

## SEN POLICY

### **1 Introduction**

- 1.1 This policy refers to children and young people with special educational needs (SEN) and disabilities including why and how Aberdare Park Primary School works with them. The guiding principle informing this policy is ensuring that children and young people with SEN and disabilities are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel worthy and important members of the school society.
- 1.2 The Education Act 1996 states that a child has special educational needs if he/she has a significantly greater difficulty in learning than the majority of children in the same age group or has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age group in mainstream schools within the local authority (LA). Special educational provision includes that which is additional to, or different from the provision generally made for pupils of the same age.
- 1.3 The Disability Discrimination Act (DDA) 2001 defines disability as 'a person with a physical or mental impairment which has a substantial long-term adverse effect on their ability to carry out normal day-to-day activities.' Thus the legal definition of disability is not the same as the definition of special educational needs
- 1.4 It is therefore possible to be disabled under the DDA and not have SEN, and vice versa. It is also possible to be both disabled under the DDA and have SEN. As advised in the SEN Code of Practice (2004), DfES 2001, the school accepts that a medical diagnosis may mean that a child is disabled but is not necessarily SEN. The school will always consider the child's educational needs rather than a medical diagnosis or disability.
- 1.5 Pupils with SEN and/or disabilities admitted to Aberdare Park Primary School could have difficulties with one or more of:
- Cognition and Learning
  - Communication and Interaction
  - Behaviour, Emotional and Social
  - Sensory and/or Physical

## **2 Aims**

### 2.1 The aims of this policy are:

- to ensure that the school complies with the requirements of the Education Act 1996, Disability Discrimination Act 1995 and 2005, the SEN Regulations, the SEN Code of Practice 2001 and other statutory guidance and are implemented effectively within the school.
- to ensure that every pupil with special educational needs and/or disabilities has maximum opportunity to achieve the five Every Child Matters outcomes
  - be healthy
  - stay safe
  - enjoy and achieve
  - make a positive contribution
  - achieve economic well being

## **3 Objectives of the governing body in making provision for pupils with SEN**

- Do its best to ensure that the necessary provision is made for any pupil who has SEN.
- Determine the role of the SENCO in relation to the leadership and management of the school.
- Determine the key responsibilities of the SENCO and monitor the effectiveness of the SENCO in undertaking those responsibilities.
- Make sure that all staff are aware of the importance of identifying and making provision for pupils with SEN.
- Make sure that parents are notified of a decision by the school that SEN provision is being made for their child.
- Make sure that pupils with SEN and/or disabilities join in the activities of the school together with pupils who do not have SEN or disabilities, so far as is reasonably practical and compatible with the pupil receiving the SEN provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- Make sure that, where the 'responsible person' (Mrs Philippa Thomas) - has been informed by the LA that a pupil has SEN, those needs are made known to all who are likely to teach them.
- Ensure that all staff are aware of the SEN and Disability policy of the school and work appropriately with all SEN and disabled children.
- Have regard to the SEN Code of Practice when carrying out its duties toward all pupils with SEN.
- Report to parents on the implementation of the School's SEN and Disability policy.

- Consult the LA and governing bodies of other local schools, when it seems to be necessary or desirable so as to co-ordinate SEN provision in the local area.

#### **4 Implementation**

- 4.1 The school has regard to all the requirements of the SEN Code of Practice (2004). The SEN Code promotes a common and graduated approach to identifying, assessing and providing for pupils' special educational needs. The approach is a model of action and intervention to help children who have SEN make, at the very least, adequate progress and successfully access the curriculum. It recognises that there is a continuum of SEN and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may be experiencing.
- 4.2 The focus of the graduated response is on improving teaching and learning at all times. Teachers are expected to look carefully at how they organise their lessons, the classroom, the books and materials they give to each pupil and the way they teach. So all teachers will consider a number of options and choose from a range of activities to identify the most appropriate ways to help each pupil learn. This is one way of personalising teaching and learning.

#### **5 Co-ordination of the School's special educational provision**

- 5.1 Mrs Helen Jones SENCo, leader of the SEN Team
- 5.2 A list of all teaching and support staff with responsibility for areas within SEN can be found in the school's prospectus.

#### **6 The arrangements for co-ordinating the provision of education for pupils with special educational needs at the School**

##### **6.1 Identification and Assessment**

- SENCO staff liaises with main Secondary receiving schools in the summer term to aid identification and plan the transition and support for children with known SEN/disability issues.
- Teaching and support staff identify pupils causing concern who may require additional support though their day to day dealings with them.
- Parents are encouraged to contact the SENCO if they have concerns about the progress of their child.

## 6.2 SEN Provision

All teachers at Aberdare Park Primary School are teachers of pupils with SEN. All teachers and support staff receive in-service training in identifying and supporting pupils who require an education offer that is additional to and different from the differentiated curriculum offered to all pupils.

