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Special Educational Needs Policy

Every teacher is a teacher of every child or young person including those with SEN

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (Jan 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Jan 2015)
- Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)

"The purpose of education for all children is the same; the goals are the same. But help that individual children need in progressing towards them will be different. Whereas for some, the road they travel towards the goal is smooth and easy; for others it is fraught with obstacles." (Warnock Report, 1.4)

MISSION STATEMENT

We at St John with St Michael CE Primary School aim to promote the physical, mental, moral and spiritual development of the children in the light of the Christian Gospel.

Aims:

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- To provide a supportive teaching and learning environment for all children attending, equipping them with the necessary skills for adult life.
- To provide opportunities for children to explore their own moral and spiritual development within the Christian Faith whilst preparing them for life in a multicultural society.
- To provide a caring, positive climate which celebrates the achievements of all within a structured environment where children feel safe.
- To develop a relationship with parents based on mutual respect.
- To actively support and serve the local churches and community.

Objectives

At St John with St Michael School the emphasis is on a whole school approach. All staff accept responsibility for providing all children with realistic learning goals in a broad-based, appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches. The National Curriculum Council stated that participation in the National Curriculum by pupils with special educational needs is most likely to be achieved by encouraging good practice for all pupils and that the majority of pupils with learning difficulties simply require work to be suitably presented and differentiated to match their need.

Our objectives are-

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinator(SENCO) who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

We therefore intend . . .

- ❖ To have regard to the Code of Practice on the identification and assessment of special educational needs.
- ❖ To follow the guidelines laid down by Lancashire Education Authority.
- ❖ To work in partnership with the child, parent/carers, all staff, governors and outside agencies.
- ❖ That class teachers will use a range of differentiation to provide effective learning opportunities for all pupils.
- ❖ Where a child is identified as not making adequate progress provision that is additional to or different from that provided as part of the school's usual differentiated curriculum will be given.
- ❖ To recognise the importance of early identification and if the child's difficulties prove less responsive to the provision made by the school, then an early start can be made in considering the additional help the child may need.
- ❖ Where a child is identified as having special educational needs, they will be included on a class provision map that highlights each individual child's needs. Realistic targets will be set and the plans will be reviewed/evaluated regularly and involve the child, parent, teacher and all support services.
- ❖ Enhance self-esteem by setting appropriate targets and celebrating achievement of these.

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- ❖ To use a variety of complementary approaches to support the class teacher and child – differentiation, 1-1, group, whole class, within the class or withdrawal when appropriate.
- ❖ To include the child within the class, wherever and whenever practicable.
- ❖ Endeavour to use all resources appropriately and efficiently.
- ❖ Make full use of all the support agencies that have been made available through the LEA.

Code of Practice

The Code of Practice offers guidance designed to help schools make provision for pupils with special educational needs following Identification and Assessment of Special Educational Needs.

The following pages set out the model of Assessment and Provision that St John with St Michael School will provide in line with the new Code of Practice.

Areas of Need

Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The areas of need are:-

- ❖ Communication and Interaction
- ❖ Cognition and Learning
- ❖ Social, Emotional and Mental Health
- ❖ Sensory and/or Physical

It is important to be aware of the areas that do not constitute as SEN but may impact on progress and attainment-

- ❖ Disability
- ❖ Attendance and Punctuality
- ❖ Health and Welfare
- ❖ EAL
- ❖ Being in receipt of Pupil Premium Grant
- ❖ Being a Looked After Child
- ❖ Being a child of Serviceman/woman

Identifying behaviour as a need is not an acceptable way of describing SEN. Any concerns relating to a child or young person's behaviour will be described as an underlying response to a need which will be recognised and identified. Behavioural difficulties are usually complex. Poor work attitudes and under-achievement, poor concentration levels, miss-match of work to child, personal and home problems, lack of appropriate resources, movement around the room/school, unstructured days, constant change are some of the factors that need to be addressed.

Identification and Assessment

The Code of Practice (2015) states- "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- ◊ has a significantly greater difficulty in learning than the majority of others of the same age, or 6

♦ has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind."

