

## ***Policy Statement For Special Educational Needs***

### **Objectives of our Special Educational Needs Policy**

The aim of this policy is to explain what we mean by Special Educational Needs and how we will help children with Special Needs to achieve success at our school. This policy will explain how children will be identified and supported throughout their time at St. Mark's.

### **Special Educational Needs Provision**

At St. Mark's we recognise individual differences between children and value each child as unique and 'special' in their own way. This is reflected in our school's mission statement and the caring ethos, which our children experience.

Most children grow up without having any major difficulties at school - but some find it a little harder and need extra help sometimes and this could mean that they have special educational needs (SEN). The Special Educational Needs Code Of Practice (1996) defined 'Special Educational Needs' as follows:

'A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.'

According to the Code of Practice 2014 and Salford LA, a child might have special educational needs because of difficulties with:

- communication and interaction (Autism, speech, language and communication needs)
- cognition and learning (dyslexia, dyspraxia, moderate, severe and profound learning difficulty)
- social, emotional or mental health needs
- sensory and/or physical needs (visual, hearing or both impairments, a physical difficulty)

Children have a special educational need if they have:

- significantly greater difficulty in learning than the majority of others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Many pupils have special educational needs at some time during their education. These might already be known when a child is very young, or they might be identified at any time after a child has started school.

The great majority of children will have their special educational needs met in their local mainstream school, sometimes with extra help. For a small number of children Salford City Council may make a statutory assessment of their special educational needs. Only a very few children have special educational needs which are so severe that they need a very different type of school to other children.

We also acknowledge that more able children have SEN and will need to have additional provision made for them. These children will be monitored by our Gifted and Talented co-ordinator and there is a separate policy for these children.

We are happy to support children in school, who require regular medication. We work in partnership with parents in accordance with the procedures outlined in the policy statement dealing with children with Medical Needs.

At St. Mark's C.E.Primary School we have regard to the 2014 Revised SEN Code Of Practice and follow the new levels of intervention which are recognising and recording a child as having SEN and then, when the child needs more support, the authority will provide an Education and Health Care Plans (EHCP), as set out set out in the Code and used by Salford Education Authority. To show the differing levels of intervention a child needs, we will record children at Special Educations Needs Support (SENS) and Special Educational Needs Support Plus (SENS+) if they do not have EHCP. Children who we are initially concerned about may be recorded as a recorded concern first before going on the register as SENS.

#### What is an Education Health and Care Plan (EHCP)?

An EHCP is a legal document which replaces the old statement of SEN. Children with a current statement of SEN will see it transferred to an EHCP over the next 3 years. It sets out a description of your child's needs (what he or she can and cannot do) and what needs to be done to meet those needs by education, health and social care.

Generally, only a very small number of children with especially complex and severe needs - which require very high levels of support - are issued with an EHCP

Parents or schools can request a local authority education, health and care needs assessment for a child or young person aged between 0 and 25.

In addition, anyone else can bring a child or young person who has (or may have) special educational needs to our attention, particularly where they think an education, health and care needs assessment may be necessary. This could include, for example, foster carers, health and social care professionals, early years practitioners, youth offending teams or probation services, those responsible for education in custody, school or college staff or a family friend.

Bringing a child or young person to the attention of the local authority will be undertaken on an individual basis where there are specific concerns. This should be done with the knowledge and, where possible, agreement of the child's parent or the young person.

#### **The Role Of The Head Teacher**

The Head Teacher is the 'Named person' and has the responsibility for the day to day management of all aspects of the school's work, including the provision for children with

SEN. She keeps the Governing Body fully informed. At the same time the head teacher works closely with the school's SENCOs. The SEN governor is Mrs Lyon and the SENCO and governor meet termly to discuss the current register and new developments within SEN.

### **Special Educational Needs Coordinator**

The Lead Special Educational Needs coordinator (SENCO) is Mrs. C. Cooper, Miss E Peek is assistant SENCO. Mrs Cooper takes overall responsibility for SEN and manages Key Stage 2 SEN, Miss Peek manages EYFS and KS1 SEN.

