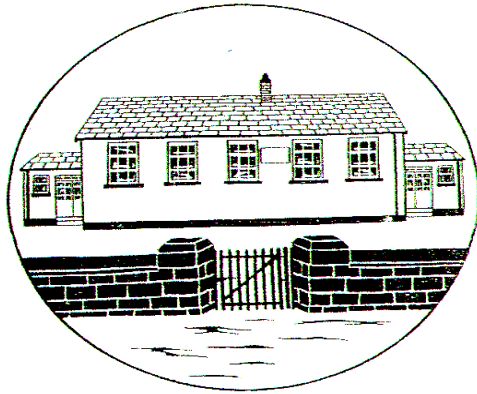




# **Creavery Primary School**



# **Special Needs Policy**

CREAVERY PRIMARY SCHOOL

# **ETHOS STATEMENT**

*(Written collaboratively by the staff)*

***As a school family, in partnership with ancillary staff, parents and the wider community, we aim to provide;***

- **a stimulating and caring environment where each child is valued as a unique individual**
- **an orderly yet relaxed atmosphere in which all of our pupils can reach their full academic potential**
- **nurturing of the personal and social skills, values and attitudes which will enable children to make a valuable contribution to the society in which they live**

Creavery Primary School is committed to the provision of a broad and balanced curriculum, which offers equal access for all children. As a school we recognise that some pupils during their school career may have special educational needs and/or a disability and we will make every possible arrangement to provide for their individual needs.

Children have special educational needs if they have a **learning difficulty** that calls for **special educational provision** to be made for them.

*“Learning difficulty’ means that the child has significantly greater difficulty in learning than the majority of children his or her age, and/or has a disability which hinders his or her use of educational facilities. ‘Special education provision’ means educational provision which is different from, or additional to, the provision made generally for children of comparable age.”*

(Code of practice 1998 paragraph: 1.4)

#### **Disability refers to:**

*‘Someone who has a physical or mental impairment which has substantial and long term effect on his or her ability to carry out normal day to day activities.’*

(Disability Discrimination Act 1995)

#### **SEN Provisions of SENDO**

*‘The new law will strengthen the right to an ordinary school place for children with a Statement, unless it is against the wishes of parents or it is incompatible with the efficient education of others.’*

*‘Children who have Special Educational Needs but do not have a statement, must, except in specific circumstances, be educated in an ordinary school.’*

(Article 3(1) SENDO 2005)

Creavery Primary School has regard for the Special Educational Needs Code of Practice when carrying out its duties toward all pupils with special educational needs and aims to ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

We recognise that partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school further recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

## **Our aims are:**

- To provide a broad, balanced, relevant and differentiated curriculum as a right for all children;
- To identify children with SEN as early as possible through a variety of means and in consultation with appropriate personnel;
- To ensure that all children with SEN feel valued and have a positive self-image;
- To encourage parental involvement and co-operation between various external agencies in the diagnosis and treatment of pupils with SEN;
- To offer experiences and opportunities which allow pupils to develop knowledge, understanding and skills which ensure progress, promote success and develop self-confidence;
- To develop a system for recording continued assessment so that each pupil's performance can be monitored;
- To promote the inclusion of all pupils with SEN into the mainstream classroom;
- To encourage the use of a range of teaching strategies which incorporate different learning styles and ensure effective learning for all;
- To create a caring and supportive environment in which pupils can contribute to the planned provision in relation to their individual learning needs;
- To develop and utilise all resources in support of pupils with SEN.

## **Identification and Assessment of Special Educational Needs**

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCO and all other members of staff have important day-to-day responsibilities. *All teachers are teachers of children with special educational needs.* Teaching such children is therefore a whole school responsibility.

At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific curriculum areas fall significantly outside the expected range may have special educational needs.

*"It is vitally important that children with SEN are identified as early as possible and that an awareness of their possible difficulties is clearly communicated between all the professionals involved with their development."*

(Code of Practice 1998 paragraph 2.14)

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from the Early Years setting and the SENCO and the child's class teacher will use this information to:

- provide starting points for the development of an appropriate curriculum.
- identify and focus attention on action to support the child within the class
- use the assessment processes to identify any learning difficulties
- ensure on-going observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning involve parents in implementing a joint learning approach at home.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance and progress in different subject areas 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.