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014). The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching. (Pg. 88 Section 6.37)

Therefore the importance of early identification, assessment and provision for any child who may have special educational needs cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular child. If a difficulty proves transient the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

Any of the following may trigger a concern. The child and parent/carer are involved throughout.

- ❖ Parents/carer
- ❖ Child
- ❖ Class teacher assessment
- ❖ Any of the support services mentioned later
- ❖ Records – transferred from another school
- ❖ Base line assessments
- ❖ EYFS profile / SAT results
- ❖ In-house testing and assessment
- ❖ Pupil tracking

In identifying children who may have special educational needs we can measure children's progress by referring to:

- ❖ their performance monitored by the teacher as part of ongoing observation and assessment
- ❖ their performance against the level descriptions within the National Curriculum at the end of a key stage
- ❖ standardised screening or assessment tools.

English as an Additional Language

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Lack of competence in English must not be equated with learning difficulties as understood in the Code of Practice. We would look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. Advice would be sought from the EMA unit when necessary.

School Model of Assessment and Provision

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The Code of Practice states- "High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less."

The quality of teaching for all pupils, including those at risk of underachievement will be reviewed regularly by the SLT team and subject leaders through observation, monitoring and book scrutiny. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties the key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways i.e.:-

- ❖ closes the attainment gap between the child and their peers
- ❖ prevents the attainment gap growing wider
- ❖ is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- ❖ matches or betters the child's previous rate of progress
- ❖ ensures access to the full curriculum
- ❖ demonstrates an improvement in self-help, social or personal skills
- ❖ demonstrates improvements in the child's behaviour

If a child's progress is inadequate the class teacher will provide interventions that are **additional to** or **different from** those provided as part of the usual differentiated curriculum offer and strategies.

Initially this may be within a Wave 2 intervention plan, examples of Wave 2 actions at St John with St Michael are:

- Numeracy or Literacy intervention groups to work on specific targets within a small group
- Better Reading
- 1:1 intervention with specific teaching
- Booster/intervention groups taught by the classteacher, particularly when student teachers are on placement

If these interventions do not improve progress for the child then a more individual approach will be taken and the Child will move to Wave 3 interventions. This is known as SEN Support.

SEN Support

The ASSESS – PLAN – DO – REVIEW cycle will be applied for any SEN Support.

Assess- The triggers for SEN Support could be-

- Little or no progress in specific areas over a substantial (e.g. 2 terms) period when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need
- Continuing to work substantially below that expected for children or young people of a similar age within the framework or curriculum and in developing literacy and mathematics skills from Key Stage 1
- Ongoing difficulties in communication or interaction that impact upon the development of social relationships and cause substantial barriers to learning
- Sensory or physical needs that require additional specialist equipment or regular visits for direct intervention or advice from practitioners from a specialist service
- Emotional or behavioral difficulties which substantially and regularly interfere with the child's own learning or that of the group despite an individual plan to manage behavior safely *SEN COP 4:31 / 5:56 / 6:64*

Plan- Suitable intervention will be planned and recorded on the Intervention Provision Map.

Do- Children deemed as needed SEN Support will be provided with-

- Intervention at Early Years with an appropriate staffing ratio to facilitate increasing opportunities for individual or small group programmes and / or support whilst additional external expertise must be sought to inform the setting staff's ability to include the child in their setting.
- Intervention by the teacher or teaching assistant to provide and/or oversee a minimum of 30 minutes per day for individual programmes and a minimum of 1 hour daily for in class support. Advice from professionals with specialist knowledge in the child or young person's identified areas of need may be requested.

Targets for these interventions should be recorded on the school's provision map.

Examples of Wave 3 / SEN Support:

Intervention	Targeted Age group NB it may be appropriate to use with pupils outside of targeted age group dependent on identified need	Description
Read Write Inc	Yr 1 upwards	For those children who struggle with basic literacy. TA works with individual for 20mins a day.
Action Words Stage 1	Reception upwards	Teaches a sight vocabulary by assigning a meaningful action to each high frequency word. Adult works with individual, pair or small group on 5 new words per week.

