

Norfolk Community Primary School

POLICY FOR SPECIAL EDUCATIONAL NEEDS

The purpose of this policy is to detail the provision made for pupils who are not making educational or social progress because of learning or behavioural difficulties. It has strong links with our teaching and learning, assessment and inclusion policies.

AIMS AND OBJECTIVES

We aim to secure the best outcomes for all pupils as individuals through personalised learning. Although we know that all are pupils are unique and have diverse needs we will identify some pupils as having **special educational needs** for some or all of their time at school because our assessments and observations show that they need additional support to learn, achieve age related academic expectations and /or to make progress socially, emotionally and behaviourally.

Objectives are:

- To track the progress of all pupils throughout their time in school in order to quickly identify any who may be experiencing difficulties with learning.
- To quickly identify and respond to concerns raised by staff or parents and carers about a child's progress.
- To put in place appropriate provision, and monitor its quality and effectiveness.
- To work in partnership with parents to understand and meet children's needs.
- To develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow.
- To develop staff skills in identifying children with learning problems and constructing suitable programmes of work.

- To maintain the greatest possible access to a broad and balanced curriculum and quality first teaching for children with special educational needs.
- To adopt positive and consistent strategies to help children with behavioural difficulties and/or emotional problems.
- To effect a programme of support and referral to outside agencies that will enable children to receive the help they need quickly and effectively.

THE SPECIAL NEEDS CODE OF PRACTICE:

The new Special Needs Code of Practice came into force in January 2002. It outlines the fundamental principles of inclusion and recognises that the Special Educational Needs of children will normally be met in mainstream schools. It also outlines the principles of partnership with parents and the importance of ascertaining the views of the child. The regular review of a child's additional needs ensures that provision is matched to need and that academic and other progress is monitored. The 2002 Code of Practice recognises that there is a continuum of need. It identifies three levels of concern and therefore provision:

Early years or School Action: The class teacher takes the lead in planning and delivering additional programmes, with advice and additional monitoring from the SENCO. The progress of these pupils is reviewed regularly with parents. Children in the Foundation Stage are described as being at Early Years Action Stage. Those in Key Stage 1 or 2 are School Action Stage.

Early years or School Action Plus: External services are consulted to seek additional advice and support. The advice and provision within school is tailored to take account of this advice. Individual Education Plans (IEPs) are written to detail the additional provision that is made for the child. The triggers for moving a child to School Action Plus would be if the child for example:

- continued working at a level well below the peer group
- continued to have difficulty with literacy or numeracy skills

- had emotional or behavioural difficulties which interfere with the child's learning or the class
- had sensory or physical needs
- had ongoing communication or interaction difficulties.

Statement : These can be requested by the school where it is felt that a child meets local authority criteria for allocation of additional funds over and above those provided by the school's additional educational needs funding. The school will work with the relevant professionals to complete the relevant assessments. Statements are reviewed annually by the Special Educational Needs section of the Children and Young People's service. Annual reviews of statemented pupils are undertaken in consultation with the special needs co-ordinator, the class teacher and parents. Children in Year 5 with a statement have a transition review.

We work within this statutory framework, and within the guidelines set out by the local authority. The stage that a child is on is agreed with parents and reviewed regularly (termly.)

PROVISION

It is accepted nationally that around 20% of pupils will have special educational needs. These will include learning difficulties, physical disability, speech, language and communication difficulties, emotional and/or behavioural problems, and/or a different level of achievement from their peers. At Norfolk Community Primary the percentage of pupils with these needs is usually over 30%. The provision that is made for pupils identified will be via:

Wave 1 teaching: high quality inclusive teaching that involves all pupils through carefully planned work matched to pupil ability, involving targeted questioning and resources provided to scaffold learning in the classroom. Effective wave 1 teaching promotes independent learning

and fosters self esteem and positive attitudes to learning. In addition some children may need to be withdrawn from the classroom for short periods each day for more targeted teaching.

Wave 2 teaching: A time limited small group activity, usually led by a trained teaching assistant for short periods of time away from the classroom. The wave 2 interventions are planned to produce accelerated learning, narrowing the attainment gap between the target groups and their peers.

