



St. Teresa's R.C. Primary School

Special Educational Needs Policy

SEN Co-ordinator : Mrs Sutton

Link Governor : Angela Cox

Chairman of Governors : M Franks

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Headteacher : Christine Boyce

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Special Educational Needs Policy

"The purpose of education for all children is the same; the goals are the same. But help that individual children need in progressing towards them will be different. Whereas for some, the road they travel towards the goal is smooth and easy; for others it is fraught with obstacles." (Warnock Report, 1.4)

MISSION STATEMENT

St. Teresa's R.C. School seeks to provide a high quality academic education for all pupils according to their needs, and to develop attitudes of mutual respect and responsibility. It aims to give high priority to the spiritual development of the whole school community in a Christian environment.

General Objective

At St Teresa's School the emphasis is on a whole school approach. All staff accept responsibility for providing all children with realistic learning goals in a broad-based, appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches. The National Curriculum Council stated that participation in the National Curriculum by pupils with special educational needs is most likely to be achieved by encouraging good practice for all pupils and that the majority of pupils with learning difficulties simply require work to be suitably presented and differentiated to match their need.

We therefore intend . . .

- ❖ To have regard to the Code of Practice on the identification and assessment of special educational needs, 2014
- ❖ To follow the guidelines laid down by Darlington Local Authority.
- ❖ To provide a Special Educational Needs Co-ordinator(SENCO) who will work with the SEN Inclusion Policy
- ❖ To work in partnership with the child, parent/carers, all staff, governors and outside agencies Having a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- ❖ That class teachers will use a range of differentiation to provide effective learning opportunities for all pupils.
- ❖ Where a child is identified as not making adequate progress provision that is additional to or different from that provided as part of the school's usual differentiated curriculum will be given.
- ❖ To recognise the importance of early identification and if the child's difficulties prove less responsive to the provision made by the school, then an early start can be made in considering the additional help the child may need.

- ❖ Where a child is identified as having special educational needs an Individual Education Plan will be drawn up tailored to each individual child's needs. Realistic targets will be set and the plans will be reviewed/evaluated regularly and involve the child, parent, teacher and all support services.
- ❖ Enhance self-esteem by setting appropriate targets and celebrate their success.
- ❖ To use a variety of complementary approaches to support the class teacher and child - differentiation, 1-1, group, whole class, within the class or withdrawal when appropriate.
- ❖ To include the child within the class, wherever and whenever practicable.
- ❖ Endeavour to use all resources appropriately and efficiently.
- ❖ Make full use of all the support agencies that have been made available through the LEA.

Code of Practice

The Code of Practice offers guidance designed to help schools make provision for pupils with special educational needs following Identification and Assessment of Special Educational Needs.

The following pages set out the model of Assessment and Provision that St. Teresa's School will provide in line with the new Code of Practice.

Areas of Need

Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The areas of need are:-

- ❖ communication and interaction
- ❖ cognition and learning
- ❖ emotional and social development (including the behavioural issues looking for underlying causes)
- ❖ sensory and/or physical
- ❖ medical

Identification and Assessment

"The law says that a child has special educational needs if he or she has:

- ❖ **a learning difficulty** (ie a significantly greater difficulty in learning than the majority of children of the same age, or a disability which makes it difficult to use the educational facilities generally provided locally); and if that learning difficulty calls for
- ❖ **special educational provision** (ie provision additional to, or different from, that made generally for children of the same age in local schools).

Whether or not a child has SEN will therefore depend both on the individual and on local circumstances. It may be entirely consistent with the law for a child to be said to have special educational needs in one school but not in another."(Excellence for all Children, DfEE, October 1997).

Therefore the importance of early identification, assessment and provision for any child who may have special educational needs cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular child. If a difficulty proves transient the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

Any of the following may trigger a concern. The child and parent/carer are involved throughout.

