



Special Educational Needs Policy

St Anne's Fulshaw Special Educational Needs Policy

At St Anne's Fulshaw CE Primary School we believe in equality of opportunity for all children. We recognise that there are children within our school who may have difficulty with their learning and/or who have a disability, which prevents or hinders them from accessing the education normally provided for children of their age group. We also recognise that some children simply learn in a different way and may have specific strengths and weaknesses which affect the way in which they learn. We strive to plan and deliver the curriculum in a varied and dynamic way, ensuring that we cater for children who have a range of learning styles and preferences. We are a fully inclusive school and aim to meet the needs of all learners within the mainstream classroom.

We acknowledge that all teachers are responsible and accountable for the progress and development of the children in their class, including those children who may have support from teaching assistants. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have special educational needs (SEN).

Aims

At St Anne's Fulshaw, we aim to create a love of learning in an environment which provides all children with the opportunities necessary to develop their learning potential and realise their aspirations.

In addition, we aim to:

- secure early identification of children with Special Educational Needs and provide them with the support or opportunities that they need,
- ensure that those pupils with SEN have full access to a broad, balanced and relevant education (1996 Education Act) including the EYFS and the National Curriculum, and wherever possible to provide this within the normal classroom environment through implementation of specific intervention programmes and TA support
- take into account the knowledge, views and experience of parents and outside agencies and to develop positive working relationships with them
- encourage and support children to achieve to their full potential in all areas of the curriculum by creating an environment where their SEN is not a barrier to learning and involvement in school life.
- Work within the guidance provided in the SEND Code of Practice, 2014

Implementation

The Governing Body has a statutory duty towards children with Special Educational Needs and must have due regard to the SEN Code of Practice when carrying out its duties. A governor is appointed to the role of Governor for Special Educational Needs to ensure that the necessary provision is made. Link governor meetings with the SENCO take place each term to develop a good working relationship.

Class teachers are responsible and accountable for implementing, monitoring and evaluating progress for pupils in their class. Class teachers are also responsible for delivering programmes of extra or additional support for those pupils who need it with the support of the SENCO as required. Teachers fill in and update class provision maps to help them monitor the effectiveness of the interventions provided. The SENCO is responsible for scrutinising and evaluating the impact of all the support provided.

Special Educational Provision

This is provision that is different from or additional to that normally available to pupils of the same age.

Identifying Special Educational Needs

Early identification of issues that children may have with their learning is essential. This is initially the responsibility of the class teacher, with support from the SENCO. Formal discussions and scrutiny of EYFS profile data helps with initial identification of strengths and weaknesses of each cohort as they reach the end of their Reception year. Our on-going programme of assessment, observations of children and scrutiny of work throughout school supports us in the identification of children who have particular learning issues or who are not making adequate progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rates of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

There are four broad areas of need and support:

- Communication and interaction
- Cognition and learning
- Social, emotion and mental health difficulties
- Sensory and/or physical needs

A Graduated Approach to SEN Support

The previous model of School Action and School Action Plus has been replaced by SEN Support, a graduated approach to supporting children and young people with SEN.

Quality first teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Some pupils will need additional, often short term support to give them a 'boost' at certain times in their school life. This support is discussed with parents and includes interventions such as ELS, Motor Skills, High Five, Inference and Black Sheep resources to help in specific areas such as reading, maths, emotional awareness etc. These children will be placed on an '**Initial School Support**' register. Class teachers monitor and evaluate this additional support through class provision maps.

Some pupils have needs or difficulties that will necessitate us to take further more individualised action to remove barriers to learning. This **SEN Support** takes the form of a four-part cycle (assess, plan, do, review) School Focus Plan, with a growing understanding of the pupil's needs and what supports the pupil in making good progress, so securing good outcomes. This SEN Support draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of the pupil.

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, we will consider involving outside agencies and specialists. Parents will be involved in any decision to involve specialists and informed of what was discussed and agreed. SENCO, teacher, parent and specialist should agree the outcomes to be achieved through the support, including a date by which progress will be reviewed. School will arrange to meet parents at least three times a year.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a child, the child has not made expected progress, the school will consider requesting an Education, Health and Care needs assessment (EHC).

Attached to this policy is a detailed review of the graduated approach to SEN support.

The Role of the SENCO

The SENCO has overall responsibility for the provision of appropriate support for all children with special needs. Our class provision maps reflect any provision which is additional to and different from that which is usually provided. The SENCO will work closely with teachers and teaching assistants to

- identify children with special needs
- draw up School Focus Plans (SFPs)

- monitor progress
- analyse assessments
- ensure appropriate quality resources are available to support teaching and learning
- monitor and evaluate effectiveness of support through an impact of intervention provision map.

Monitoring SEN Provision

Class teachers, with the support of the SENCO evaluate the effectiveness of the support in place in their class through their class provision maps:

The SENCO will use the information in these class provision maps to assess the overall effectiveness of SEN provision at St Anne's. Interventions and support will be evaluated to give an effectiveness rating. Those which have a high effectiveness rating i.e those which are low cost yet offer high output/progress can be targeted to ensure best outcomes for pupils, This information will also be used to plan and prioritise staff training.

Resources

At St Anne's Fulshaw we have an increasing bank of quality resources which support and enrich our SEN provision across all areas of the curriculum. They fall into several categories:

Identification: these help us in our assessment of a child's needs. We use the British Picture Vocabulary Test, Verbal and Non Verbal Reasoning Tests, Single Word Spelling Test, YARC, Neale Reading Test, PM Benchmarking, Nussy and a Dyscalculia assessment. We also have staff that are trained to assess for Irlens and Dyslexia.

Delivery: we have a wide range of materials available to support us in delivering high quality intervention programmes such as

- ELS / Quest / Hi Five / Fischer Family Trust Wave 3 Literacy Support
- Narrative Therapy and Talking Partners
- Talking Maths / Wave 3 Maths / Dyscalculia Resource Book
- Speed Up/ Motor Skills United
- Emotional Literacy (NFER)

Support and Enrichment: Computer software such as the Widgeon Symwriter and Communicate in Print 2, Nussy, Wordshark, Numbershark, reading schemes for older pupils who are reading well below their chronological age eg Barrington Stokes. We also make use of loan facilities at the Education Library Service to borrow other suitable reading materials such 'Rapid Readers' which are suitable for children with dyslexia.

The classroom is an important resource and as such we strive to make effective use of them through the use of visual timetables, wall displays, easy access to materials such as whiteboards and pens, 'have a go' pads, topic vocabulary etc to support the children's learning.

Effective use is made of adult resources to deliver Intervention programmes and activities to support pupils. These include 1:1 reading support, support within the classroom and regular memory and phonological activities.

Professional Development

The SENCO, teachers and teaching assistants have the opportunity to attend courses and other training on the identification and teaching of children with Special Educational Needs. Examples of recent training includes: Inference Training, Autism Awareness Training and Boxall Profile.

Involvement of Children

Views of children are sought according to the age, maturity and capability of the child. Children are involved in setting targets and in the review of their progress. We encourage them to think about how they learn best and endeavour to increase their awareness of their strengths and weaknesses.

Parent Partnership

We recognise the importance of developing positive partnerships with all parents, especially those of children with special needs. Parents are involved in decisions to offer additional support and their views are actively sought.

We ensure that parents are aware of the 'Parent Partnership' service that is run by Cheshire East LA to offer advice and/or support for parents with children who have special needs. Regular newsletters and information bulletins are sent into school and distributed to parents or displayed as appropriate.

Reviewing the Policy

This SEN Policy will be reviewed annually.

Reviewed 02.05.17