Wave 3 teaching: A time limited individual activity delivered by trained teaching assistants and/ or teachers. The activities provided are short (usually daily) activities planned to meet individual needs – such as Reading Recovery.

S.E.N. Co-ordination

The special needs co-ordinator (SENCO) is currently Ms Jane Hobley. She has overall responsibility for Special Educational Needs provision. Her areas of responsibility include:

- Helping teachers to identify children with special educational needs.
- Assisting class teachers in planning appropriate programmes of work for children in their classrooms.
- Ensuring that children's needs are met with appropriate wave1, wave 2 or wave 3 interventions.
- Communicating with the parents of children to discuss assessments and provision.
- On-going review of the identification procedure, monitoring of progress and the updating of records being maintained for children with special educational needs.
- Planning to meet the INSET needs of the teachers and teaching assistants in relationship to the children with special educational needs in the school.

- Identifying the resources available from other agencies and identifying the gaps apparent in school resources and strategies. Ordering resources as necessary.
- Communication with outside bodies in relationship to the needs of identified children.
- Bringing the needs of the children to the attention of other staff, the headteacher and the governors as necessary, so that special educational needs are automatically included in consideration of curriculum planning and development.
- Managing the funding for pupils with special educational needs that comes into school via the additional educational needs budget and the funding for statemented pupils.

Support for pupils with emotional and behavioural difficulties

When a child's behaviour or social development are causing concern in school the decision may be taken to put them on the special educational needs register. As with learning difficulties, additional monitoring will take place, reviews with parents will be implemented, underlying causes will be investigated and strategies agreed and monitored. The pupil support team, including the pupil support officer – Jackie Sykes and Behaviour Improvement Worker – Jo Squiers will work with class teachers and parents to identify and implement appropriate strategies. In line with our behaviour policy we will take steps to address behaviour concerns in the classroom but will remove children from the classroom to minimise the disruption to other children. Children will get regular targeted support from the inclusion team via individual mentoring and additional PSHE programmes.

Identification, assessment & review arrangements

Each class teacher is responsible for the learning and development of all the children within his/her class, including those with special needs. It is the class teacher's responsibility to assess setting up appropriate strategies and programmes of work. The school works towards refining skills and procedures that will aid in the early identification of children

with special needs. Staff and parents/carers will work together to support pupils identified as having additional needs. Parents will be involved at each stage of the process. and identify children and notify the special needs co-ordinator, who will support the teacher in

- An appointment will be made by the class teacher to meet all parents/ carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the school or the parent thinks this is appropriate.
- We make sure that parents are given information about the Parent Partnership board which can provide them with independent advice and support.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable. We aim that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- IEP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All IEPs and reviews will be copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- Parents/carers' evenings provide regular opportunities to discuss concerns and progress for children at school action plus . Parents/carers are able to make other appointments on request.
- Children at school action plus are reviewed in addition to parents' evenings at least twice a year in meetings involving the SENCO and teaching staff as well as any external agencies that have been involved in assessing or providing for the child. Where these external agencies are unable to attend reviews any reports or assessments they have provided will be discussed with parents.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

Individual Education Plans:

Learning targets are identified and set for all pupils at Norfolk Primary School. These are differentiated according to pupils' ability. Teachers plan each lesson to meet these differentiated learning targets. In addition, most children with special needs will have further, more personal learning needs that will require an Individual Education Plan (IEP.) The IEP contains information about:

- the short term targets set for the child
- the teaching strategies to be used
- the provision to be put in place in class, in small group or one to one work and at home
- when the plan is to be reviewed
- success and/or exit criteria
- outcomes

IEP's are usually reviewed twice a year. We are currently using IEP Writer Version 3. software to help teachers to write IEPs.

ADDITIONAL SUPPORT

Support for staff and liaison with outside agencies from the education support services of Children and Young people's Directorate. (CYPD)

Teachers are encouraged to make an early response should a child be experiencing difficulties in school. The termly tracking of pupil progress enables teachers to quickly judge the amount of progress each child is making and the extent to which children are working at age related expectations. When teachers have a concern their initial contact is with the S.E.N. co-ordinator. According to the needs of the child it may be necessary to enlist the support of one or more of the following agencies over a period of time.