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Intervention	Targeted Age group NB it may be appropriate to use with pupils outside of targeted age group dependent on identified need	Description
Word Shark	Ages 7 - 11	A computer programme featuring 55 specially designed games to teach and reinforce reading and spelling.
Acceleread, Accelewrite*	Yrs 3-6	Uses a talking word processor to type sentences following phonic patterns. TA with individual child for 20mins a day for 4 weeks.
Better Reading Partnerships*	Yrs 1-6	The adult reads 1:1 with the child 3 x per week for approximately 25 mins, over 10 week period. Intervention emphasises parental involvement and the aim is that the child will develop independent reading strategies. Most successful with children who have less severe difficulties.
Toe by Toe*	KS2 upwards	A highly structured, multi-sensory, small steps programme for the teaching of reading. Daily 1:1 sessions of 10 - 15 mins with teacher, TA or parent.
Beat Dyslexia Books 1 - 6	KS2 upwards	A phonically based programme using multi-sensory techniques. Best delivered 1:1 or in a small group.
Addacus Book 1 - numbers 1-9 Book 2 - numbers 10-99	KS 1 upwards	Programme focusing on basic number concepts and the significance of place value. Follows a similar structure to Beat Dyslexia.
Supporting Children with Gaps in their Mathematical Understanding	KS1 and 2	Focus on number and calculation; problem solving and developing mathematical vocabulary are integrated into the materials. Teacher works with individuals or small group for 10 - 15 mins followed by TA focusing on spotlights 5 - 15 mins at a time until concept is grasped.

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Intervention	Targeted Age group NB it may be appropriate to use with pupils outside of targeted age group dependent on identified need	Description
Number Shark	Ages 7 - 11	A computer programme featuring 40 different activities for practice in addition, subtraction, multiplication and division through finely graded topics.
Madeline Portwood – Developmental Dyspraxia	Ages 6 - 11	A programme to improve fine and gross motor skills. Individual or small group with TA, 20 mins, 3 x per week. A longer term intervention.
Write from the Start Handwriting Programme (Teodorescu)	Ages 4 - 11 years	A perceptuo-motor approach to handwriting. Individual or small group with TA, 15 mins 3 x per week. The programme leads naturally into any formative writing scheme that uses cursive (joined) writing.
Speed Up	Ages 8 - 12 years	A multi- sensory handwriting programme to promote non-visual sensory awareness of writing rhythms and patterns. TA with small group, 3- 5 x per week for approximately one term.
SEAL silver Activities	Ages 5 - 11	Small group activities to support the SEAL themes on Beginnings, Getting on and Falling out, So no to Bullying, Good to be me, Going for Goals, Relationships and Changes.
Visual Memory Skills / Auditory Memory Skills	Ages 6 - 11	Activities to boost the child's visual / auditory memory.
IDL	Ages 7- 11	An interactive program used to increase a child's reading and spelling age.

Review- If after SEN Support a child is still not making progress a decision may be taken to request help from external support services, both those provided by the LEA and by outside agencies.

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The above is a graduated response of action and intervention when a child is identified as having special educational needs, but must not be regarded as steps on the way to statutory assessment, as some children will require less rather than more help if the interventions work successfully. The interventions are a means of matching special educational provision to the child's needs, and are therefore part of the continuous and systematic cycle of planning, action and review within our school to enable all children to learn and progress. Advice and support may be requested from the Educational Psychology Service and a Consultation Request will be made.

Following consultation advice would be taken as to future and further action. This may be through continued support within school or it may be deemed appropriate to request a statutory assessment.

Statutory Assessment of Special Educational Needs

A child will be brought to the LEA's attention as possibly requiring an assessment through:-

- ❖ a request for an assessment by the school
- ❖ a request for an assessment by the parent or
- ❖ a referral by another agency e.g. health authority, social services.

At St John with St Michael Primary School if, after we have taken action to meet the learning difficulties of a child, the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school or setting then we would make a request to the LEA for an assessment.

When a child is brought to the attention of the LEA by a request for a statutory assessment, the LEA must decide within six weeks whether to carry out such an assessment.

In considering whether a statutory assessment is necessary, the LEA will wish to:

- See evidence of the school's assessment of the child's learning difficulties;
- Secure evidence of the child's or young person's academic attainment and to understand why the child or young person has achieved the levels shown;
- Establish what action the setting / school has taken to meet those difficulties - using the graduated approach and using resources normally available to mainstream settings and schools, including part time attendance elsewhere.