- ❖ Parents/carer
- ❖ Child
- ❖ Class teacher assessment
- ❖ Response/ length of time on SEN register
- ❖ Any of the support services mentioned later
- ❖ Records - transferred from another school
- ❖ Base line assessments
- ❖ SAT results
- ❖ In-house testing and assessment
- ❖ Records of achievement
- ❖ Special needs register
- ❖ Pupil tracking

In identifying children who may have special educational needs we can measure children's progress by referring to:

- ❖ their performance monitored by the teacher as part of ongoing observation and assessment
- ❖ the outcomes from baseline assessment results
- ❖ their performance against the level descriptions within the National Curriculum at the end of a key stage
- ❖ standardised screening or assessment tools.

English as an Additional Language

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Lack of competence in English must not be equated with learning difficulties as understood in the Code of Practice. We would look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

School Model of Assessment and Provision

Where progress is not adequate, despite high quality first teaching, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties the key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways ie:-

- ❖ closes the attainment gap between the child and their peers
- ❖ prevents the attainment gap growing wider
- ❖ is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- ❖ matches or betters the child's previous rate of progress
- ❖ ensures access to the full curriculum
- ❖ demonstrates an improvement in self-help, social or personal skills
- ❖ demonstrates improvements in the child's behaviour

If a child's progress is inadequate the class teacher will provide interventions that are **additional to** or **different from** those provided as part of the usual differentiated curriculum offer and strategies. The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching) Pg. 88 Section 6.37 onwards. When the child has been identified as needing additional support a one plan will be implemented.

IEP One Plan - First step

The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- ❖ makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
- ❖ shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- ❖ presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques usually employed in the school
- ❖ has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- ❖ has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Following a meeting to review a child's progress and in consultation with parents a decision may be taken to request help from external support services, both those provided by the LEA and by outside agencies. This is known as A One Plan

One Plan - Next step

The triggers for One Plan with multi-agency involvement could be that, despite receiving an individualised programme and/or concentrated support under Internal One Plan, the child:

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

The above is a graduated response of action and intervention when a child is identified as having special educational needs, but must not be regarded as steps on the way to statutory assessment, as some children will require less rather than more help if the interventions work successfully. The interventions are a means of matching special educational provision to the child's needs, and are therefore part of the continuous and systematic cycle of planning, action and review within our school to enable all children to learn and progress. Advice and support may be requested from the Educational Psychology Service and a Consultation Request will be made. Support from other outside agencies including Speech and Language, Occupational Therapists, Paediatric doctors and Autism outreach services will be called upon.

Following consultation advice would be taken as to future and further action. This may be through further school adjustments, programmes set by specialists e.g. Speech and Language, physio therapy, or it may be deemed that an Education, Health Care plan is required.

Education, Health Care Plan

A child will be brought to the LEA's attention as possibly requiring an assessment through:-

- ❖ a request for an assessment by the school
- ❖ a request for an assessment by the parent or
- ❖ a referral by another agency eg health authority, social services.

At St. Teresa's R.C. Primary School if, after we have taken action to meet the learning difficulties of a child, the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school or setting then we would make a request to the LEA for an assessment.

A One plan may be short term. If your child has additional needs but through practitioners working together the health, learning or relationship needs are resolved then you will have a one plan. When the needs are more complex and outcomes are not being achieved or your child needs a special educational placement or additional support within their mainstream school, their One Plan may become an EHC Plan. The information from the One Plan will be used to make the decision to provide higher needs funding and your child's One Plan will be converted into an EHC Plan.

When a child is brought to the attention of the LEA by a request for an EHC plan, the LEA must decide within twenty weeks where to award an EHC plan or let it remain as a One Plan.

In considering whether a statutory assessment is necessary, the LEA will pay particular attention to:

- ❖ evidence that the school has responded appropriately to the requirements of the National Curriculum, especially the section entitled "Inclusion: Providing effective learning opportunities for all children"
- ❖ evidence provided by the child's school, parents and other professionals where they have been involved with the child, as to the nature, extent and cause of the child's learning difficulties
- ❖ evidence of action already taken by the child's school to meet and overcome these difficulties
- ❖ evidence of the rate and style of the child's progress
- ❖ evidence that where some progress has been made, it has only been as the result of much additional effort and instruction at a sustained level not unusually commensurate with provision through Action Plus.

