



COLLINGWOOD PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY

A policy to promote the successful inclusion of pupils with special educational needs and disabilities at Collingwood Primary School.

Our Vision Statement

Children and adults caring, learning and persevering together in an exciting and safe environment where learning has its own rewards.

A place where everyone feels valued and ready to face challenges.

Our goal is for Collingwood pupils to be lifelong learners aiming for high standards.

"We live our lives with arms and minds wide open"

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

Aims:

- To maintain a positive, whole-school approach to the education and development of all children, focusing on what each child is able to do.
- 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 have appropriate access to the National Curriculum and all aspects of school life, helping them to enjoy success and achieve their full potential.
- To ensure parents are informed of their child's special needs and that there is effective communication between parents and school in order to enhance the confidence and self-esteem of the child.
- To ensure that children express their views and are fully involved in decisions which affect their education.
- To promote effective partnership and involve outside agencies when appropriate.

Equal Opportunities:

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. As a school we are committed to:

- regularly reviewing our policy to ensure that, the promotion of equality of opportunity for all pupils who are from different racial, ethnic, cultural and religious backgrounds regardless of gender age or disability have access to the curriculum and a range of learning experiences of the highest possible standard
- promoting good relations between all groups of people. We will enable every pupil to: participate in a curriculum that takes full account of the richness and variety of the world's racial, ethnic, cultural and religious groups and develop understanding of some of the main causes of global inequality, disadvantage and poverty;
- children with special educational needs and disabilities are fully integrated with their peer group wherever possible
- developing and maintaining a strong sense of trust in our school so that all involved act fairly, tackle inequality and stereotypes and make this visible to all
- creating opportunities for pupils' achievement and enabling every child to achieve their true potential

Pupils are not disadvantaged because of their vulnerability, SEN or disability. Collingwood is an inclusive school, we are very proud of the care and consideration our children and staff, show each other on a daily basis. All pupils are actively encouraged to participate in all aspects of school life, both on and off site; this includes school visits, the year 6 annual residential trip and many other activities. We welcome parent/carer/ relative involvement in all activities which will further support inclusion for all.

Please refer to Collingwood Primary School Equality Policy for more information

Responsibility for coordination of SEN provision

The Headteacher is designated the Responsible Person, as defined by the SEN Code of Practice 2001. She must be informed by the Local Authority when they conclude that a child at the school has special educational needs, and must ensure that all those who will teach that child know about those special educational needs.

The Special Needs Co-ordinator (SENCO) Mrs Ann Minister has responsibility for:

- co-ordinating the day to day operation of the SEN policy
- liaising with and advising colleagues
- co-ordinating provision for children with special educational needs
- maintaining the school's SEN register and overseeing the records on all pupils with special educational needs
- liaising with parents of children with special educational needs
- 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

The Governor with responsibility for Special Educational Needs is Mr Paul Petersen, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

Arrangements for coordinating SEN provision

The SENCO liaises with the Head teacher, teaching staff, teaching support assistants, parents, specialist support teachers and other external agencies as required.

At least two formal meetings are held each year between the SENCO, individual members of teaching staff, LSA's and parents, to monitor and review progress of those children on the SEN Stages of Assessment.

For those children with a Statement of Educational Need, Annual Review Meetings take place which involve the pupil, school staff (including support staff), parents and external agencies to review progress and plan for the following year.

Admission arrangements

At Collingwood we actively promote "equality of opportunity for all" (Equality policy) therefore all pupils, including those with identified SEN and pupils not previously identified as having SEN, are welcome to be admitted to our school. All pupils with special educational needs but without statements are treated as fairly as all other applicants for admission. Applications from parents of children who have special educational needs but no statement will be considered on the basis of the school's published admissions criteria and will be considered as part of the normal admissions procedures. (See admissions policy) They will not be refused admittance on the grounds that they do not have a statement of special educational needs or are currently being assessed. (SEN Code of Practice 1.33 - 1.36)

Specialist SEN provision

Collingwood does not have special units or specialise in specific SEN provision.

Facilities for vulnerable pupils, those with SEN or who are disabled

The school has a range of resources, books, and equipment to support children with SEN. A range of programmes are available for children to use on networked classroom computers, computers in the ICT suite and laptops.