All children or young people needing statutory assessment should have clearly identified needs in at least three areas of the SEN Code of Practice:

- Cognition and learning
- Communication and interaction
- Physical and sensory, and
- Social emotional and behavioural development at a significant level.

If an EHC plan is provided, teachers will monitor and informally review progress during the course of the year using the normal curriculum and pastoral monitoring arrangements for all pupils as well as maintaining Intervention Provision Maps as appropriate.

All EHC plans must be reviewed at least annually, but if a child's special educational needs change, a review is held as soon as possible to ensure that the provision specified in the statement is still appropriate.

SEN Provision Map

A SEN Provision Map should be used to plan the interventions for individual pupils and groups.

It is the structured planning documentation of the differentiated steps and teaching requirements needed to help the students achieve identified targets. Provision Maps should be reviewed at least termly.

A Provision Map should include information about:

- ❖ the short term targets set for or by the pupils
- ❖ the teaching strategies to be used
- ❖ the provision to be put in place
- ❖ success and/or exit criteria
- ❖ outcomes (to be recorded when provision map is reviewed)

Monitoring and Reviewing Provision Maps

Ideally Provision Maps should be continually kept under review. However the success of all provision maps will be evaluated three times a year (Sept/Oct, Jan/Feb, April/May). This applies equally to the SEN Support Register.

Graduated Response

Interventions as described at SEN Support will encompass an array of strategies and embody the following principles:

- ❖ provision for a child with special educational needs should match the nature of their needs
- ❖ there should be regular recording of a child's special educational needs, the action taken and the outcomes.

Record Keeping and Assessment

The records kept in school are appropriate for all children, as are the National Curriculum assessment folders to compare. It is important that records for all children are accurate, yet as positive as possible. This is particularly important for children with special needs. The following tests, if appropriate, will be used and recorded in the individual child's SEN file for any child who on the special needs register. These help with the setting up of targets on the provision map and aid outside agencies as well as school in the monitoring of progress. All tests/assessments that are done for all our children in school (Phonics assessments, APP, SAT, QCA, CGP).

KS1 and 2 SATs – Special arrangements such as extra time, readers or scribes will be allocated as required to meet individual needs and in line with NAA "Assessment and Reporting Arrangements".

School Special Needs Folder

This is kept by the SENCO and highlights children who need additional support/help over and above what the class teacher would normally be doing in meeting the needs within his/her class. It contains SEN Provision Maps and any other relevant information on individual children.

During the year children's needs change. They may cease to need support, and so an appropriate comment can be added.

(See Monitoring and Reviewing IEPs.)

Other Records

Some teachers may keep anecdotal records, which are part of their continuous assessment.

- ❖ Mark books
- ❖ Individual records of support work kept by the support teacher
- ❖ Records of children who are working on specific programmes
- ❖ Guided Reading /individual reading interview sheets
- ❖ Post it notes to support APP

Most of these records are part of continuous assessment. At least once each term (Oct/Nov, Feb/March, June) assessments are analysed to note if any children are not reaching national expectations or if there are not making expected progress. At this point the staffing team decide on the provision mapping required to meet these needs during the following term. The assessment records, along with discussions with the class teacher, are used to highlight a child's difficulties and provide the necessary information about how to proceed with support.

Records should always provide precise positive information about what a child can do, and about what steps are being taken to help him make progress. They should be passed on at the end of the academic year. Information is vital for the teacher to decide what is the next step forward and of great importance when a child is referred to an outside agency such as the School's Psychological Service must be accessible both in terms of its location and its content to parents and all support agencies. (See Assessment Policy.)

Medical Information

The school database is updated as and when information comes into school. Any major changes are passed on to the teacher straight away. Updated class medical information is passed on to the teacher every term and kept in the school register.

However a medical diagnosis or a disability does not necessarily imply SEN. It is the child's educational needs rather than a medical diagnosis that must be considered. However medical conditions may have a significant impact on a child's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore consultation and open discussion between the child's parents, the school, the school doctor or the child's GP and any specialist services providing treatment for the child will be essential to ensure that the child makes maximum progress.

