

Newton Poppleford Primary School SEND Policy

Policy to promote the successful inclusion of pupils with Special Educational Needs and Disabilities (SEND) at Newton Poppleford Primary School.

At Newton Poppleford Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.

‘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 schools in the area ‘.

The specific objectives of our SEN policy are as follows:

- to identify pupils with special educational needs and disabilities and ensure that their needs are met
- to ensure that children with special educational needs and disabilities are able to access all the activities of the school
- to ensure that all learners make the best possible progress
- to ensure parents are informed of their child’s special needs and provision and that there is effective communication between parents and school
- to ensure that learners are given opportunity to express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

The success of the school’s SEN policy will be judged against the aims set out above. Annual success criteria will be reviewed and the Governing Body’s Annual Report will detail the successful implementation of the policy and the effectiveness of the provision made (Appendix A). The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need of it. The range of support made in the school each year in response to identified need is detailed in the Provision Maps (Appendix D).

The named SEN co-ordinator for the school is Carmen Winterburn. The Governing Body as a whole is responsible for making provision for pupils with special educational needs.

The Governing Body has agreed with the LA **admissions criteria** which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice. Parents or carers seeking the admission of a pupil with mobility difficulties are advised to approach the school well in advance so that consultations can take place. The school has an Accessibility Strategy which is appended to this policy.

The school does not have a special unit.

We also employ an HLTA who has additional qualifications in HLTA and the role of Assistant SENCO.

Identification and Assessment of Special Educational Needs

The school is committed to early identification of special educational needs and adopts a graduated response to meeting special educational need in line with the Code of Practice 2002. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the class teacher will consult with the SENCO in order to decide whether additional and / or different provision is necessary. (Appendix B Triggers for **School Action** and **School Action Plus**). There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action. Pupils who have disabilities but no special needs will be recorded on the school's medical register.

Provision/action that is additional to or different from that available to all will be recorded in an IEP. (Appendix C sample **IEP**). This will often be written by the SENCO but always in consultation with pupils, parents, carers and teachers. It may also involve consultation and advice from external agencies.

The IEP will set targets for the pupil and will detail:

- the short-term targets set for or by the child
- 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

The IEP will be reviewed at every term and the outcomes will be recorded. Pupils will participate fully in the review process according to their age and abilities. Parents / carers will also be invited to participate in the target-setting and review process.

If the school has evidence that a pupil is making insufficient progress despite significant support and intervention at School Action, we may seek further advice and support from outside professionals. (Appendix B triggers for **School Action Plus**). These professionals will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

For pupils who have statements of SEN, as well as the review of their IEPs, their progress and the support outlined in their statement will be reviewed annually and a report provided for the Local Education Authority. When pupils are due to transfer to another phase planning for this will be started in the year prior to the year of transfer. Advanced planning for pupils in Year 5 will allow appropriate options to be considered. The SENCO will liaise with the SENCO of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of **transfer**.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000. If a pupil makes sufficient progress a statement may be discontinued by the Education Authority.

The schools' **complaint procedures** are set out in the school prospectus. Your child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. Parents of pupils with SEN or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about this process available on request.

The school makes an annual audit of **training** needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from the Standards Fund each year that it may use to meet identified needs. Particular support will be given to NQTs and Assistant SENCO and other new members of staff. The SENCO takes responsibility for prioritising the training needs of staff in consultation with the CPD co-ordinator.

The school will provide information about the **Parent Partnership** Service to all parents of children with special educational needs. Our local Parent Partnership worker is Tracey Tipton. Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice.

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

- The school receives regular visits from the nominated Education Welfare Officer and Educational Psychologist for the area.

- In addition the school may seek advice from specialist advisory teaching services for children with sensory impairment or physical difficulties.
- Termly liaison meetings with the Health Visitors/Playgroup Leaders are held to ensure a smooth start to school for children in the Foundation Stage
- The speech and language therapist contributes to the reviews of children with significant speech and language difficulties
- Multi-agency liaison meetings, with representation from Social Services, Health, and the Educational Psychology Service are held on a termly basis to ensure effective collaboration in identifying and making provision for vulnerable pupils.