When an EHC plan is made teachers will monitor and informally review progress during the course of the year using both the normal curriculum and pastoral monitoring arrangements for all pupils as well as writing IEPs as appropriate.

All EHC Plans must be reviewed at least annually, but if a child's special educational needs change, a review is held as soon as possible to ensure that the provision specified in the statement is still appropriate.

Identifying pupils with Special Educational Needs

Early identification is very important as the earlier action is taken the more responsive the child is likely to be. In Reception, end of the Foundation Stage, if a child is not making adequate progress, as defined below:

- ❖ closes the attainment gap between the child and the child's peers
- ❖ prevents the attainment gap growing wider
- ❖ is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- ❖ matches or betters the child's previous rate of progress
- ❖ ensures access to the full curriculum
- ❖ demonstrates an improvement in self-help, social or personal skills
- ❖ demonstrates improvements in the pupil's behaviour

then interventions will be made through Early Years Action. If the intervention does not enable the child to make satisfactory progress then advice and support will be sought from external agencies - Early Years Action Plus.

Individual Education Plan

An IEP should be used to plan the interventions for individual pupils made through:

It is the structured planning documentation of the differentiated steps and teaching requirements needed to help the student achieve identified targets.

An IEP should focus on up to three or four key individual targets and should include information about:

- ❖ the short term targets set for or by the pupil
- ❖ the teaching strategies to be used
- ❖ the provision to be put in place
- ❖ when the plan is to be reviewed
- ❖ success and/or exit criteria
- ❖ outcomes (to be recorded when IEP is reviewed)

All of which feed into the One Plan and EHC plan

Group Education Plan

When pupils in the same group, class or subject lesson have common targets and hence, common strategies a group learning plan can be drawn up rather than producing IEPs for each child.

Monitoring and Reviewing IEPs

Ideally IEPs should be continually kept under review by the class teacher with the SENCO and Literacy and Numeracy co-ordinators regularly monitoring them.

Graduated Response

Interventions as described at internal One Plans, One plans and EHC level will encompass an array of strategies and embody the following principles:

- ❖ provision for a child with special educational needs should match the nature of their needs
- ❖ there should be regular recording of a child's special educational needs, the action taken and the outcomes.

Record Keeping and Assessment

The records kept in school are appropriate for all children, as are the National Curriculum levelling folders to compare. It is important that records for all children are accurate, yet as positive as possible. This is particularly important for children with special needs. The following tests, if appropriate, will be monitored on line by the SENCO, Literacy and Numeracy co-ordinators. These help with the setting up of Individual Educational Plans and aid outside agencies as well as school in the monitoring of progress. All tests/assessments that are done for all our children in school (EYFS Baseline and end of Reception assessment, SAT, NFER, class teacher etc):

- ❖ 100 key words - reading/spelling
- ❖ Handwriting
- ❖ KS1 HFW

KS1 and 2 SATs - All EHC plan children and One Plan (if needed) will be given 'readers' for their Maths assessments, requests for extra time in all 3 subjects will also be sort.

Class Special Needs Folder

This is kept by the class teacher in the classroom and highlights children who need additional support/help over and above what the class teacher would normally be doing in meeting the needs within her class. It contains Individual Educational Plans and any other relevant information on individual children. A section within the file also contains relevant articles and information about specific SEN topics and INSET notes. This is confidential. If the teacher is away, this information should be offered to the supply teacher.

During the year children's needs change. They may cease to need support, and so an appropriate comment can be added.

(See Monitoring and Reviewing IEPs.)

Other Records

Some teachers may keep anecdotal records, which are part of their continuous assessment.

- ❖ Mark books
- ❖ Individual records of support work kept by the support teacher
- ❖ Records of children who are working on specific programmes
- ❖ Reading interview sheets
- ❖ Examples of work - see records of achievement and assessment folders

Most of these records are part of continuous assessment. It is also important that results of formal testing, such as SATs, NFER and in-house assessments are carefully scrutinised to see if they highlight a child's difficulties or provide information about how to proceed with support.