The Role of the Support Team

The agreed role of the special needs team is to support the work of class teachers by offering specific and general support to children who are experiencing learning difficulties in either the long or short term.

The SEN nominated Governor meets regularly with the SENCO to discuss SEN issues. The team will have regard to the Code of Practice. We will work closely with and support class teachers in the early recognition, assessment and testing of children. We will work closely with parents meeting as and when necessary.

We will coordinate the writing of the Provision Map and all contributions of those involved. We will regularly test and set new targets (long and short term) when appropriate and work with the named children within the class, a group or 1-1 as appropriate. We will plan reviews at least three times a year with the parents, child and class teacher.

The objectives are:

1. To help children to cope with broad-based curriculum and to make progress through the National Curriculum by:-
 - a) testing, assessing and reviewing the needs of the individual child at least twice a year and the writing of the provision map.

- b) setting achievable targets in a 'small steps' approach
- c) working in partnership with child, parent, staff and any relevant outside agency
- d) giving access to appropriate resources and encouraging independent use
- e) giving support in the classroom with a variety of tasks where appropriate
- f) providing additional encouragement and praise to promote self-esteem, motivation and concentration by using a system of awards (praise, stickers, certificates, special mentions, etc)
- g) monitoring children e.g. those who wear spectacles, or who have short term needs
- h) offering counselling when needed.

The role of the SENCO

- ❖ overseeing the day-to-day operation of the school's SEN policy
- ❖ coordinating provision for children with special educational needs including reviewing SEN resources
- ❖ liaising with and advising teachers
- ❖ managing learning support assistants
- ❖ overseeing the records of all children 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 LEA's support and educational psychology services, health and social services, and voluntary bodies
- ❖ attend appropriate training to support the role, to disseminate to staff and to use the school development plan to implement new developments
- ❖ work closely with the nominated Special Needs Governor
- ❖ monitor, evaluate and review the special needs budget in relation to provision for individual needs and deployment of support staff.

Ideas to assist with the meeting of SEN

We do need to be particularly aware of some children who have SEN.

Children who learn at a slower rate than their peers or who are developmentally delayed, so that they progress more slowly and may need some support with classroom tasks, either from the class or a support assistant/ teacher.

Children who have specific learning difficulties often involving language tasks. This may become more apparent as the child grows older and fails to make as much progress as his/her peers. They will often require modification of some tasks and structured activities to work on specific skills. The class teacher will be given support. The child may get additional support from school or external support services.

Children with physical handicaps which affect their learning, including speech problems, impaired vision and hearing, fine and gross motor or mobility problems. These children need particularly careful monitoring, to check they are making good progress, but they may not necessarily need extra support. The needs of individuals with mobility problems have to be addressed when planning educational visits, and all aspects of PE and movement between the school sites.

Children who are underachieving due to behavioural difficulties and poor work attitudes. These children may have learning difficulties which may be the cause of their problems, and they will need a positive approach and careful monitoring, ideally before the problem becomes acute.

Children who are passive or withdrawn. These are easily overlooked, but may not be making acceptable progress in academic and/or social skills.

We also need to be particularly aware of new entrants, children who are absent for an extended period, children who are coping with family crises, and children who are the victims of abuse.

Planning the Curriculum

It is vital that children with special needs do not have a narrow curriculum, particularly with the demands of the National Curriculum. Effective management, school ethos and the learning environment, curricular, pastoral and behaviour management arrangements can help prevent some special educational needs arising, and minimise others. Differentiation of learning activities within the curriculum framework will help us meet the learning needs of all children.

The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all pupils and offers three key principles for inclusion:

- ❖ setting suitable learning challenges
- ❖ responding to pupils' diverse needs
- ❖ overcoming potential barriers to learning and assessment for individuals and groups of pupils

The "small steps" Approach

It is very important to realise that many children have complex, inter-connected needs and they should not be categorised or labelled. St John with St Michael School will endeavour to build on what a child already knows in a 'small steps' approach. It is more valuable to think in terms of individual differences and achievements rather than deficits from within children. We must be aware that children's needs and difficulties can be linked to a mismatch between task demands, levels of concentration and the child's ability/disability.