Appendices to this policy:

Appendix A: Last annual report on the success of the policy

Appendix B: Triggers for School Action and School Action Plus

Appendix C: Sample IEP

**Appendix D: (i) Allocation of resources: Map of Provision by year group
(ii) Meeting identified need: Map of Provision by area of need**

APPENDIX A

Governors SEN Report 2012-13 Newton Poppleford Primary School

SEN Provision

SEN provision at Newton Poppleford Primary School (NPPS) is organised and monitored by Carmen Winterburn (SENCO SLT) and Debbie Tollerfield (Assistant SENCO, Higher Level Teaching Assistant). It is delivered by class teachers and teaching assistants (TA's) as well as the HLTA undertaking small group and one to one sessions.

TA's are available in all classes in the morning, except Yr 3 and Yr 5 who share a TA. Classes which contain a statemented child have a TA all day to support that child.

Pupils are identified as needing support by class teachers and through requests from parents.

Pupils are then assessed by the Assistant SENCO to establish the level and nature of extra support required.

The level of support is classified into waves;

- a) Wave 1 – Support is given to pupils in class, through differentiated tasks and is part of good inclusive practice. It is organised and delivered by the class teacher and the TA.
- b) Wave 2 – Support is given in class to identified pupils, working in small groups on specific tasks/interventions with the class teacher and TA, in consultation with the SENCO. Children on the SEN register could have a list of highlighted resources.
- c) Wave 3 – Specific targeted support, often based on advice or programmes provided by outside agencies, such as the Educational Psychologist, is given to identified pupils. This is delivered in small groups or on an individual basis, usually out of the classroom, working with the class TA or the HLTA often using Independent Learning Programme (ILP) devised by the Assistant SENCO.

Pupils identified as needing support are categorised as being on School Action (SA), Wave 1&2 interventions, or on School Action Plus (SA+) or Statemented mainly receiving Wave 3 interventions.

SA pupils are those falling behind National expectations for their age groups. These pupils have in class support from the class teacher and TA. Their teacher sets up targets and monitors their progress using pupil tracker.

If a child is still not able to make sufficient progress (2 points per year) or are starting from a skills base significantly below that which is nationally expected for their age, they will then be categorised as on SA+. These students will have an Independent learning plan (ILP) and go to the HLTA for extra support or work on a specified programme of support with the class TA.

SA+ pupils will also include those pupils who have support of agencies outside NPPS; Educational Psychologists; Occupational therapists; Speech therapists; Visual impairment therapists; Social workers. These agencies suggest strategies or provide programmes that are followed in school.

The school policy follows the guidelines offered by the Sutton Trust¹. This recommends that for extra support to have maximum effect it needs to be given early in KS1. So the school has prioritised KS1 pupils for intervention. The pupils who need the support undertake small group work with the TA or HLTA focusing on phonics for example. Although, extra support continues through the school as and when it is needed.

1. The Sutton Trust (May 2011)– *Toolkit of strategies to improve learning*. Summary for Schools. Spending the Pupil Premium By Professor Steve Higgins, Durham University, Dr Dimitra Kokotsaki and Professor Robert Coe, CEM Centre, Durham University May 2011

SEN Policy

Last reviewed 9.5.13

Teaching & Learning Committee

SEN Register

There are currently 33 pupils on the SEN register at NPPS:

- 2 pupils are statemented.
- 7 pupils are SA
- 24 pupils are on School SA+.

Those pupils who are awarded Pupils Premium (PP) are also monitored and are offered extra help when needed. Currently there are 22 pupils on PP, (24 including those children with parents in the forces)

Monitoring SEN

Pupils on the SEN register are tracked and monitored by their class teacher and TA, using pupil tracker. However, communication between class teachers and TA tend to be through verbal 'catch-up' discussions and some use a link book, to note work undertaken and issues.

Termly, there is an SEN staff meeting where children of concern are highlighted and reviewed, to establish what level of support is appropriate according to their progress.

