be taken to involve pupils in decisions which are taken regarding their education including attendance at Annual Reviews where appropriate.
- Their views will be collected by the SEN Governor on an annual basis as well as through the schools questionnaire system and School Council.

Evaluating Success

- This school policy will be kept under regular review and reviewed annually in April/May.

The governors will gauge the success of the policy by:

Considering:

- the extent to which the SENCo has achieved targets set through Performance Management

And:

- Staff awareness of individual pupil need and appropriate IEP targets being set
- Academic progress of pupils with special educational needs
- SEN Pupil attendance
- Number of children supported by the funding allocation for non-statemented special educational needs
- The quantity and quality of outside agency support
- Parental involvement
- Pupils awareness of their targets and achievements
- The school meets the statutory requirements of the SEN Code of Practice 2001.