Educational Psychology Service:

The school educational psychologist is Denise Bentley. She discusses and prioritises her workload with the SENCO each term in order to identify which children she will work with. Referral to the Educational Psychology Service is done where the school needs additional advice to develop strategies to meet the needs of pupils. Such referrals are always made in consultation with parents.

Learning Support Service

Additional assessments of pupils' learning needs are carried out by the Learning Support Service. These can be very helpful where a child is still not making accelerated progress despite wave 2 or wave 3 interventions, and can help to identify underlying specific learning difficulties such as dyslexia. An initial referral to the learning support service is done in consultation with parents. The assessment reports provide a detailed picture of a child's strengths and weaknesses and give suggestions for IEP targets. The school can then request further monitoring assessments to evaluate whether a child is responding to interventions. Our Learning Support Service advisory teachers are Sue McDonagh – early years and Maureen Ambler – KS1 and 2.

Behaviour Support Service

Referrals are very occasionally made by the school's behaviour support team to the CYPD behaviour support service. This team will discuss the behaviour and offer advice about strategies to manage and address behaviour concerns for individual children.

Autism team

A diagnosis of Autism is made by the medical profession. Where school is made aware of such a diagnosis being investigated or confirms the SENCO will make a referral to the CYPD Autism Team. This team offer specialist advice and monitoring and will attend review meetings to discuss appropriate strategies with teachers, parents and support staff.

Support for staff and liaison with outside agencies from health or Social Care services of the Children and Young people's service (CYPD)

Speech and Language Therapy

The school has a designated speech and language therapist who provides assessment and brief blocks of therapy for children referred to the service. Referrals come from health visitors and parents but can also be made by the school in consultation with parents. The SENCO facilitates this service by ensuring that rooms are provided for the sessions and that the appropriate schools staff are aware of the work being done. The prioritising of the Speech therapy sessions is done on a termly basis by the SENCO and Speech Therapist.

Enhanced Speech and language Therapy Service

Where a child has been assessed as having a specific language impairment the enhanced speech and language therapy service will offer blocks of therapy over a full term, involving a teaching assistant from within school to follow up work between sessions. Referrals to this enhanced service are made by the school or early years speech therapists.

Child and adolescent mental health services (CAMHS)

When a child is having emotional and / or behavioural difficulties that are causing concern at home parents are encouraged to seek advice from their own GPs, who may make a referral to the CAMHS team. There is often a lengthy wait for this service, during which the school will offer informal advice and support to parents via the pupil support team headed by Jackie Sykes. Where a referral to CAMHS results in a diagnosis of attention deficit hyperactivity disorder a child may be prescribed medication. The school does work with parents to provide a mid-day dose of prescribed medicines provided all the correct procedures are followed – (See school prospectus and medicines policy.)

Social Care

As part of our commitment to the safeguarding of children and the Every Child Matters principle, we will refer children to Social care professionals when we feel that a child is at risk. Our child protection policy outlines the outlines our responsibilities and procedures to safeguard children. The SENCO will discuss any child who is felt to be at risk with the Child Protection Liaison Teacher (CPLT) or deputy CPLT who will complete a Common Assessment Form (CAF) if they feel it necessary. When a family has a social worker or family support worker we liaise with this service to support parents/ carers involvement in planning and providing for children with special educational needs.

BUDGET AND RESOURCES

Teaching materials

We accept a variety of means of recording and provide specific aids to scaffold learning when appropriate, for example the use of Clicker word-processing software. We assess written material for suitability of reading level and provide differentiated learning resources as necessary. We organise our classrooms to ensure access to resources is appropriate to all the children's needs. There is a special needs budget to provide resources. The school recognises the need to provide the maximum amount of assistance for children with special needs, given budgetary limitations.