Records should always provide precise positive information about what a child can do, and about what steps are being taken to help him make progress. They should be passed on at the end of the academic year. Information is vital for the teacher to decide what is the next step forward and of great importance when a child is referred to an outside agency such as the School's Psychological Service must be accessible both in terms of its location and its content to parents and all support agencies. (See Assessment Policy.)

Medical Information

The school database is updated as and when information comes into school. Any major changes are passed on to the teacher straight away. Updated class medical information is passed on to the teacher every term and kept in the class SEN file.

However a medical diagnosis or a disability does not necessarily imply SEN. It is the child's educational needs rather than a medical diagnosis that must be considered. However medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore consultation and open discussion between the child's parents, the school, the school doctor or the child's GP and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

The Role of the Support Team

SENCO and Teaching Assistants

The agreed role of the special needs team is to support the work of class teachers by offering specific and general support to children who are experiencing learning difficulties in either the long or short term.

The SEN nominated Governor, meets regularly with the SENCO to discuss SEN issues. The team will have regard to the Code of Practice. We will work closely with and support class teachers in the early recognition, assessment and testing of children. We will work closely with parents meeting as and when necessary.

We will coordinate the writing of Individual Education Plans and all contributions of those involved. We will regularly test and set new targets (long and short term) when appropriate and work with the named children within the class, a group or 1-1 as appropriate. We will plan reviews at least three times a year with the parents, child and class teacher.

The objectives are:

1. To help children to cope with broad-based curriculum and to make progress through the National Curriculum by:-
 - a) testing, assessing and reviewing the needs of the individual child at least twice a year and the writing of the IEP
 - b) setting achievable targets in a 'small steps' approach
 - c) working in partnership with child, parent, staff and any relevant outside agency
 - d) giving access to appropriate resources and encouraging independent use
 - e) giving support in the classroom with a variety of tasks where appropriate
 - f) providing additional encouragement and praise to promote self-esteem, motivation and concentration
 - g) monitoring children eg those who wear spectacles, or who have short term needs
 - h) by using a system of awards (praise, stickers, certificates, special mentions, Records of Achievement, etc)
 - i) offering counselling when needed.

The role of the SENCO

- ❖ overseeing the day-to-day operation of the school's SEN policy
- ❖ coordinating provision for children with special educational needs
- ❖ liaising with and advising teachers
- ❖ managing learning support assistants
- ❖ overseeing the records of all children with special educational needs
- ❖ liaising with parents of children with special educational needs
- ❖ contributing to the in-service training of staff
- ❖ liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies
- ❖ attend appropriate training to support the role, to disseminate to staff and to use the school development plan to implement new developments
- ❖ work closely with the nominated Special Needs Governor
- ❖ monitor, evaluate and review the special needs budget in relation to provision for individual needs and deployment of support staff.

Ideas to assist with the meeting of SEN

We do need to be particularly aware of some children who have SEN. Children who learn at a slower rate than their peers, or who are developmentally delayed, so that they progress more slowly and may need some support with classroom tasks, either from the class or a support assistant/ teacher.

Children who have specific learning difficulties, often involving language tasks. This may become more apparent as the child grows older and fails to make as much progress as his/her peers. They will often require modification of some tasks and structured activities to work on specific skills. The class teacher will be given support. The child may get additional support from school or external support services.

Children with physical disabilities which affect their learning, including speech problems, impaired vision and hearing, fine and gross motor or mobility problems. These children need particularly careful monitoring, to check they are making good progress, but they may not necessarily need extra support. The needs of individuals with mobility problems have to be addressed when planning educational visits, and all aspects of PE and movement between the school sites.

Children who are underachieving because of behavioural difficulties and poor work attitudes. These children may have learning difficulties which may be the cause of their problems, and they will need a positive approach and careful monitoring, ideally before the problem becomes acute.

Children who are passive or withdrawn. These are easily overlooked, but may not be making acceptable progress in academic and/or social skills.

We also need to be particularly aware of new entrants, children who are absent for an extended period, children who are coping with family crises, and children who are the victims of abuse.

