

CHARLTON HORETHORNE

CHURCH OF ENGLAND

PRIMARY SCHOOL

**SPECIAL EDUCATIONAL
NEEDS**

POLICY STATEMENT

Reviewed March 2015

CHARLTON HORETHORNE CHURCH OF ENGLAND PRIMARY SCHOOL

School Aims:

Charlton Horethorne Church of England School will aim to enable everyone to acquire the knowledge, learn the skills and develop the attitudes necessary to become positive members of society.

We aim

- to enable children to develop their potential by providing a broad and balanced curriculum
- to develop in children a lifelong love of learning
- to help children develop a positive attitude towards themselves, others and the world in which they live
- to encourage in children spiritual awareness and an awe of the universe
- for all pupils to have a full entitlement to the curriculum of the school
- to provide the most effective support for our pupils with special educational needs giving them access to all areas of school life in such a way as to achieve as much integration with their peers as possible.

Objectives:

- Extra support is given in such a way as to minimise the disruption to the child
- Support will be provided to pupils within classes where possible
- Support will be provided at the earliest opportunity
- Parents will be fully involved in decisions made about their child
- Pupils will be involved in decisions about their learning
- Staff will be fully involved in the ways of providing for pupils with special educational needs

Rationale

Charlton Horethorne is a school that is inclusive in its policies, practices and outlooks. There is a whole school approach to children with special educational needs (SEN). The children are included and supported for both their educational and emotional needs. There are high expectations for all children. The children are supported with regard to the SEN Code of Practice, focusing on early identification and working in partnership with the child, parents and outside agencies.

Admission Arrangements

There are no special admission arrangements for children with SEN, however for any pupils with particular needs admission arrangements will be modified as best suits the child and parents.

Early Identification and Assessment of Pupils with SEN

To help identify children who may have special educational needs, Charlton Horethorne can measure children's progress by referring to:

- All pupils' progress, throughout the curriculum, monitored through ongoing observation and assessment by class teachers
- Progress judged against the objectives for the year group in the National Curriculum for Literacy and Numeracy and through the level descriptors in the National Curriculum
- Pupils being assessed at the end of each year using the non-statutory QCA assessments in Literacy and Numeracy
- Concerns from both teachers and parents are acted upon by the Special Educational Needs Coordinator (SENCo) and further assessments are carried out to clarify the needs of the pupil

Diagnostic assessments used by the SENCo and outside agencies include:

- Reading Assessment
- Spelling Assessment
- Language Assessment
- Numeracy Assessment
- Teacher Assessments

English as an additional language

The identification and assessment of the special educational needs of children whose first language is not English require particular care. At Charlton Horethorne we would ensure that guidance is sought from the LEA and a referral made to the EAL team.

Gifted and Talented

For those children at Charlton Horethorne School who have been identified as more able and with a gift or talent in a particular area we would ensure that their needs are catered for within the classroom and in extra-curricular opportunities.

Access to the Curriculum

We are following national guidelines of inclusion for all children. Additional Literacy and Numeracy educational needs will largely be met within the structure of a whole class Literacy and Numeracy lessons. In whole class work, teachers will involve and support all pupils by differentiated questioning, by demonstrating skills in action and by reinforcing key points. Some children will receive pre-tutoring or may work in a small group at their level. In group time, additional needs will be addressed through tailored work in ability groups and the use of support staff, where they are available, to consolidate key points. In exceptional circumstances there may be times when teaching and learning strategies cannot be adapted to meet individual needs. In this case, provision may be made separately keeping as close as possible to class objectives. Specialist resources required for individuals will normally be provided through school or support services.

Teachers design the learning activities in ways to enable access for all pupils. There are a range of groupings used in the classroom based on pupils' abilities and opportunities for pupils to work at their own pace with and without support. Collaborative learning styles are encouraged as well as alternative methods of recording for some pupils.