Reading Recovery

The school has a commitment to providing Reading Recovery in Key Stage 1 with a trained Reading Recovery Teacher, partially funded from the national "Every Child a Reader," initiative. The school has a lead role within Sheffield to develop this work and disseminate good practice. The Reading Recovery Teacher works with the SENCO and Key Stage 1 phase leader and teachers to identify target children from Y1 and Y2 for reading recovery and the Fischer Family Trust reading programme. The support is provided daily for up to two terms and progress on the programmes is carefully monitored to ensure that

children reach age related expectations during the intervention. These early interventions represent a considerable financial investment for the school. Parental involvement is developed as part of the programme. Target children are carefully selected on ability levels and attendance. Where a child's attendance is preventing full access to the programme the staff work with the pupil support officer to address these issues. Ultimately poor attendance (below 90%) will mean that a child will be removed from the Reading Recovery or Fischer Family Trust programme.

Classroom assistants

The majority of the additional educational needs budget of the school is used to employ teaching assistants. These assistants are deployed to accelerate the progress of children by delivering intervention programmes. Other parts of their timetable may allow them to support within the classroom, where they are used to help children in target groups to meet their curricular targets. When learning support is available, priority is given to the promotion of literacy and numeracy. However, we aim to remain as flexible as possible in meeting the differing needs of children and may use learning support in other areas when appropriate

Training

Regular staff meeting time is allocated to the discussion and development of special needs within the school. Appropriate in-service training for teachers and support staff is identified through the completion of provision maps, performance management meetings and Special Needs Reviews, then discussed with the school's CPD co-ordinator. Where additional training has cost implications this is met from the special needs budget.

MONITORING AND EVALUATION

- The main evaluation of the success of special needs policy and provision in school is carried out by the termly tracking of individual pupil progress.

- The assessment co-ordinator ensures that progress of all children is tracked and where pupils are working below the level of the national curriculum, progress is assessed using P-levels.
- The numbers of children on the SEN register at each stage in each year group is reviewed and updated termly by the SENCO. It is reported on termly in the head teacher's report to governors.
- The success of intervention programmes is evaluated termly by looking at the progress of target groups. The range of intervention programmes is reported on annually in the Headteacher's report to governors.
- The SEN reviews provide an opportunity to monitor the effectiveness of provision for individual pupils, and to make use of assessments from outside agencies in evaluating provision.
- Annual reviews for statemented pupils evaluate how effective the deployment of teaching assistants has been in meeting targets for statemented pupils.

This policy will be reviewed in June 2009.

Appendix 1

Teaching assistants trained to deliver specific interventions within Norfolk Primary School:

Multi- sensory dyslexia programme:

Mags Doman, Christine Bratton, Val Robinson)

Fischer Family Trust Reading:

Michelle Shirley, Joanne Thornton, Natalie Burgess, Amanda Siddall

Acceleread / Accelewrite

Mags Doman

Y3 Literacy Support (Quest)

Pauline Strafford, Chris Bratton

Early Literacy Support (ELS)

Natalie Burgess, Lisa Beaumont, Joanne Thornton, Michelle Shirley

Gross Motor Planning Programme

Val Robinson, Amanda Siddall

Time to Talk and Time to Read

Natalie Burgess

Other programmes – staff not trained

Rainbow reading

Mags Doman, Chris Bratton

Wellington Square

Mags Doman, Chris Bratton, Pauline Strafford

Appendix 2

Advice and support services for professionals

Safeguarding Children Advisory Service 0114 205 3535

Behaviour Support Service 0114 250 6865

Primary Inclusion Unit 0114 255 7679

Speech and Language Therapy 0114 226 1782

Educational Psychology Service 0114 250 6800

Learning Support Service 0114 250 6850

Specialist Services Autism Team – 0114 239 8336

Specialist Services – Early Years Team 0114 239 8336

CAMHS (Beighton Clinic) 0114 271 6541

Neurodisability Team – Ryegate Clinic 0114 271 7636

Special Needs Section Derwent House 0114 273 5679

School nurse 0114 273 7083

Appendix 3
Advice and support services for parents/ carers

Parent Partnership Service	0114 292 2161
Speech and Language Therapy	0114 226 1782
Educational Psychology Service	0114 250 6800
CAMHS (Beighton Clinic)	0114 271 6541
Neurodisability Team – Ryegate Clinic	0114 271 7636
Special Needs Section Derwent House	0114 273 5679
School nurse	0114 273 7083