Planning the Curriculum

It is vital that children with special needs do not have a narrow curriculum, particularly with the demands of the National Curriculum. Effective management, school ethos and the learning environment, curricular, pastoral and behaviour management arrangements can help prevent some special educational needs arising, and minimise others. Differentiation of learning activities within the curriculum framework will help us meet the learning needs of all children. The National Literacy and Numeracy Strategy Frameworks provide guidance on including children with SEN in the Literacy Hour and the daily mathematics lesson.

The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all pupils and offers three key principles for inclusion:

- ❖ setting suitable learning challenges
 - ❖ responding to pupils' diverse needs
 - ❖ overcoming potential barriers to learning and assessment for individuals and groups of pupils
- (For details see Inclusion Policy.)

The "small steps" Approach

It is very important to realise that many children have complex, inter-connected needs and they should not be categorised or labelled. St Teresa's School will endeavour to build on what a child already knows in a 'small steps' approach and will use the Record of Achievement to celebrate these. It is more valuable to think in terms of individual differences and achievements rather than deficits from within children. We must be aware that children's needs and difficulties can be linked to a mismatch between task demands, levels of concentration and the child's ability/disability.

The main aim is always to give children access to all aspects of the curriculum, with priorities which are

- Real - relating to the child's needs
- Relevant - so that the child sees the purpose of the activity
- Realistic - so that the child can achieve success

This means - differentiation of work by:-

1. Using a multi-level approach in the classroom with tasks matched to the individual needs of the children.
2. Breaking difficult tasks down into more manageable parts, across the curriculum.
3. More attention to the child's point of entry.
4. More variety between practical and written tasks.
5. Making use of computers, concept keyboards and cassettes.
6. Building on a child's strengths and interests, rather than dwelling on his weaknesses.
7. Modifying of worksheets and activities when necessary.
8. Being aware of the differing concentration levels of children within the class.
9. Praising and enhancing self-esteem.
10. The setting of achievable targets.

11. Effective use of additional staff, parents and other children.

Classroom Organisation

It is important to ensure that this facilitates learning for all children, but particularly for those with special educational needs.

This can be achieved by:-

1. Flexible grouping arrangements, to allow children variety and the stimulus of working with different children. Children with learning difficulties benefit from mixing with their peers and must be encouraged to do so.
2. Peer support and in some cases peer group tutoring can be valuable, although its implications need to be carefully considered.
3. Children with special needs should be encouraged to be active not passive learners, and given as much responsibility as possible for their own learning and classroom environment. It may mean that the class teacher needs to re-assess the physical class room organisation depending on size and make up of the class.

Managing Children

Behavioural difficulties are usually complex and need to be investigated to find out the root cause. Poor work attitudes and under-achievement, poor concentration levels, miss-match of work to child, personal and home problems, lack of appropriate resources, movement around the room/school, unstructured days, constant change are some of the factors that need to be addressed.

Code of Conduct

Whole school expectation by all who work in our school is that we all should accept responsibility for our own actions and learn/choose to act in an acceptable way. Children have a right to learn and staff have a right to teach.

Class Rules

All teachers have classroom rules which have been negotiated with the class. These should be few in number and on display in the classroom. Staff remind the whole class of their commitment to these regularly and involve them in decisions about class life.

Managing the classroom/resources

Keep on the move in the classroom, and so not become too involved with individuals at the expense of the general classroom atmosphere. Discourage children from forming long queues by the teacher's desk.

Make task demands specific and realistic, so that children know exactly what is expected of them. Ensure that work is challenging but not daunting.

Decide what is the minimum amount you expect from individuals. Some children may need the work broken into small challenges. Point of entry, differentiation in work and recording are key issues to be thought about when planning the lesson. Make sure that the child understands the value of the work for him as a learner, to encourage intrinsic motivation.

Use praise and a positive approach as much as possible with all children. Give children attention for behaving well, not just for behaving badly. Negative behaviour can often be discussed privately, not in front of the class.