### **Role Of SENCO**

- ◆ the day to day operation of the school's SEN Policy
- ◆ liaising with and advising fellow teachers
- ◆ co-ordinating provision for children with SEN
- ◆ maintaining the school's SEN Register and overseeing the records on all children with SEN
- ◆ meets with the Head at least half-termly to discuss the progress of children on the SEN register
- ◆ meets with the governor for SEN at least termly to discuss progress and reports to governors annually.
- ◆ liaising with parents of children with SEN
- ◆ contributing to the in-service training of staff
- ◆ liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies.

Non-contact time for the SENCO is provided during the week. This time is used in the following ways:

- ◆ Keeping up to date with record keeping
- ◆ Sending school reports, as requested by outside agencies eg. Medical
- ◆ Liaising with Support staff
- ◆ Classroom observation of children causing concern
- ◆ Testing and assessment of children where appropriate
- ◆ Conducting Annual Review Meetings
- ◆ Liaising with parents where this has not been possible to arrange after school
- ◆ Providing individual or small group support for children in class or on a withdrawal basis.
- ◆ Attending in service training and conferences

### **Admissions Policy**

St. Mark's welcomes all children in the knowledge that each child contributes to the rich experience that makes up the ethos of our school. Our Equal Opportunities Policy and our Mission Statement make it clear that we give all children equal access to the curriculum and the daily life of the school, however, as St. Marks is a C of E Aided School, our first priority for admission is affiliation to a church within our team ministry. Equal weighting then goes to having a sibling already in school and geographical location of the home.

None of the above criteria preclude children with SEN that comply with our admission requirements but the school does not give priority to children for reasons of a specific educational or physical need. A copy of our admissions policy is available to all parents.

The physical layout of our main school building would not hamper accessibility for physically disabled children as although the junior department is mainly sited on the first floor of a two-storey block we have a disabled toilet downstairs and we have moved classrooms around to accommodate children in wheel chairs. Currently there isn't a designated medical room to facilitate individual medical needs but this is being addressed through the audit. Details of staff with particular specialisations will be found in the section on staffing.

## **Identification And Assessment**

### **Funding**

The majority of the funding for SEN comes under an allocation based on Free School Meals. Due to the relatively low numbers who claim Free School Meals, this tends to be a very small amount compared to many other schools. We receive extra money to support children with ECHP but this has to be reviewed each year. The SENCO will complete an audit of how the budget has been spent and will evaluate if it has been spent well enough to meet children's needs. Provision maps will also show how the budget has been spent on individual children. Under the new Code of Practice in 2014, parents may have the opportunity to have more control over the spending of the money allocated to school through the ECHP, the funding does not necessarily go straight to school any more. This would be explained further during any application for an ECHP.

### **Resources**

Resources that provide for differentiation are used throughout the curriculum. Each subject has its own resources that the teachers use, according to the ability and the needs of the child.

There is also a 'bank' of resources to provide more specific help to children with SEN, which are kept in the SEN resource room, the meeting room. These include materials to use with children who need extra help with listening skills; spelling; handwriting; building self-esteem etc. Teachers are encouraged to photocopy a set of worksheets for their own use with the children concerned and then to return the books or materials to the shelf, ready to be used by someone else. Master copies of the photocopiable materials are kept by the SENCO.

Extra resources are ordered each year, by the SENCO, in consultation with other members of staff. Together they identify the needs of specific children and general areas of concern. These are then taken into consideration before ordering materials.