The demountable classroom is used by members of staff and outside agencies to enable children to access 1:1 well-being mentoring and counselling. It is also used as a lunch time club for vulnerable pupils.

Wheelchair access is available from the playground and the main entrance. One classroom has a disabled toilet and sink and there is a disabled toilet situated in the corridor close to the large hall. It is possible for wheelchair access to the majority of the building. High visibility handrails are placed by steps both inside and outside the building.

Children who need specific Speech and Language programmes, gross motor programmes, Maths Intervention Programme (developed by Educational Psychology Service) Literacy and additional maths interventions have additional support by trained Learning Support Assistants (LSAs).

Friendship club is run once a week at lunchtime by two LSAs. This group supports children's personal and social development.

Class teachers are supported by many staff, including:

LSAs: Every morning, each class has a Learning Support Assistant who works with teachers, teaching individuals and small groups of children. In some cases additional LSAs work with children who have a Statement of Educational Needs.

Teachers from the Specialist Teacher Team who assist in planning programmes for children at School Action Plus or with Statements of Special Educational Need

Speech Therapists, who visits the school to review progress and plan programmes for specific children with significant speech and language difficulties

Occupational Therapists, who provide detailed programmes and give advice for children with sensory and motor difficulties.

Counsellor from Child Care, who works with vulnerable pupils and their parents.

Parent support worker, who is available to support parents and vulnerable children.

Support staff may work with an individual child or a group of children either within the classroom setting or in other parts of the school.

Allocation of Resources

Funding is available for SEN provision from three sources:

- earmarked funding for those children with Statements of Educational Need
- a formula funded grant for SEN from the LA
- Local Delivery Group (LDG) grants resulting from bids
- additional funds allocated from the school's own budget
- Pupil Premium

The Governing Body supplements the earmarked funding and formula funding from the delegated budget and review the allocation of funding annually, in the light of the current needs of the children within the school. Resources are then allocated accordingly.

SEN funding is allocated on the basis of need, and is divided into three areas:

- Resources are allocated to individual children with specific needs, e.g. speech therapy, medical support, emotional and behavioural difficulties, complex learning difficulties;
- Resources are allocated for individuals or small groups of children who require additional learning support to facilitate access to the curriculum
- Resources allocated to larger groups of children, who may require varying levels of support (e.g. LSAs attached to each class to provide support as and when required, resources for Smart Moves /finger gym for children with co-ordination/dyspraxia difficulties, resources literacy and maths intervention programmes.

Definition of Special Educational Needs:

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

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- (c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

(a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area

A person has a disability if:

- (a) the person has a physical or mental impairment, and
- (b) the impairment has a substantial and long-term adverse effect on the person's ability to carry out normal day-to-day activities

Equality Act, 2010

Identification and review of pupil needs

The following procedures are in place to identify children with special educational needs:

- Continuous assessment is undertaken by all teachers and assessment data is entered in to Target Tracker every half term. Progress is monitored by class teachers, Assessment Subject Leader, SENCO, Phase Leaders and Headteacher.
- Any teacher or parent/carer concerns can be discussed at our parent teacher consultation evenings, our open house weeks or indeed at any mutually convenient time.
- If whole school/class based strategies (see below) are not effective and pupil progress in a cause for concern/ the child is working significantly below national age related expected levels, it may be necessary to identify the child as having special educational needs. Interventions will then be put in place at School Action or School Action Plus.

School Action

Criteria for placement at School Action

If a child's difficulties are not sufficiently responsive to the intervention provided by the class teacher, as listed above, then a combination of additional help may be required.

The triggers for intervention through School Action could be the teacher's or others' concern, underpinned by evidence, about a child or young person who, despite receiving differentiated learning opportunities:

- makes little or no progress in his/her identified area of need
- is working at national curriculum levels significantly below those designated for his/her chronological age in specified areas of the curriculum, especially literacy and numeracy
- presents persistent emotional and/or behavioural difficulties which are not ameliorated by a range of positive whole school behaviour management strategies as explicitly outlined in the school behaviour policy
- has sensory and/or physical problems and continues to make little or no progress despite the provision of specialist equipment or resources
- needs a higher level of intervention than that provided through a social skills focused curriculum

Nature of intervention at School Action

The SENCO, with other staff, will decide on the action needed to help the pupil to progress in the light of earlier assessments, without the need for regular or ongoing input from external agencies. Occasional support however, could include advice or in-service training from external agencies. This might also include more regular support from health professionals, depending on the need of the child.