Accept that some children find it particularly difficult to conform all the time and try to praise them for progress, however minimal. It is sometimes useful to praise behaviour which is nearly what you like, particularly in a child who finds it difficult to cope with classroom demands.

Praise positive behaviours, discuss inappropriate ones but avoid comments which suggest that you expect poor behaviour or work from a child.

A few children may need some extrinsic motivation, and will benefit from receiving rewards for good work or behaviour. Rewards include:-

- ❖ Praise by staff/colleague
- ❖ Being given a responsible job
- ❖ Choosing an activity for himself or a group
- ❖ Using the computers
- ❖ Being first out of the classroom when a session ends
- ❖ Choosing a story, poem or song for the class
- ❖ Showing work to another member of staff or parent
- ❖ Sticker or certificate (available in school)
- ❖ Use of special mention assembly

Rewards should be achieved on a session or daily basis, to make success as immediate as possible.

Rewards are better than punishment, and missing PE or doing extra maths, should never be considered a viable strategy.

Managing Challenging Behaviour

It is very important that staff should enlist the help of the Head/Deputy before a child's needs become acute, in monitoring progress, counselling and reinforcing the positive approach. It may be appropriate to inform other members of staff including all support staff, when a particular effort is being made with a child. If the challenging/inappropriate behaviour persists then we will seek additional help and advice from the support services.

Exclusion from school

Occasionally, a child finds the following of our school rules very hard and continually behaves in an unacceptable way putting others or themselves at risk or disrupting others persistently. We will have worked closely with the parent/carer. The child may be excluded from school for a set number of days. The school follows Lancashire Education guidelines here. The Chair of Governors is informed as is the authority. Parents are given reasons for the exclusion and contact numbers.

Roles and Responsibilities

The governing body has important statutory duties towards pupils with Special Needs as outlined below:-

The SEN Register

The school maintains a SEN register which contains details of all children identified as having special needs, SA, SAP and Statements. This can be found within the Head's room. This is confidential. The register is continually being revised and updated.

Access and Integration

Our aim is for all children to have access to a broad and balanced curriculum, meeting their educational, emotional, social and spiritual needs. All will have access to all National Curriculum subjects at the appropriate stage and programme of study. All children within St Teresa's R.C. are encouraged to be involved in the wider aspects of school life where individual skills and prowess can boost self-esteem and gain respect from peers. (See Inclusion Policy)

Support Sources

We do not have any special unit attached to our school, but have access to and benefit from a wide range of support services through Darlington's Education Inclusion Service together with other agencies with whom we aim to work in partnership.

- ❖ Educational Psychology Service
- ❖ Social Services
- ❖ School medical service
- ❖ Speech therapists
- ❖ Secondary school liaison
- ❖ Local nurseries
- ❖ CAMHS
- ❖ Church
- ❖ Police service
- ❖ SENCO Cluster group (North Area)

Building adaptations/special facilities

Skerton St Teresa's school is built on one level with easy access for wheelchair users. The school has a wide disabled toilet for pupil/adult use.

Whole School Staffing

The class teacher accepts responsibility within their day to day management of their class for meeting the needs of all their children. If a trainee teacher is working within the body of the class, then it is beneficial for the class teacher to spend a greater proportion of their time assisting with the special needs within. We have Teaching Assistants working throughout the school helping children who have been identified as requiring intervention. They excel at helping develop skills in all areas. We must also not forget the invaluable role parents play within our school listening/talking to children, supporting groups and individual children under the direction of the teacher. Also the invaluable support most of our parents give to their own child.

Governor/Staff Training

We will continue to develop staff/governors expertise by making full use of courses provided by the Education Authority, National conferences and other agencies or INSET drawing on staff specialisation. The needs are identified by the individual, the SENCO and through the School Improvement Plan. The school's Performance Management system will assist in highlighting training needs as will the CPD Coordinator.

Partnership with Parents (all those with parental responsibility)

"Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them."

(Special Educational Needs Code of Practice January 2002 p.16)

We actively encourage all of our parents to support their child through positive attitudes, giving user-friendly information and effective communication. However all staff should be aware of the pressures a parent may be under because of the child's needs.