The main aim is always to give children access to all aspects of the curriculum, with priorities which are:

- Real – relating to the child's needs
- Relevant – so that the child sees the purpose of the activity
- Realistic – so that the child can achieve success

This means – differentiation of work by:-

1. Using a multi-level approach in the classroom with tasks matched to the individual needs of the children.
2. Breaking difficult tasks down into more manageable parts, across the curriculum.
3. More attention to the child's point of entry.
4. More variety between practical and written tasks.
5. Making use of computers and other technology.
6. Building on a child's strengths and interests, rather than dwelling on his weaknesses.
7. Modifying of worksheets and activities when necessary.
8. Being aware of the differing concentration levels of children within the class.
9. Praising and enhancing self-esteem.
10. Setting achievable targets.
11. Effective use of additional staff, parents and other children.

Classroom Organisation

It is important to ensure that this facilitates learning for all children, but particularly for those with special educational needs.

This can be achieved by:-

1. Flexible grouping arrangements, to allow children variety and the stimulus of working with different children. Children with learning difficulties benefit from mixing with their peers and must be encouraged to do so.
2. Peer support and in some cases peer group tutoring can be valuable, although its implications need to be carefully considered.
3. Parents, grandparents and other adults can provide invaluable help in the classroom with children with learning difficulties, helping to develop oracy, working with the computer, and developing individual skills. All parents of children are welcomed in school. Some of our parents have had unpleasant experiences of school themselves, and may need extra encouragement to come in.
4. Children with special needs should be encouraged to be active not passive learners, and given as much responsibility as possible for their own learning and classroom environment. It may mean that the class teacher needs to re-assess the physical class room organisation depending on size and make up of the class.

Roles and Responsibilities

The governing body has important statutory duties towards pupils with Special Needs as outlined below:-

The SEN Register

The school maintains a SEN register which contains details of all children identified as having special educational needs. This is recorded on the SIMS data base and CPOMs. This is confidential. The register is continually being revised and updated.

Access and Integration

Our aim is for all children to have access to a broad and balanced curriculum, meeting their educational, emotional, social and spiritual needs. All will have access to all National Curriculum subjects at the appropriate stage and programme of study. All children within St John with St Michael are encouraged to be involved in the wider aspects of school life where individual skills and prowess can boost self-esteem and gain respect from peers.

Admission Arrangements

Following LEA and our agreed admission and equal opportunities policies, a child will be offered a place within the family of St John with St Michael School if it is available.

It is important when registering a child, that the parent/carer fills in the information sheet/medical information honestly and informs the school of any previously identified special needs.

Support Sources

We do not have any special unit attached to our school, but have access to and benefit from a wide range of support services through Lancashire Education Inclusion Service together with other agencies with whom we aim to work in partnership.

- ❖ Educational Psychology Service
- ❖ Social Services
- ❖ School medical service

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- ❖ Speech therapists
- ❖ Lancashire Counselling Service
- ❖ Children's Centres
- ❖ Secondary school liaison
- ❖ CAMHS/ELCAS
- ❖ St John's Church and Shawforth Methodist
- ❖ Police service
- ❖ SENCO Cluster group (East Area)

Building adaptations/special facilities

St John with St Michael School is built on one level with easy access for wheelchair users. The school has a wide disabled toilet for pupil/adult use.

We are fortunate to have the pod room where 1:1, counselling, parental interviews/consultations can take place and which the support services can use. We also have other areas such as the KS2 library and the extended services area which can be used for small group work.

Governor responsible for SEN

The governor responsible for SEN together with the SENCO monitors the most efficient use of the SEN budget. She reports back to the governing body and parents on the effectiveness of the policy.

"At Risk Register"

The Headteacher is responsible for Child Protection issues. All confidential paperwork is kept in the Head's office.

Whole School Staffing

The class teacher accepts responsibility within their day to day management of their class for meeting the needs of all their children. If a trainee teacher is working within the body of the class, then it is beneficial for the class teacher to spend a greater proportion of their time assisting with the special needs within. We have Teaching Assistant support within all classes within the school who contribute greatly to the support of all children within the classes. They excel at helping develop skills in all areas. We must also not forget the invaluable role parents play within our school listening/talking to children, supporting groups and individual children under the direction of the teacher. Also the invaluable support most of our parents give to their own child.