"There is sometimes an expectation that this help will take the form of the deployment of extra staff to enable one-to-one tuition to be given to the child. However, this may not be the most appropriate way of helping the child."

(SEN Code of Practice, 2001, 5.49, 6.57)

School based interventions may be a combination of:

- different learning materials
- special equipment
- use of information technology
- group or individual support
- support for curriculum planning/differentiation
- additional planning and monitoring time
- a range of management strategies and/or alternative arrangements based on specialist advice
- a range of teaching approaches
- staff development and training
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*"Strategies employed to enable a child to progress should be recorded within an Individual Education Plan (IEP) ... The IEP should only record what is **additional to or different from** the differentiated curriculum plan, which is in place as part of provision for all children."*

(SEN Code of Practice, 2001, 5.50/51, 6.58/59)

School Action Plus

Criteria for placement at School Action Plus

The triggers for intervention through School Action Plus could be that, despite receiving an individual programme and/or concentrated support under School Action, the child or young person:

- continues to make little or no progress in areas of need against specific, measurable, achievable, relevant and time limited (SMART) targets
- continues to work significantly below chronological age in specific areas of the curriculum especially literacy and numeracy
- has emotional and/or behavioural difficulties which substantially and/or regularly interfere with their own learning and that of the class group despite having an individualised behaviour management programme
- has sensory and/or physical needs and requires additional resources or specialist advice
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Nature of intervention at School Action Plus

The SENCO, with other staff, will decide on the action needed to help the pupil to progress in the light of earlier assessments. All previous intervention strategies continue to apply.

"The resulting new IEP for the child should set out fresh strategies for supporting the child's progress. Although developed with the help of outside specialists, the strategies specified in the IEP should usually 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 continues to be the responsibility of the class teacher."

(SEN Code of Practice, 2001, 5.59, 6.67)

If the SENCO and the external specialist(s) consider that the information gathered about the pupil is insufficient, and that more detailed advice should be obtained from other outside professionals, then the consent of the child's parents must be obtained.

Referral for a Statutory Assessment

Where a referral for a statutory assessment is made to the LA, the child will have demonstrated significant cause for concern. This referral can be made by the school or the parents.

There should be written evidence of/ or information about:

- The school's action through School Action and School Action Plus
- The pupil's individual education plans or provision maps
- Regular reviews and their outcomes
- 'P' Scales or National Curriculum levels
- Attainments in personal, social development, speaking and listening, reading, writing and mathematics

- Educational and other assessments, for example, from a speech therapist, specialist teacher or an educational psychologist
- Views of the parents and pupils
- Involvement of other professionals
- Any involvement by social services or education welfare services
- The child's medical history (where relevant)

Working in partnership with parents

Collingwood firmly believes that an effective partnership with parents plays a key role in promoting a culture of co-operation between home and school. Parents know their own children and hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting their child's development.

Parents can be supported by Families in Focus, who offer impartial advice and guidance throughout any decision making processes of their child's entitlement within the SEN framework. They can be contacted on: 01245 353575

Involvement of pupils

The degree of participation is reflected by a child's evolving maturity but **all** children are given the opportunity to make choices and understand that their views matter.

Children with special educational needs are encouraged to:

- play an active part in assessment and developing agreed targets
- understand the aims of an intervention and their contribution to it
- be consulted about any individual support provided
- have their views sought and recorded in all reviews
- become progressively more involved in setting and evaluating IEP targets

Links with other schools

Collingwood and the Local feeder secondary school, William de Ferrers have a close link for transition. Meetings between SENCOs and the inclusion team begin in Y5 for pupils with a statement. Parents are encouraged to visit the school and talk to members of the SEN department at any time. Specific planned meetings for parents of pupils with SEN and additional visits for pupils are organised by William de Ferrers. If it is felt necessary, additional visits are welcomed for pupils who are particularly vulnerable.

Meetings between special schools and Collingwood have always been positive and transition visits are well structured.

The school has an agreed complaints procedure which would be followed as necessary.