There is an annual meeting (Jan/Feb) with parents of pupils on the SEN register to discuss progress and development. However, parents have open access to the SENCO or Assistant SENCO who will happily meet and discuss any issues or strategies upon appointment. They will undertake workshops with parents (on request) to help them support their child at home and reinforce the learning which has happened at school.

Common Access Framework (CAF) meetings are called by interested agencies and are attended by the SENCO or Assistant SENCO to support a child. These bring together all agencies to discuss a holistic approach to learning and improve an individual's situation. This meeting occurs as and when they are needed.

New Pupils and Transition to new schools.

New pupils entering the school are monitored by class teachers and past records from previous schools can be transferred by using SIMS. Usually SEN interventions are mentioned in these records or by parents. If no records are available then concerns raised by class teachers are followed up by the Assistant SENCO, with phone calls to previous schools.

SEN register pupils who are leaving NPPS (especially in Yr 6) have their records sent on and the Assistant SENCO informs new schools of any issues. Statemented children have a specific transition plan which is compiled by the Assistant SENCO.

CPD for SEN

The SENCO or Assistant SENCO attends the termly meeting for SENCO's of the Ottery St Mary and Sidmouth Learning Communities. Here, current issues, legislative changes and CPD opportunities are discussed. It is valuable for ideas exchange and discussion over new resources. The Assistant SENCO also receives training from outside agencies for specific issues e.g. Speech therapy and then cascades the information and ideas to class teachers and TA's.

Recommendations

An observation of the SENCO is that the administration of SEN department is bureaucratic and time 'expensive'. What can be done to minimise the paperwork?

Some schools include children on the SEN register that have emotional needs NPPS does not. Is this something that should be revised? What are the pro's and cons?

When parents of children who are on the SEN register are invited to review meetings, they are going to be asked for any suggestion that would help them and allow the school to offer greater support. E.g. "We welcome any suggestion that would help us to improve"

23 December 2012 Jane Fletcher

SEN Policy

Last reviewed 9.5.13

Teaching & Learning Committee

Appendix B: Triggers for School Action and School Action Plus

In order for pupils with Special Educational Needs to achieve their potential at Newton Poppleford Primary School, a “Graduated Approach” as recommended by the DfES in its SEN Code of Practice January 2002, has been adopted. This approach is characterised by:

- (a) School Action
- (b) School Action Plus
- (c) Request for Statutory Assessment

School Action

The trigger for intervention through School Action is usually the subject teacher’s or other’s concern, underpinned by evidence about a child, who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted in a pupil’s identified area of weakness
- shows signs of difficulty in developing literacy or mathematical skill that result in poor attainment in some curriculum areas
- presents persistent emotional and/or behavioural difficulties, which are not ameliorated by 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 a differentiated curriculum.

If staff concludes that a pupil may need further support to help them progress, they should seek the help from the SENCO or assistant SENCO. The SENCO will then facilitate the further assessment of the pupil’s particular strengths and weaknesses; planning future support for the pupil, in discussion with colleagues together with monitoring and subsequently reviewing the action taken. The pupil’s class teachers should remain responsible for working with the pupil on a daily basis and for planning and delivering an individual programme.

School Action Plus

The triggers for School Action Plus could be that, despite receiving an individualised programme and/or concentrated support, the pupil:

- continues to make little or no progress in specified areas over a long period
- continues working at National Curriculum levels subsequently below that expected of pupils of a similar age
- continues to have difficulty developing literacy and mathematical skills
- has emotional or behavioural difficulties which subsequently and regularly interfere with their 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, providing direct intervention to the pupil or advice to staff by specialist service
- has ongoing communication or interaction difficulties that impede the development of relationships and cause substantial barriers to learning.

The SENCO will then seek the support of external support services that can advise on new and appropriate targets, provide additional specialist assessment, and provide support for particular activities etc.

Request for Statutory Assessment

Where help given through School Action Plus may not be sufficient to enable the pupil to make adequate progress, the SENCO, in consultation with the parents and agencies already involved, will ask the LEA to initiate statutory assessment.