Graduated Response

In order to help children who have special educational needs at Charlton Horethorne School we will adopt a graduated response that encompasses an array of strategies. When a child has been identified as having a Special Educational Need then the school will follow the guidelines for intervention. Such interventions will not usually be steps on the way to statutory assessment nor are they hurdles before a statutory assessment can be made. The code states:

- Provision for a child with SEN 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

At Charlton Horethorne we will record the steps taken to meet the needs of the individual children. The school's SENCo will be responsible for ensuring that records are properly kept and available as required.

Every term, or as needs arise, teachers are asked to refer to the SENCo any children where there is a concern and discussion takes place and intervention provided as deemed appropriate. Pupil Passports are written by the class teacher for children requiring them. Reviews of Pupils Passports will take place each term.

Parents are always consulted by the class teacher when individual or group support is required and it should be stressed that full involvement of parents is sought at all stages of the child's special educational need.

Working with providers of support

Many children with special educational needs have a range of difficulties and the achievement of educational objectives is likely to be delayed without partnership in the child's education between all concerned. Therefore the support for children with special educational needs requires a concerted approach from healthcare professionals, social services departments, specialist LEA support services and other providers of support services. Charlton Horethorne School welcomes this support. (See Annexe A for full list of providers)

Involvement of Social Services

Charlton Horethorne School is aware of the full range of local services provided by social services departments.

The role of the SENCo at Charlton Horethorne School

The SENCo is responsible for co-ordinating provision in collaboration with class-teachers, teaching assistants and the Governing Body. The SENCo plays a key role in determining the strategic development of the SEN Policy and provision in school in order to raise the achievement of children with special educational needs.

Teaching Assistants will, under the guidance of the SENCo & class-teachers, provide support for pupils with SEN in small groups or on a one to one basis, to meet the pupils' specific needs as detailed in their Pupil Passports. Pupils with more complex needs, who are supported through extra funding, will have Teaching Assistant support allocated throughout the curriculum as their needs determine.

The SENCo, with the support of colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through analysis and assessment of children's needs, by monitoring the quality of teaching and standards of pupils' achievements and by setting targets for improvement. The SENCo collaborates with curriculum co-ordinators so that the learning for all children is given equal priority, and available resources are used to maximum effect. A list of people involved with the provision of SEN within the school can be found in Annex A.

The key responsibilities of the SENCo may include:

- Overseeing the day-to-day operation of the school's SEN Policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising colleagues
- Overseeing the records of all children with SEN
- Liaising with parents of children with special 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
- Applying for SEND+ funding as appropriate
- Liaising with the SEN Governor

Monitoring children's progress

The way in which we at Charlton Horethorne meet the needs of all children has a direct bearing on the nature of the additional help required by children with special educational needs and on the point at which additional help is required. The key to meeting the needs of all children lies in the teacher's knowledge of each child's skills and abilities and the teacher's ability to match this knowledge to finding ways of finding appropriate access to the curriculum of every child. Charlton Horethorne School has a duty to inform the child's parents that special educational provision is being made for the child because the child has special educational needs.

SEN Support in School (School Action)

When a class teacher or the SENCo at Charlton Horethorne School identifies a child with SEN, the class teacher should provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum.

The triggers for intervention through SEN support could be one or more of the following. The pupil:

- makes little or no progress even when teaching approaches are targeted.
- shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment
- presents persistent emotional or behavioural difficulties
- has sensory or physical problems
- has communication and /or interaction difficulties.

Nature of Intervention

The SENCo in collaboration with the child's class teacher should decide on the action needed to help the child to progress in the light of their earlier assessment. Speedy access to LEA support services for one-off or occasional advice on strategies may make it possible to provide effective intervention without the need of regular or on-going input from external agencies.

Pupil Passports

Strategies employed to enable the child to progress should be recorded within a Pupil Passport. This should include information about the child from a child-centred perspective, and should be discussed with the parent and the child where appropriate.

