



St Blasius Shanklin C of E Primary Academy

Special Education Needs policy

Adopted by the Leadership team - July 2013

Ratified by full Governors - September 2013

Signed Chair of Governors _____

Date _____

To be reviewed- July 2014

Special Educational Needs

Within this policy we use two terms:

- **Special Educational Needs (SEN)** is the widely used term for *learning difficulties* that require extra educational provision. The term 'Special Educational Needs' (SEN) has a legal definition and as such, in school we use the terms: Special Educational Needs (SEN) Register and Special Educational Needs Coordinator – SENCO.

"Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them."

"Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in the schools in the area." (DfEE 2001)

- **Additional Educational Needs** encompasses the broad range of challenges children may experience across their *learning, health and care*. At St Blasius Shanklin C of E Primary Academy we may also use the term Additional Educational Needs in recognition of children's broader needs.

The aim of this policy is to set out how we as a academy support our children with additional needs in their learning both in school and at home.

All of our children are individual and special to us and we aim to ensure they enjoy their learning experiences.

Being an inclusive academy is very important. It means that we try our very best to provide the right needs for every child.

Our promise to our children:

We will plan support to help you learn.

We will listen carefully to you and hear you about how you learn best.

Our Promise to parents/carers:

We will listen to and hear your concerns and those of your child.

We will communicate with you and work in partnership with you if you have concerns about your child.

We will work with you to meet the needs identified.

Children with additional educational needs have learning difficulties that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

Children with additional educational needs (SEN) may need extra help because of a range of needs, such as thinking and understanding, physical or sensory, emotional and behavioural or speech and language.

Many children will have additional educational needs (SEN) of some kind at some time during their education. A few children will need extra help for some or all of their time in the academy.

By means of example, additional educational needs could mean that a child has difficulty and requires support with:

- All of the work in the academy
- Reading, writing, number work or understanding information
- Expressing themselves or understanding what others are saying
- Making friends or relating to adults
- Behaving appropriately in the academy
- Organising themselves
- Some kind of sensory or physical need which may affect them in academy

Aims

The aims of this policy are:

- To fully implement the SEN Code of Practice;
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities;
- To ensure that the additional educational needs of children are identified, assessed and provided for;
- To identify the roles and responsibilities of staff in providing for children's additional educational needs;
- To ensure that parents are able to play their part in supporting their child's education and to ensure that the child has a voice in the process.

Educational Inclusion

At the academy we aim to offer our children the best possible education regardless of ability or needs. We have high expectations of all our children and aim to remove barriers to learning and participation. We want our children to feel that they are valued members of our academy community.

Staff respond to children's needs by:

- Ensuring that "Life Skills"(Knowledge, skills and understanding) are at the core of our children's learning;
- Providing support for children who need it across the curriculum;
- Planning to develop children's understanding through the use of senses and experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma, stress or anger;
- Celebrating achievement at all levels;
- Communicating with parents and colleagues regularly on individual and group progress.

Identification and Assessment

The early identification of special educational needs is vital.

Class teachers are continually assessing their pupil's progress both formally and informally. At the end of the school year and at a mid year point, class teachers draw up a "Survey of Needs" which identifies children who may have a particular need, academically, physically or socially.

Each term, and after the Survey of Needs has been carried out each Year Group will then make a "Provision Map", which captures which intervention programmes are needed that term, with whom and when they are to take place.

Action and Intervention

Appendix 1 provides details of the range of intervention programmes currently available in the academy that aim to support and aid children who would benefit from a boost in acquiring different skills. Children stay on an intervention programme(s) until their needs have been addressed.

Working within the guidelines of the SEN Code of Practice (DfES 2001), St Blasius Shanklin C ofE Primary Academy will provide a graduated approach of action and intervention which is described below:

- **Quality First Teaching**

All children have the right to expect a differentiated curriculum (**wave 1**) to allow them to access their learning. Most children's needs are met by this approach.

Some children may need a short-term boost in a particular area. This is known as (**wave 2**).

- **School Action**

We use a range of strategies to support children that are unable to "catch up" using wave 2 alone. This support is provided by the class teacher and teaching assistant and is additional to that provided by the school's usual working practices. This is known as **wave 3** intervention or 'School Action'.

At this point, an Individual Education Plan (IEP) is introduced by the class teacher to record targets and strategies. This will be shared with the child and their parents. All IEPs are reviewed and revised at least six times a year.

On review, if good progress has been made and the identified targets have been reached, no further action is required.

Otherwise further intervention is delivered through School Action Plus or via Statutory Assessment.

- **School Action Plus**

When a child continues to have additional educational needs (SEN), support from external agencies will be sought. This may only take place with the written permission of parents. When a child is assessed by an external agency, this is called School Action Plus (SAP / P). Advice from external agencies will then be added to the IEP.

Children will be taken off School Action Plus if the identified targets have been reached. All decisions are made in partnership with parents.