Governor/Staff Training

We will continue to develop staff/governors expertise by making full use of courses provided by the Education Authority, National conferences and other agencies or INSET drawing on staff specialisation. The needs are identified by the individual, the SENCO and through the School Improvement Plan. The school's Performance Management system will assist in highlighting training needs as will the CPD Coordinator.

Partnership with Parents (all those with parental responsibility)

"Parents 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 a child's needs and the best ways of supporting them."

(Special Educational Needs Code of Practice January 2002 p.16)

St John with St Michael CE Primary School

We actively encourage all of our parents to support their child through positive attitudes, giving user-friendly information and effective communication. However all staff should be aware of the pressures a parent may be under because of the child's needs.

To make communications effective professionals should:

- ❖ acknowledge and draw on parental knowledge and expertise in relation to their child
- ❖ focus on the children's strengths as well as areas of additional need
- ❖ recognise the personal and emotional investment of parents and be aware of their feelings
- ❖ ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- ❖ respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- ❖ respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- ❖ recognise the need for flexibility in the timing and structure of meetings.

We aim to inform parents as soon as a child is identified as a cause for concern, so that they are fully involved in the school based response for their child, understand the purpose of any intervention or programme of action, and be told about the parent partnership service.

SENCO/Head, class teachers and SEN support talk both informally/formally to parents in school, may write or telephone if appropriate.

Parents also have a responsibility to communicate effectively with professionals to support their children's education. They should:

- ❖ communicate regularly with their child's school and alert them to any concerns they have about their child's learning or provision
- ❖ fulfil their obligations under home-school agreements which set out expectations of both sides.

We will ensure that parents are fully involved in any discussions leading up to a school's decision to request a statutory assessment.

Partnership with Pupils

We will continue to work towards positive pupil involvement in decision-making related to their development. Most children have their own views on how they see their special needs which may give insight into the problems experienced by both pupils and teacher. From an early age, children with SEN should be actively involved at an appropriate level in discussions about their IEP's, including target setting and review arrangements and have their views recorded. Children should be encouraged to share in the recording process and in monitoring and evaluating their own performance so that every achievement is given a sense of worth, developing confidence and self esteem. As all children are working towards setting achievable targets for themselves within the class then this can only be viewed as a natural extension.

Partnership with Other Schools

The school liaises with all local feeder High Schools in order to ensure the easiest possible transition from primary through to the secondary phase. Planning for transition for some pupils may start as early as Year 5 when, working with parents, individual visits can be arranged to help inform the correct placement for their child. In Year 6, the Year 7 tutor and/or the SENCO visits our school for the transfer of information and to meet the children. The children have the opportunity to spend part of the day 'sampling' life in their new school. The Year 6 teacher

and/or the SENCO discuss each child plus relevant information is passed on. Occasionally, a child may need to visit more often in order to prepare more fully – this is usually a child with an EHC plan and with additional teacher support. We make flexible arrangements whereby the two can visit. All records – assessments, records of achievement and SEN records/provision maps are passed on. If a Year 5 child holds an EHC plan, a review is held in the Summer Term to bring together the family, child and all staff/support services involved. The strengths and areas of concern are looked at as are the needs of the child. The possible High School is also invited to attend. The wishes of the parents are considered carefully. The Area Special Needs Officer will guide and suggest a placement where the child's needs can best be met.

When a child transfers to another primary school, special school or unit, records are forwarded within 15 school days of the child ceasing to be registered at the school to ensure minimum disruption in educational profession and progress. The school always offers the SENCO as a person to contact if further information is needed.

Complaints Procedure

Parents/carers are asked to speak to the class teacher, SENCO or the Headteacher in the first instance. If the matter is not resolved then parents should contact the SEN Governor or the Chair of Governors in writing.

Evaluation of Success

Evaluation of the success of this policy requires evidence of:

1. Increased parental and pupil involvement.
2. Careful monitoring of targets achieved against those set in the IEP.
3. Early identification of SEN.
4. Improvement in standards of achievement by individual children as determined by formal and informal assessment.
5. Staff/governor development with In-Service training.
6. Further developing links with other schools and agencies and within the community.
7. Increased points scores KS1 to KS2