Reviewing Pupil Passports

At Charlton Horethorne School Pupil Passports are reviewed on a termly basis. Parental views on the progress of their child are helpful and these are sought by the class teacher, SENCo or TA who works alongside the child. Where there are concerns about a lack of progress for help from external agencies is likely to follow a decision taken by the SENCo and class teacher in consultation with parents. This will generally happen through the school Consultation Meeting process.

School Action Plus

At School Action Plus external support services, both those provided by the LEA and by outside agencies, will usually see the child in order that they can advise teachers on new strategies. The SENCo will be responsible for applying for additional funding through the SEND+ application process for children at this level of need. The triggers for School Action Plus could be one or more of the following. The pupil:

- continues to make little or no progress in specific areas over a long period, despite appropriate teaching strategies and interventions.
- continues working on national curriculum levels or P scales substantially below that of expected children of a similar age.
- continues to have difficulty in developing literacy and mathematics skills, despite appropriate teaching strategies.
- has emotional or behavioural difficulties.
- has sensory or physical needs.
- has on-going communication or interaction difficulties.
- Dyslexia/Dyspraxia.
- has a medical condition requiring a high level of care or needs post-operative support.

Charlton Horethorne request for a Statutory Assessment

Where a request for a statutory assessment is made by a school to the LEA, the child will have demonstrated significant cause for concern. By the time the Head teacher considers asking for a statutory assessment of a child's special educational needs, the school should be able to provide written evidence of or information about:

- The school's action through School Action and School Action Plus.
- Pupil Passports for the pupil.
- Records of regular reviews and their outcomes.
- The pupil's health including the child's medical history where relevant.
- National Curriculum attainment.
- Attainment in literacy and mathematics.
- Educational and other assessments, for example from an advisory specialist, support teacher or educational psychologist.
- Views of the parents and of the child.
- Involvement of other professionals.
- Any involvement by the social services or education welfare service.

School Transfer

When children move schools, either at phase transfer or at any other time, Charlton Horethorne are required to transfer school records for all pupils within 15 days of the child ceasing to be registered at the school. Where appropriate the SENCo will forward the SEND+ paperwork to County Hall to ensure that funding allocated to a pupil transfers to the new school.

Working with children with EHC Plans/statements of special educational needs

All children with statements of special educational needs at Charlton Horethorne School should have short-term targets set. In the majority of cases the strategies to meet these targets will be set out in the child's Pupil Passport. As at School Action Plus and School Action the Pupil Passport should only record that which is additional to or different from the differentiated curriculum plan.

Annual Review

The purpose:

- To make sure that at least once a year the parents, the pupil if appropriate, the LEA, Charlton Horethorne School and all the professionals involved monitor and evaluate the continued effectiveness and relevance of the provision set out in the plan/statement.

The structure:

- Collection and collation of information.
- Annual Review meeting.
- Head teacher's report of the Annual Review Meeting.
- The LEA reviews the plan/statement in the light of the Head teacher's report of the review and decides whether to amend or cease to maintain it.

Complaints Procedure

If parents are concerned about the provision for their child they should discuss it with appropriate member of staff. The Head/SENCO will record all complaints and respond accordingly.

Annual Report to Governors

The SEN Governor will liaise with the SENCO over provision and development of SEN and will report back to the Governing Body. The following information will be collected annually and reported to Governors:

- The number of pupils identified with SEN
- Resources and Provision
- Any significant developments
- Number and nature of any complaints

Policy reviewed by S Watkins, A Bawtree and J Pettinger: March 2015

Annex A

Outside Agencies Supporting SEN in Charlton Horethorne School

- Behaviour Support Service
- Educational Psychology Service
- Hearing Support Service
- Learning Support Service
- Physical Disability Service
- Speech and Language Service
- Exceptionally Able (Gifted & Talented) Learners
- ADL (IT provision)
- Vision Impairment Service
- Language and Communication Team
- Educational Social Worker
- School Health Visitor
- Occupational Therapy