## 6.3 Numeracy

- The subject leaders for numeracy work with the SENCo on curriculum development linking the current mathematics scheme/s with the numeracy skills which need improving for the less able group.

## 6.4 Language, Literacy & Communication

- The subject leaders for literacy work on whole school initiatives to improve language, literacy and communication. Pupils with marked specific learning difficulties are given 1:1 support where possible.

### **Support for Behavioural, Emotional and Social Difficulties**

- Outside agency support co-ordinated by SENCO.
- Circle Time
- SEAL (Social and Emotional Aspects of Learning) within the curriculum.
- Counselling – following referral to ECPS.
- ELSA
- Nurture

## 7 Procedures used by the school for working with SEN pupils

7.1 The procedures follow the SEN Code of Practice. The school employs a graduated response through interventions at School Action, School Action Plus and Statements of SEN.

7.2 The graduated response to meeting individual needs starts once it is decided that a pupil may have SEN and immediately any SEN provision is made for that pupil. The key test is where the pupil is not making at least adequate progress or is unable to access the curriculum. The SENCo will inform the pupil's parents as the school starts making provision and will explain in detail the provision to be made for their child and how outcomes will be monitored and reviewed.

7.3 Once a pupil is identified as having SEN the additional or different provision is described as School Action. The Action could be - further assessment, additional or different curriculum materials or a different way of teaching and it might sometimes but not always be additional adult support.

7.4 If at a review, after a range of additional or different interventions have been tried for some time, the pupil is still not making at least adequate progress or is still

unable to access the curriculum the School, with parental agreement, may decide to move to interventions through School Action Plus.

- 7.5 Initiating School Action Plus occurs when the School asks for advice from the LA's external support services or from health or social work professionals.
- 7.6 Strategies and interventions used are recorded in an Individual Play/Learning Plan (IPP/ILP). IPP/ILPs are a teaching and planning tool. They are working documents for all teaching staff recording key short-term targets and strategies for an individual pupil that are different from or additional to those in place for the rest of the group or class.
- 7.7 IPP/ILPs will focus on up to three or four key individual targets that are set with the children and will help meet the individual pupil's needs. The pupil's strengths and successes should underpin the targets set and the strategies used. Targets will relate to key areas in communication, literacy, mathematics or aspects of behaviour or physical skills. Sometimes strategies will be cross-curricular and sometimes subject specific. Success criteria will also be included and pupil outcomes will be recorded and reviewed. Parents will be invited to an IPP/ILP Review meeting at least twice a year.
- 7.8 The intervention process will vary according to the level and type of need. The School's Provision Map shows how interventions are divided into School Action/School Action Plus and Statement provision.

## **8. Staffing Arrangements:**

- 8.1 Different aspects of special educational needs provision are supported by Teaching Assistant Support, Specialist Teachers and health professionals.
- 8.2 The SENCO is Mrs Helen Jones who is responsible for:
- overseeing the day-to-day operation of the school's SEN policy;
  - liaising with and advising fellow teachers;
  - managing the SEN team;
  - coordinating provision for pupils with special educational needs;
  - overseeing the records on all pupils with SEN;
  - liaising with parents of pupils with SEN;
  - contributing to the in-service training of staff; and
  - liaising with external agencies including educational psychology services.

(a) in relation to each of the registered pupils whom the SENCO considers may have SEN, informing a parent of the pupil that this may be the case as soon as is reasonably practicable

(b) in relation to each of the registered pupils who have SEN:

- identifying the pupil's SEN;
  - co-ordinating the making of SEN provision for the pupil which meets those needs;
  - monitoring the effectiveness of any SEN provision made for the pupil;
  - securing relevant services for the pupil where necessary;
  - ensuring that records of the pupil's SEN and the SEN provision made to meet those needs are maintained and kept up to date;
  - liaising with and providing information to a parent of the pupil on a regular basis about that pupil's SEN and the SEN provision being made for those needs;
  - ensuring that, where the pupil transfers to another school, all relevant information about the pupil's SEN and the SEN provision made to meet those needs is conveyed to the governing body or the Head teacher; and
  - promoting the pupil's inclusion in the school community and access to the school's curriculum, facilities and extra-curricular activities
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- (c) selecting, supervising and training learning support assistants who work with pupils who have SEN
- (d) advising teachers at the school about differentiated teaching methods appropriate for individual pupils with SEN
- (e) contributing to in-service training for teachers at the school to assist them to carry out the tasks
- 8.3 Differentiated work may be provided where appropriate and all members of the SEN team are available to give advice and help where this is requested.
- 8.4 All staff in the School have a responsibility to understand the needs of, and work with the SEN and disabled pupils in their classes and to follow and contribute to IPP/ILP/IBP's

## **9 Facilities**

At Aberdare Park Primary School we have a Learning Support Class for Complex Learning difficulties for children aged 3-7 years. Language / Numeracy Support and Catch Up literacy sessions are undertaken in the TAZ (Target Achieving Zone). The SEN team also work with small groups of children in their classrooms to support learning across the curriculum.

