

Stepney Greencoat Church of England Primary School



Special Educational Needs and Disability Policy

May 2012
To be reviewed May 2013

As with all policies, this should be read in conjunction with the Safeguarding and Child Protection policies. We are aware that for children with Special Educational Needs and increased vulnerability, this is particularly relevant.

Rationale

Stepney Greencoat C of E Primary School is committed to providing an appropriate and high quality education for all of the children in our school. We believe that all children, including those identified as having special educational needs, are entitled to a broad and balanced academic and social curriculum which is accessible to them, and to be fully included in all aspects of school life. We are committed to maximum inclusion commensurate with meeting individual needs, the highest quality of education for all children and the efficient use of resources.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

At Stepney Greencoat C of E Primary School we aim to identify these needs as they arise and to provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Objectives

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs and/or disabilities.
- To monitor continually the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers, SENCO, and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated class room provision and quality first teaching, for those pupils recorded as having SEND at **School Action**, **School Action Plus** or with a **Statement**.
- To ensure that pupils with SEND are perceived and treated positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision-making that affects them.

1) Arrangements for coordinating SEND provision

- The SENCO will meet with each class teacher twice a year to discuss additional needs concerns and three times a year to review IEPs.
- At other times, the SENCO will be alerted to newly arising concerns through the additional needs concern form, feedback from pupil progress meetings and will discuss issues arising with the class teacher /Headteacher/Deputy Head – Assessment co-ordinator.
- Targets arising from IEP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
- The SENCO, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with SEN through classroom observation.
- SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by teaching assistants (TAs) throughout the school.
- The support timetable is reviewed at least termly, by the SENCO in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget.
- Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

2) Organisation of support

We make every effort to achieve maximum integration of pupils with SEN and their peers, whilst meeting students' individual needs. Each year we map our provision to show how we allocate resources to each year group. (See school provision map)

3) Identification and Assessment Arrangements, Monitoring and Review Procedures

The school has a system for regularly observing, assessing and recording the progress of **all** children, which is then used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by: class teachers, TAs, the Learning Mentor, the Assessment Co-ordinator.

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCO and parent, the child may be recorded as needing either:

1. Differentiated curriculum support within the class
2. Additional support through **School Action (SA)** provision – this may involve extra phonics support, being part of a group to 'catch up' with numeracy or literacy, having extra adult support within the class. The school's Learning Mentor may also support the child if appropriate.

If after having extra support at School Action the child's progress is not improving the school may decide to request outside involvement from other agencies such as the Speech and Language Therapy service, the Educational Psychologist, Occupational Therapy Dept, Children and Adolescent Mental Health Service – (CAMHS) or the Support for Learning service. The child then moves to **School Action Plus (SA+)** ; parental permission for referrals is always requested.

3. Additional support through **School Action Plus** provision - this could be language group or 1:1 sessions with specialist SEN Teaching Assistants/ Speech and Language Therapist; following programmes, delivered by teachers or TAs under the guidance of an OT or EP.

See Appendix 1 for details of services currently supporting pupils

School request for a statutory assessment

For a child who is not making appropriate progress, despite a period of support at School Action Plus and in agreement with the parents/carers, the school may decide that the child meets the threshold criteria and request that the LA makes a statutory assessment in order to determine whether it is necessary to make a Statement of Special Educational Needs. This step is usually required only for children with complex needs.

Applications to Tower Hamlets will be made using the LA's current criteria for making a statutory assessment. Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

4) Management of SEN within School

The headteacher and the governing body have delegated the responsibility for the day to day implementation of the policy to the SENCO, Mrs Veysey who is at Stepney Greencoat every Thursday.

All staff members have a responsibility for pupils with SEN and show a positive and sensitive attitude. Teaching assistants play a major role in the support of pupils with SEN. The rationale for the deployment of TAs is class-based and pupil-centered.

In line with recommendations in the SEN code of practice 2001 the SENCO is responsible for:

- Overseeing the day to day operation of this policy
- Co-ordinating provision for children with SEN
- Liaising with and advising teachers
- Managing SEN teaching assistants
- Overseeing the records of all children with SEN
- Liaising with parents/carers of children with SEN in conjunction the class teachers.
- Liaising with external agencies.
- Ongoing monitoring and evaluation of the SEN provision.
- Providing termly reports to Headteacher and Governor with SEN responsibility (Robert Scott).

5) Staff development

SEN awareness raising and training issues are identified and prioritised within the schools annual programme of CPD, as part of the schools overall development plan. The school responds to the individual requirements of children and teachers and TAs attend training sessions as appropriate to the current identified needs.

6) Partnership with parents/carers

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process.
- The class teacher will meet with all parents/ carers whose children are recorded as having additional needs. The SENCO will attend this meeting if the school or the parent thinks this is appropriate.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. We give parents/carers the opportunity to play an active role in their children's education.
- All IEPs and reviews will be copied and sent to parents/carers after meetings.
- Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- 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, set out the steps in making a complaint in more detail.

7) Links with other schools/Transfer arrangements

- Early Years Foundation Stage staff will meet with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary the SENCO will arrange a further meeting.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCO will telephone to further discuss the child's needs.
- Children transferring from Stepney Greencoat C of E Primary School to new schools will have a form that gives details of particular needs and additional provision made by the school. The SENCO will discuss these children with other schools on request.

8) Admission arrangements

- Admission arrangements for Stepney Greencoat C of E Primary School are determined by the Local Authority current admissions policy.

- Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.
- Prior to starting school, parents/carers of children with a Statement of SEN or Statement pending will be invited to discuss the provision that can be made to meet their identified needs.

9) Complaints

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation.

If the issue can not be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing. The Headteacher will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the schools *Complaints Policy*. This is available, on request, from the school office.

10) Supporting Documents

Safeguarding policy
Confidentiality policy
Complaints policy
Visitors Policy

Appendix 1

Current services provided to pupils at Stepney Greencoat C of E Primary School

- Speech and Language Therapy (SLT)
- Occupational Therapy (OT)
- Child and Adolescent Mental Health Services (CAMHS)
- Physiotherapy
- Support for Learning Service (SLS):
 - Specific Learning Difficulty (SpLD)
 - Language & Communication
 - Behaviour Support
- Phoenix Outreach Support (Social communication including Autistic Spectrum Conditions)
- Stephen Hawking Outreach Support (Learning Disability)
- Docklands Outreach

A.Veysey May 2011