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

### **Strategies we use in Creavery Primary to identify SEN:**

- Information from nursery school or other transferring school
- Assessment (screening and diagnostic);
- Observation by class teacher of the child's academic, social and personal development;
- Communication with parents
- Medical Advice
- Psychologist reports
- Statements of Special Educational Need
- IEP reviews and Annual Reviews

On some occasions it may be appropriate to include information from social workers, health visitors, doctors, therapists and other supporting professionals.

## **SEN Provision in our school**

### **Role of the Board of Governors**

The Board of Governors:

- ensure that all pupils' special educational needs are addressed;
- have regard for the Code of Practice;
- have regard for the school's SEN and Inclusion policy;
- ensure the policy is kept under review
- report annually to parents/carers of all pupils with SEN
- ensure that appropriate funds and resources are delegated to SEN

### **Role of the Principal**

The Principal:

- keeps the Board of Governors informed about SEN issues;
- works in close partnership with the SENCO;
- where necessary liaises with parents and external agencies;
- delegates and monitors the SEN budget
- ensures the SMT are actively involved in the management of SEN within the school.
- SMT members should ensure consistency of practice and contribute to the realisation of the SDP.
- provides a secure facility for the storage of records relating to Special Educational Needs.

### **Role of the SENCO**

The SENCO:

- co-ordinates the day to day provision of the school's SEN policy;
- liaises with and advises colleagues;
- co-ordinates provision for children with special educational needs;
- maintains the school's SEN register and oversees the records of all pupils with special educational needs
- organises necessary reviews and referrals
- liaises with parents of children with special educational needs;
- contributes to the in-service training of staff;
- liaises with external agencies
- utilises Classroom Assistant expertise in staff development
- chairs the Annual Review

## **Role of Class Teacher**

The class teacher:

- is aware of the staged approach to special needs as outlined in the Code of Practice;
- keeps up to date with information on the SEN register gathers information through formal and in-formal assessment/observation;
- differentiates classroom teaching;
- develops an inclusive classroom
- writes and reviews education plans in consultation with the SENCO;
- liaises and plans with the Special Needs teacher;
- manages stage 1 of the Code of Practice
- works closely with other staff to plan for learning and teaching
- involves classroom assistants as part of the learning team
- meets with parents and the child to discuss and review IEP targets and provisions involved in Annual Reviews

## **Role of the Classroom Assistant**

The Classroom Assistant:

- works under the direction of the class teacher
- is involved with planning
- looks for positives by talking to the child about his/her strengths
- provides practical support
- listens to the child/speaks to staff on behalf of the child
- explains boundaries and operates these consistently and fairly
- keeps records and attends meetings
- shares good practice

## **Role of the Pupil**

'The child where possible according to age maturity and capability, participate in all the decision making processes which occur in education.'

(Supplement to the Code of Practice- pars 1.19)

This includes:

- contributing to the assessment of their needs
- contributing to education plans through setting learning targets
- working towards achieving agreed targets
- contributing to the review of IEP's, annual reviews and the transition process in Year 7



## **Role of the Parent/Carer**

*'The relationship between the parents of a child with SEN and their child's school has a crucial bearing on the child's educational progress and effectiveness of any school based action.... Professional help can seldom be wholly effective unless it builds upon parental involvement and provides reassurance that account is taken of what the parents say and that their views and anxieties are treated as intrinsically important.'*

(Code of Practice 2.21)

It is therefore essential that parents inform the school of any specific identified needs as early as possible on entry to school. It is the schools responsibility to inform parents when considering placing the child's name on the SEN register and invite them to;

- meet with staff to discuss their child's needs.
- attend review meetings
- inform staff of changes in circumstances
- support targets on IEP's
- work in partnership with the school and play their part in creating a positive and supportive framework to meet their child's needs.

## **The Structure of SEN in Creavery Primary School**

The Code of Practice sets out a five stage approach which Education and Library Boards, schools and all others, should have regard to when identifying, assessing and making provision for pupils with SEN. Responsibility for pupils within Stages 1-3 lies at school level (with close involvement of external agencies at Stage 3) and with the Board and school at Stage 4 and 5.

An SEN register is maintained by the SENCO and records details of all children within Stages 1-5 of the Code of Practice.