We have thirteen full and part time Teaching Assistants, six are based based in Early Years and therefore are only able to provide some small group and individual support to the children in those classes. Mrs Field and Miss Joseph are shared across Key Stage One and principally support the less able children in class for literacy and numeracy. In key stage 2 we have 2 TAs who support our two children with statements (this will change to ECHP over the next year) . We have four TA's to work with our SEN children across Years 3-6. In the morning they supports in class with literacy and numeracy and in the afternoons they work with small

groups to develop literacy, maths, speech and co-ordination skills. Since 2012 we have used pupil premium money to pay for a TA every morning to support a group of children, now in Year 6 where there is significant numbers of SEN children. We have two HLTA's but one tends not to work with SEN children at the moment. The children that the TAs work with, and the work they do, is decided by the SENCOs in association with the class teacher.

Parent and governor helpers are used throughout the school, to provide extra support for reading, craft activities and numeracy and literacy support.

## **Initial Identification**

The SENCO meets formally with all teachers every term to see if there are any new concerns about children in their class.

The class teachers will generally make the initial identification of a child's SEN, unless the child enters school having these needs already identified. Occasionally, using assessment data, the SENCOs will decide if a child needs extra support as they are not making the expected or required progress. Identification may also be made as a result of a request by the child's parents. The identification may have been made through general classroom observations from the teacher and marking and evaluation of work, or, in Key Stage Two, through the regular testing at the beginning and end of the school year with QCA tests. In Key Stage One, assessment could be made through use of the P-levels. Regular reading age and spelling age tests are also carried out three times a year.

Following the Special Educational Needs Code Of Practice, it is the responsibility of all class teachers to express concern if they feel that a child may have Individual Educational Needs. They then consult the school's SENCO, begin to make some initial observations and keep notes on the child's difficulties for a short time (usually about a term). During this time the child's parents are consulted and asked if they feel their child has any difficulties. The teacher and parents will complete a recorded concern form, which will be updated with observations and a record of what strategies have been tried in school and at home.

### **◆ Special Educational Needs Support**

If this recorded concern remains, the child will be recorded in the SEN Register at Special Educational Needs Support (SENS), having discussed this with parents first and filled in a 'Review Meeting Form', which sets out what action has already been taken and with what results. At this stage it means that the child's needs are such that the class teacher has to make different provision for them compared to other children in that class. An Intervention Plan (IP) is devised by the class teacher and SENCO which sets out the different teaching methods, strategies and targets that will be used to help the child.

Parents are then invited to come and discuss their child's progress at (at least) termly intervals or more often if necessary. These meetings may take place at regular Parents Evenings or as special meetings arranged after school. Parents and / or staff can ask for the SENCO to be present at these meetings. The review meetings are set up to discuss the effectiveness of the IP and to assess if the targets set are being met. The register is updated termly so children can be added or removed from the SEN register as needs arise or improvements are made.

### **◆ Special Educational Needs Support Plus**

For some children the involvement of outside agencies increases. They may be receiving hospital treatment on a regular basis; may be undergoing speech and language therapy or physiotherapy; or the Educational Psychology Service may be involved in ongoing assessment. Our current Psychologist is Pamela Taylor.

These agencies liaise with school and they can advise school on strategies to be used with the child in class or ask staff to co-operate in treatment programmes which are done in school. This level of outside involvement requires that the child be recorded at Special Educational Needs Plus (SENS+), in the SEN register. The advice of the Educational Psychologist is usually sought before recording at SENS+.

Whilst a child is waiting to be assessed by the Educational Psychologist they are recorded at SENS+. Once they have been assessed, if the Educational Psychologist is not going to keep the child under review they will then return to SENS.

#### ◆ **Awaiting Formal Assessment for an EHCP**

If a Statutory Assessment is to be made by the LA, they are still recorded as at SENS+. Depending on the conclusion of the assessment the child will either be awarded an EHCP, or, stay SENS+.

#### ◆ **Education Health Care Plans**

If the LA decides to grant an EHCP these are reviewed at least annually by school, parents outside agencies and the LA and the plan can be amended or withdrawn.

### **Access To The National Curriculum For Children With Individual Educational Needs**

All pupils are entitled to a balanced and broadly based curriculum, despite any SEN they may have. In order to ensure access to all parts of the National Curriculum, work is appropriately differentiated and a variety of strategies are used to provide support for children with SEN.