- **Statutory Assessment**

In a small number of cases, a child's needs are severe and/or complex and the school or the parent may feel further support is needed. At this point, a request for a statutory assessment is made. External agencies, the school and parents submit written evidence about the child's needs. The Local Authority uses this evidence to decide if it is appropriate for a 'Statement of Special Educational Needs' to be issued. The statement document sets out details of the provision made to support the child's learning.

Co-ordination of SEN Provision:

Appendix 2 details the roles and responsibilities of those parties involved in the academy in the co-ordination of SEN provision, namely: the Principal, SENCO (Special Educational Needs Co-ordinator – this role encompasses all areas of additional educational need), all staff and Governors. These roles and responsibilities will be undertaken in partnership with parents, and where applicable with external agencies and professionals.

The SENCO for our school is Miss Westbrook

Data Protection

Children's SEN files are held in a cabinet located in the SEN room and in the school office. These files contain all documents sent and received regarding the child's educational needs and all of their IEPs.

All documentation is confidential and subject to the Data Protection Act. All information is held in strict confidence.

Partnership with Parents/carers

The academy recognises that parents have a vital role to play in helping their children realise their potential. The school will promote this partnership by:

- Ensuring that parents are aware of the school's arrangements for SEN, including the opportunities for meetings between parents and SENCO by outlining the arrangements in the academy's brochure and through access to policies.
- Discuss concerns with parents, offering an opportunity for discussion and exchange of information prior to placing children on the SEN register.
- Offering formal consultation between the SENCO and the parents of pupils on the SEN register, to discuss the child's needs and approaches to addressing them. Strategies that will be used in the academy and suggestions for parental support will be shared at this time.
- Parental meetings and termly meeting days provide an opportunity for discussion about individual children. The IEP review is also shared with parents along with the new targets. Parents are asked to sign IEPs and are provided with their own copy for reference.

Pupil Participation

In our academy, we encourage children to take responsibility and to be involved in decision-making. Children are involved at an appropriate level in setting targets for IEPs and reviewing their progress. Children with a Statement of Special Educational Needs are involved in the Annual Review process and their views are taken into account.

Links with other schools

On transition from pre-school or when a child moves to their next school or at any other time of transfer, the SENCO liaises with the schools to ensure that effective arrangements are in place to support pupils appropriately.

APPENDIX ONE - Our Intervention Programmes

This list captures examples of the range of intervention programmes that are used in the academy. The programmes that are delivered each term reflect the needs of our children.

Literacy

Early Literacy Strategy (ELS)
Additional Literacy Strategy (ALS)
Follow on Literacy Support (FLS)
Fuzz Buzz
Wellington Square
Rapid Reading
Extra Reading
Group Support for literacy
Handwriting groups
Accellaread Accellawrite
Simply English
Catch Up
Lexia

Speech and Language

Social and Communication Groups
Speech and Language Programme - in partnership with external professionals
Language Enrichment Groups

Mathematics

Group support for numeracy
Maths through Art
Specialist teacher – dyscalculia
Spectrum
Simply Maths
symphony

Fine and gross motor skills

Activate
Write Dance
Madeline Portwood Programme

Wake Up Shake Up
Individual programmes from professionals
Emotional and Social Development

Yellow Room
Social Skills Groups
Esteem Groups
Nurture activities
SEAL activities
Daily Check In

APPENDIX 2 – Roles and responsibilities

The SENCO is responsible for:

(Supported by assistant)

- overseeing the day-to-day operation of the SEN policy
- co-ordinating provision for children with SEN
- ensuring there is liaison with parents and other professionals in respect of children with SEN,
- managing learning support assistants /and the SEN team of teachers,
- advising and supporting other practitioners in the academy,
- ensuring that appropriate IEPs are in place, that relevant background information about children with SEN is collected, recorded and updated
- liaising with external agencies including the LEA's and educational psychology services, health and social services, and voluntary bodies.

The Principal is responsible for:

- The day to day management of all aspects of the academy's work, including provision for pupils with special educational needs
- Keeping the Governing Body informed by working closely with the academy's SEN co-ordinator
- Seeking out and sharing best practice with the LA and other schools.
- Meet regularly with SENCO

All staff are responsible for:

- Adapting the curriculum they teach to the needs of individual children
- Developing and implementing the SEN policy
- Knowing the procedures for identifying, assessing and reporting on pupils with SEN
- Providing support for children who need help in any aspect of the curriculum
- Planning to develop children's understanding through the use of a range of senses and experiences
- Planning for children's full participation in their learning including physical and practical activities
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions.
- Promoting social development across all aspects of school life.

The Governing Body is responsible for:

- Appointing a link governor for SEN who liaises regularly with the SENCo
- Securing the best possible provision for children with SEN
- Monitoring the effectiveness of SEN provision within the academy.
- Reviewing and agreeing the SEN policy and ensuring that it is updated in line with the current Code of Practice.