## The procedures we follow in Creavery Primary School

### Stage One

When a class teacher or the SENCO identifies a child with special educational needs, the class teacher will summarise the reasons for concern using a Stage one, 'Cause for concern' document. The teacher will implement suitable strategies to try and assist in rectifying any of the concerns raised. The progress will be monitored by the class teacher. If little or no progress has been made in regard to the concern the class teacher will contact the SENCO for further assistance and the child will progress to stage two.

### Stage Two

Upon progression to *Stage two* the teacher will refer in discussion with the SENCO, to the triggers/evidence or inadequate progress and detail interventions that are additional to those provided as part of the school's usual differentiated curriculum. The triggers for intervention through school based action will be underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes:

- little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the 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.

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO may contact them if the parents agree. The SENCO support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

### Nature of intervention

The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- different learning materials or special equipment
- some group or individual support;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies.
- access to external support services for one-off or occasional advice on strategies or equipment

### Individual Education Plans

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when IEP is reviewed).

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents.

The IEP will be reviewed twice a year and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

### Stage Three

Following a Stage two review or when further concern is expressed by teachers, parent, and Health or Social services professionals;

- SENCO registers pupil's needs and agrees, having consulted with parent and Principal that intensive action and specialist support is required

- SENCO reviews available information, consults support services and contacts the Education Board
- A stage 3 referral form is completed following consultation with parent, pupil and Educational Psychologist
- A Stage 3 assessment is carried out and recommendations made
- Issues are discussed with the Principal

At *Stage Three* external support services, will usually see the child so that they can advise teachers on new IEP's with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for a request of outside agency involvement will be that, despite receiving individualised support, the child:

- continues to make little or no progress in specific areas over a long period continues working at curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematics 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 additional specialist equipment or regular advice or visits by a specialist service
- has on-going communication or interaction difficulties that impede the
- development of social relationships and cause substantial barriers to learning.

#### School request for a statutory assessment

Where a request for a statutory assessment is made by the school, the child will have demonstrated significant cause for concern. The Educational Psychology Service will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through:

- individual education plans for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant

- levels of attainments in literacy (PIE) and mathematics (PIM)
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the child
- involvement of other professionals such as health, social services or education welfare service

### Statutory Assessment of Special Educational Needs

Statutory assessment involves consideration by the Educational Psychology Service, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the Educational Psychology Service attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the service suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the Educational Psychology Service will consider the case for a statutory assessment of the child's special educational needs.

They may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require them to determine the child's special educational provision through a statement.

A statement of special education needs will:

- include the pupil's name, address and date of birth
- include details of all of the pupils special needs
- identify the special educational provision necessary to meet the pupil special educational needs
- identify the type and name of the school where the provision is to be made
- include relevant non-educational needs of the child
- include information on non-educational provision

All children with statements of special educational needs will have short-term targets set for them that have been established after consultation with parents, child and include targets identified in the statement of educational need. These targets will be set out in an IEP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.

### **Annual review of a statement of special educational needs**

All statements must be reviewed at least annually with the parents, the pupil, the Educational Psychology Service, the school and other professionals involved. All invited will consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the review in Primary Seven, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The SENCO of the receiving school should be invited to attend the final annual review in primary school of pupils with statements, to allow the receiving school to plan an appropriate IEP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

### **Annual Report**

The BOG will report each year on SEN provision in school. Information for this report will be collated by the SENCO and Principal.

### **Accessibility**

At present pupils with SEN and/or Disabilities have equal access to all areas of the school building. This will be reviewed on an annual basis and contact made to NEELB as required.

### **Complaints Procedure**

If parent's or carers have a complaint about the way we are supporting their child who has SEN, they should speak to the SENCO (Miss Louise Dunwoody). The SENCO will address the problem and will report back to the parent within one week. If parents or carers continue to be dissatisfied the SENCO will refer the matter to the Principal to take further action as appropriate.

The NEELB's complaints procedure forms will be available if needed. Parents will be provided with details of the Dispute Avoidance and Resolution Service (DARS).

*This policy will be reviewed in light of changes in legislation or practice following consultation with staff members, parents and external agencies. In addition feedback will be sought on an annual basis. Information will be discussed and reviewed by the Senior Management team. Any amendments considered necessary will be forwarded to the Board of Governors for approval.*