Teachers work with staff from the Support Service and, sometimes, parent helpers, to provide extra support and small group work where necessary. On school trips and extra curriculum activities, allowances are made and special provision, if required, to ensure that children with SEN can be included.

The necessary support is provided when children with SEN are sitting Statutory Assessment Tests. This may be in the form of a small group situation in which to do the tests, an amanuensis if required, or other appropriate special provision will be requested, as set out in the guidance document for the tests.

### **Inclusion**

Children with SEN are fully integrated throughout the school. They are taught within their year group or in a class of two mixed year groupings. We do not have a designated SEN Unit.

## **Criteria For Evaluating The School's SEN Policy**

Pupil performance indicators have now set out a system of testing throughout the school, which, in turn, is informing the target setting for this year. Certain of our school targets for this year, link with evaluation of SEN provision. They are:-

- ◆ To target children in Yr. 4 to increase the grades achieved at KS2 SATS in numeracy and literacy
- ◆ To improve Reading and Spelling Ages for children on the SEN register
- ◆ Children only remaining at Recorded concern Level for a term before being removed or moved to School Action

## **Evaluating Success criteria of our SEN**

We will judge that our policy and work has been successful if children move off the register, need reduced support after a period of time and if they make progress in line with that of their peers. We are in the process of making our tracking progress of our SEN children more explicit as at the moment their progress is measured alongside their peers and we need to have a separate sheet as well.

Continuous evaluation of the SEN policy takes place as follows:

### **Identification**

Staff have a clearer understanding of identification of children giving concern. The system in place encourages early dialogue with the SENCO to determine a course of action. More specific criteria for identification, linked to much greater differentiation within the classroom will ensure that children being identified do have a specific need.

### **Children With Intervention Plans**

These children are monitored by the SENCO and class-teacher, in partnership with parents. Targets are set in certain areas over a given time, usually half-termly or termly and these are then reviewed for success or further modification. As our children are being tested more regularly, the identification process should become more uniform and be backed by standardised data. Information from the reviews will be used to inform future planning.

### **Review Of Classroom Support**

This is done through professional discussions between staff, to assess the impact of the extra support, which is being given. This impact will be measured against scores achieved on standardised tests.

### **Parents**

Parents have the opportunity to contribute to the school's ongoing evaluation by:-

- ◆ Commenting at review meetings

- ◆ Completing the written section on the review sheet

### **Arrangements For Considering Complaints About SEN Provision Within The School**

Parents would be expected to follow the published complaints procedure for the school. A copy of the Complaints Procedure is available in school for parents to see.

Parents of children with SEN have the additional recourse to discuss their concerns initially with either the SENCO or the Governor with responsibility for SEN. The advice given at this stage would then determine the point at which the parents accessed the school's Complaints Procedure.

Parents may also access advice and support from the Salford information and Support Services (SIASS) 0161 778 0349. More information is available on Salford's website.

It may be that a parent has a complaint about the lack of support available from the LA for their child's particular need, as opposed to the support given by the school. In this case, the complaint should be directed to The Director Of Education And Leisure for Salford. The address is available from the school. The Authority would then advise parents of the correct procedure to be followed in such circumstances

### **School's Staffing Policies**

#### **In -Service Training**

In- service training on aspects of SEN is provided for teaching staff. This is led by the SENCO and occasionally Ed Psych or support service teachers. The priorities for in-service training are set out in the School Development Plan.

Staff meeting time is used to provide support and advice to teachers about the management of SEN in the classroom and to discuss concerns. Information on specific areas and types of SEN, are discussed and updated information about a variety of topics is given. All staff have an SEN file in which to keep information, records, record sheets and individual IPs.

Welfare and other staff are informed about particular children's SEN and advised about how they should deal with them.