To make communications effective professionals should:

- ❖ acknowledge and draw on parental knowledge and expertise in relation to their child
- ❖ focus on the 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, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- ❖ respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- ❖ respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- ❖ recognise the need for flexibility in the timing and structure of meetings.

We aim to inform parents as soon as a child is "flagged" as a cause for concern, so that they are fully involved in the school based response for their child, understand the purpose of any intervention or programme of action, and be told about the parent partnership service.

"A local education authority must arrange for the parent of any child in their area with special educational needs to be provided with advice and information about matters relating to those needs."
(Education Act 1996 Section 332A)

SENCO/Head, class teachers and SEN support talk both informally/formally to parents in school, may write, telephone or home visit if appropriate.

Parents also have a responsibility to communicate effectively with professionals to support their children's education. They should:

- ❖ communicate regularly with their child's school and alert them to any concerns they have about their child's learning or provision
- ❖ fulfil their obligations under home-school agreements which set out expectations of both sides.

We will ensure that parents are fully involved in any discussions leading up to a school's decision to request a statutory assessment.

Partnership with Pupils

We will continue to work towards positive pupil involvement in decision-making related to their development. Most children have their own views on how they see their special needs which may give insight into the problems experienced by both pupils and teacher. From an early age, children with SEN should be actively involved at an appropriate level in discussions about their IEP's, including target setting and review arrangements and have their views recorded. Children should be encouraged to share in the recording process and in monitoring and evaluating their own performance so that every achievement is given a sense of worth, developing confidence and self esteem. As all children are working towards setting achievable targets for themselves within the class then this can only be viewed as a natural extension.

Partnership with Other Schools

The school liaises with all local feeder High Schools in order to ensure the easiest possible transition from primary through to the secondary phase. Planning for transition for some pupils may start as early as Year 5 when, working with parents, individual visits can be arranged to help inform the correct placement for their child. In Year 6, the Year 7 tutor and/or the SENCO visits our school for the transfer of information and to meet the children. The children have the opportunity to spend part of the day 'sampling' life in their new school. The Year 6 teacher and/or the SENCO discuss each child plus relevant information is passed on. Occasionally, a child may need to visit more often in order to prepare more fully - this is usually a statemented child with additional teacher support. We make flexible arrangements whereby the two can visit. All records - assessments, records of achievement and SEN records/IEP's are passed on. If a Year 6 child holds a statement, a review is held in the Summer Term to bring together the family, child and all staff/support services involved. The strengths and areas of concern are looked at as are the needs of the child. The possible High School is also invited to attend. The wishes of the parents are considered carefully. The Area Special Needs Officer will guide and suggest a placement where the child's needs can best be met.

When a child transfers to another primary school, special school or unit, records are forwarded within 15 school days of the child ceasing to be registered at the school to ensure minimum disruption in educational profession and progress. The school always offers the SENCO as a person to contact if further information is needed.

Complaints Procedure

Parents/carers are asked to speak to the class teacher, SENCO or the Headteacher in the first instance. If the matter is not resolved then parents should contact the SEN Governor or the Chair of Governors in writing. If following this action the matter remains unresolved then subsequent recourse can be taken through the LEA Area Office in Lancaster.

Resources

All classrooms hold some resources and differentiated materials at different levels matched to ability. Advice is always available from the SENCO, subject leaders or support teacher/TA's.

The Use of Information Communication Technology

ICT is a very useful tool for all children, but can be an invaluable resource for a child with learning difficulties. Once again, peer group or independent use is encouraged. Word processors and specific programmes are used in all areas of school as are concept keyboards.

Evaluation of Success

Evaluation of the success of this policy requires evidence of:

1. Increased parental and pupil involvement.
2. Careful monitoring of targets achieved against those set in the IEP.
3. Early identification of SEN.
4. Improvement in standards of achievement by individual children as determined by formal and informal assessment.
5. Staff/governor development with In-Service training.
6. Further developing links with other schools and agencies and within the community.
7. Increased points scores KS1 to KS2