## **10 Admission Arrangements**

- 10.1 See School policy/general admission arrangements and School Prospectus

**11 Resources allocated to and amongst pupils with SEN may include**

- TAs allocated to lower ability teaching groups across the curriculum.
- LSAs allocated on a 1:1 basis for individual children.
- Purchase and maintenance of specialist software.
- Additional resources allocated to the TAZ.
- Purchase of specialist equipment for individuals (e.g. sloping boards).

**12 How SEN pupils needs are determined and reviewed**

- 12.1 Identification of particular individual needs of pupils is a collaborative process between school staff, the SENCO, pupil and parents with additional expertise provided as and when appropriate from the School's attached Educational Psychologist, Behaviour Support, Learning Support Service, the CAMHS team, speech and language therapy, occupational therapy, physiotherapy and medical and nursing services.
- 12.2 Needs and provision for pupils with statements of SEN is determined by the LA, and are met by through resources provided directly by the LA and from school resources.
- 12.3 School IPP/ILP/IBPs are reviewed once a term. Statutory reviews of statements take place at least annually or more frequently if the statement so requires. Interim or early reviews of statements are called where the school identifies a pupil who is at serious risk of disaffection or exclusion and it is suspected that the existing provision may no longer be appropriate.

**13 Arrangements for providing access to a balanced and broadly based curriculum for pupils with SEN and/or disabilities**

- 13.1 Pupils with SEN and/or disabilities do not follow a different curriculum to other pupils. Where appropriate, reasonable steps are taken to modify the curriculum for pupils with SEN and reasonable adjustments are made for disabled pupils.
- 13.2 The SEN team help pupils access the Foundation Phase / National Curriculum by:
- Helping pupils improve their literacy and numeracy skills.
  - Supporting pupils in lessons.
  - Providing staff with alternative and appropriate teaching strategies and approaches.
  - Supporting children's social, emotional and behaviour needs

## **14 Monitoring, Evaluation and Review**

14.1 How the governing body evaluates the success of the education which is provided for SEN children

- School Improvement plan presented at Governors' Meetings.
- Provision Mapping (audit of need and planning for support).
- SEN policy reviewed on an annual basis
- Implementation of new literacy scheme (Read, Write, Inc)
- Implementation of numeracy/mathematic scheme and resources

14.2 In addition the governing body will monitor the work of the SENCO through:

- considering headteacher reports that reflect the activities of the SENCO and any current issues;
- considering reports from the SENCO;
- having regular discussions between the SEN governor and the SENCO;
- SENCO to attend GB meetings to inform of developments.

## **15 Arrangements made by the governing body relating to treatment of complaints from parents of pupils with SEN concerning the provision made at the school**

Any complaints should in the first instance be directed to the headteacher. However, should a parent feel that his/her complaint has not been dealt with satisfactorily by the headteacher he/she has the right to refer the matter to the governing body.

## **16 Arrangements made for In-service training**

The school's SENCo will liaise with outside agencies to arrange in-service training for staff depending on the needs of the school (e.g. learning support service for Autistic Spectrum training). If appropriate the SENCo will also lead any training staff require with regard to the development of children's literacy / numeracy skills.

## **17 External Support Services**

- The school uses the services of an educational psychologist for pupils who are demonstrating significant difficulties.
- The SENCO involves other outside agencies including, Behaviour Support Service, Learning Support Service, Speech and Language and Occupational Therapy, and CAMHS. See attached Provision Map.
- The SENCO has regular meetings with the educational psychologist.

### **18 The use made of teachers from outside the school**

- The school has access to specialist teachers if required through service funded by the LA.

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### **19 The role played by parents of children with SEN**

19.1 The School will ensure that parents and pupils are involved in decisions about what SEN provision should be made. The school recognises that parents hold key information, knowledge and experience to contribute to the shared view of the best way to support behaviour and learning. The views of the pupils and their parents will be heard and incorporated into the planning to meet their needs. After a referral to the ECPS a consultation meeting with parents is always arranged to discuss the best way forward for the individual child.

19.2 The overriding aim is to have a productive partnership with parents –

- The SEN team ensures that parents are kept informed of the work done with their child.
- Parents are encouraged to contact class teachers or the SEN team if there are concerns they wish to discuss.
- Parents are invited to contribute to review processes and the setting of new targets.
- Parents are provided with copies of their child's ILP.