#### **Using The Support Services**

Since September 2003 the support service has changed and now they work as consultants to give advice on how to help children rather than to send in extra help. The change to funding means that the school has to support children with SEN using the additional funds given to children with ECHP.

#### **Outside Agencies**

From time to time outside agencies working with our children come into school to provide therapy or ask for information. We are very pleased to co-operate with them and benefit from their advice and expertise. We have close links with Speech therapists and occupational

therapists in particular and they give the SENCO and the TA's and teachers valuable guidance and advice. The SENCO is responsible for managing these liaisons and producing reports where necessary with the help of the class teacher.

### **Professional Development Of SENCOs**

The professional development of the SENCOs is carefully considered and time made available for them to attend in-service training courses, conferences etc. Our current SENCO, Mrs. Cooper has undertaken a modular course run by the LA, leading to the TTA national qualifications for SENCOs and Miss Peek is currently studying for the NASEN qualification.

### **Partnership With Parents**

Parents are involved in the identification, assessment and management of their child's SEN at all stages. As soon as the identification of a child's SEN is made they are invited into school to discuss our concerns. Regular meetings are held between the parents and class-teacher. Where children are placed at School Action and above, these meetings are generally also attended by the SENCO, who can also be involved at an earlier stage at the request of parents or of staff. There is a Handbook for parents on our website, to help them understand the process better and answer any questions or concerns they may have. In the Handbook there are also contact numbers of support agencies and tips to help them support their children at home.

At Key Stage 1, and 2 individual reading record books are used to aid communication between parents and teachers. Any concerns about child's progress in reading or other general comments can be written in these. They are checked at regular intervals by teachers and provide a valuable channel of communication about the child's day to day achievements and parental concerns.

At Key Stage 2, individual Homework Diaries are used to provide parents with information about homework tasks set, curriculum areas and topics to be covered and also provide a quick, effective line of communication between parents and class-teachers. Any concerns about the child's work, attainment, or worries expressed at home, can be recorded by both parents and teachers. These are checked regularly and queries or concerns can be dealt with. Both all children use these methods, but they prove particularly useful for children with SEN.

Parents are encouraged to make an appointment to speak to class-teachers as soon as they have any concerns. Appointments can usually be arranged even at short notice, although we do stress that there may be times when staff have other commitments and will not be able to see them straight away.

Parents are also welcome to make a telephone call to school and ask to speak to the teacher, or the SENCOs. If the member of staff concerned is not able to speak to them at that moment we will arrange to call them back at a mutually convenient time.

### **Links With Other Schools**

We maintain very close links with Walkden High School, which is the high school that most of our pupils will attend. In preparation for the transfer of pupils with SEN, to Walkden High School, other high schools or independent schools, our SENCO liaises closely with the SENCO at the receiving high school. Information and records are passed on, to ensure continuity of SEN provision.

The SENCO from the high school concerned is also invited to the Annual Review Meeting for children with a Statement of SEN, prior to their transfer. The LA, relevant Support Service and outside agencies who may be involved are also invited to this meeting and work together to ensure that the transfer is as smooth as possible.

In the event of one of our children with SEN transferring to another primary school, all records are sent to their new school and we are happy to liaise with the SENCO.

### **Links With Health And Social Services, Educational Welfare Services And Any Voluntary Organisations**

#### **◆ Health Service**

The Schools Medical Officer, school doctor and school health advisor, are all involved in the care of many of our children with SEN. School can forward parents' requests for an appointment to see the school's health advisor or the school doctor. We also provide reports concerning children when requested by the school's health advisor, school doctor or Schools Medical Officer.

We provide reports and information to different hospital departments, if these are requested. We invite doctors, therapists and other health professionals into school to attend review meetings and to give advice. We generally get a good response and benefit greatly from these links.

#### **◆ Social Services**

We are pleased to work closely with Social Services whenever necessary and it is the SENCO's job to produce plans (PEP) for looked after children. In the event of a Child Protection issue they would automatically become involved.

#### **◆ Educational Welfare Service**

Our Educational Welfare Officer visits school regularly. We can ask them to make home visits if we feel this is necessary and he can also provide support to families of children with SEN if this is needed. They help to provide the links with the Social Services.

#### **◆ Voluntary Organisations**

From time to time voluntary organisations are involved in supporting children with SEN and their families. Where possible, we are willing to help and co-operate with them.

### **Reviewing Procedure**

The SEN Policy will be reviewed annually by the Governing body .

### **Date of this Review**

Summer Term 2002 - Updated Summer 2004 – Updated again January 2009 – Updated November 2012- updated November 2014 for new Code of Practice.

# **St Mark's CE Primary School Policy For Individual Educational Needs**

*Our policy covers the following areas:*

*Objectives of our policy*

*Provision for Individual Educational Needs*

*The role of the Head Teacher*

*The role of the Individual Needs Co-ordinator*

*Admissions Policy*

*Identification and Assessment*

*Funding and Resources*

*Stages of the Register*

*Access to the curriculum*

*Inclusion of children*

*Criteria for evaluating the policy and success of Individual Needs*

*Complaints Procedures*

*Staffing*

*Partnership with parents*

*Links with other schools*

*Links with other agencies*

*Reviewing policy*

## **Appendix 8**

### **Special Educational Needs Budget**

Nominal Budget Allocation :

Standards Fund Allocation :

#### **Total Income**

This has been allocated as follows-

£ incremental salary point for SENCO

£ supply cover for SENCO training and time to see teachers re children's needs.  
(15 sessions)

£ 2 training courses for SENCO on Inclusion and Gifted and Talented children

£ teaching resources, materials and equipment to support SENCO and staff, inc. IEP  
Writer computer software

£ class based resources for children with SEN, to support the Literacy and Numeracy

£ annual subscription to monthly magazine 'Special Children'

£ membership of NAGC

## **Appendix 9**

### **Dealing with more able children**

#### **Rationale:**

There are a significant number of children in school that regularly achieve results well above the average for their peer group. There are also a significant number of children who, by being challenged, have the potential to achieve standards which are higher than those expected for their peer group. Early identification of these children, together with individual targets set for them, will ensure that their progress can be regularly checked and monitored in order to help them to achieve their potential.

#### **Background:**

SAT results over the past three years give a clear indication that a significant number of our children leave KS1 and KS2 with scores that are a level above that expected of them for their age, particularly in English and Maths. Similarly, the optional QCA tests, used at the end of each academic year with Years 3 – 5, indicate that standards are rising throughout the school. Many children begin their Year 5 year being very close to, if not already achieving, level 4.

Class teachers are now using a system of setting individual targets for their class. This is encouraging teachers to hold higher expectations of the children in their class, as well be much more specific in terms of the amount of progress that they will expect over the course of a year. Using National Curriculum levels, teachers are able to quantify the number of steps within a level that they expect to achieve with individual children.

This is a very powerful tool which encourages teachers to be more challenging of the able children in their class and also to monitor their progress more effectively. In turn, this has the effect of raising standards and gives the more able children every chance of fulfilling their potential.

#### **Policy into Practice:**

The aim of this Appendix is to set out a system for the identification and monitoring of the more able children in school.

This will be achieved in the following way:

- ◆ the use of standardised testing in Nursery, Reception, KS1, and throughout the Junior department
- ◆ setting individual targets for achievement at the beginning of each academic year for children in the junior department
- ◆ setting targets in reading and number work for children in Years R – 2 as appropriate
- ◆ reviewing all targets on a half yearly basis and adjusting them where necessary

- ◆ providing challenging material and extension activities for the more able and monitoring their progress regularly.

**Reporting to parents:**

Children's targets may be discussed with parents at Parents' Evenings or other meetings. Progress against these targets will be communicated to parents at Parents' Evenings and by the use of the Teacher Assessment Record Cards that are completed each term. Progress and achievement will also be communicated to parents in the end of year written report.