

# **SPECIAL EDUCATIONAL NEEDS POLICY**

## **Mullion C.P. School January 2020**

### *School Vision statement*

*At Mullion CP we aim to:*

- \* Provide a caring and happy environment in which all children feel secure to grow and develop to their full potential*
- \* Create an ethos of mutual trust, respect and tolerance where the entire community is valued*
- \* Encourage independent learners who display self- belief and high expectations of themselves*
- \* Develop creative learners who show responsible attitudes*

### **1. Aims and Objectives**

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the Head teacher or the appropriate governor has been informed that a pupil has special educational needs, those needs will be made known to all who are likely to teach him or her.

The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.

The Head teacher and SENDCo will assess the performance of the SEN department annually by filling a self- assessment form and by looking at performance data . Following this, an Action Plan for the following year will be written.

The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

### **2. Responsible Persons**

The 'responsible person' for SEN is **Mr D Ratcliffe**. The person co-ordinating the day to day provision of education for pupils with special educational needs is **Mrs Ali Broome (SENDCo)**.

### **3. Admission and Inclusion**

All the teachers in the school are teachers of children with special educational needs. As such, Mullion Community Primary School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Education Authority.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with **Education Health Care Plans** and those others with less significant problems.

### **4. Access to the Curriculum**

The National Curriculum will be made available for all pupils. Where pupils have special educational needs, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

The school will make provision for pupils with special educational needs to match the nature of their individual needs and the class teacher and SENDCo will keep regular records of the pupils' special educational needs, the action taken and the outcomes.

There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs. Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

## **5. Providing the graduated response from SEN Group children to those requiring Education Health Care Plans and those with Statements of Special Needs**

The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas : acquiring English and Mathematical skills, presenting persistent emotional and social difficulties, has sensory or physical problems or communication or interaction difficulties, the school will place the pupil on the **Record of Need** and support that is additional to and different from the differentiated curriculum will be provided through an **Individual Education Plan (IEP)** written by the class teacher and SENDCo in conjunction with the parents and child.

The different categories for children on the RON, as stipulated in **The Code of Practice (updated 2015)** are as follows

<b>Communication and Interaction</b>	<b>CI</b>
<b>Cognition and Learning</b>	<b>CL</b>
<b>Social Emotional and Mental Health</b>	<b>SEMH</b>
<b>Sensory and Physical</b>	<b>SP</b>

### **Provision made includes**

- ♦ Classroom organisation and management to suit the needs of the individual
- ♦ In-class support by teacher/teacher assistant
- ♦ Withdrawal for individual/small group work for children needing academic, social and emotional or Speech and language support .
- ♦ Home/school learning tasks set
- ♦ Social and emotional support programmes
- ♦ Use of specialist equipment, including alternative recording methods and sensory resources.

The resources allocated to pupils (see 7) who are not in receipt of an **Education Health Care Plan** will be deployed to implement these **Individual Education Plans** as outlined in the revised **Code of Practice**. Parents will be informed and pupils will be involved in decisions taken at this stage. (See also 8, 11 and 12)

The **IEPs** will be reviewed termly and a new **IEP** written by the class teacher with the support of the SENDCo, parents and children. This **IEP** will be written in a meeting between the child, parents, class teacher and SENDCo .

If a pupil does not make progress despite the school taking the action outlined, advice will be sought from the appropriate support services referred to in Section 8, the **IEP** will be amended accordingly Including details about outside agencies and additional support.

## **6. Identification and Assessment – a graduated response**

Assessments allow the pupil to show what he or she knows, understands and can do, as well as to identify any learning difficulties. Where necessary, pupils will be referred to the SENDCo for diagnostic testing to construct a profile of the child's strengths and weaknesses.

### **The Assessments are as follows:**

Phonics Screening in conjunction with Read Write inc assessments

High frequency word testing

Reading Age and Standardised Score as shown in the Accelerated Reading programme

Spelling age and Standardised Score as shown in the Accelerated Reading programme

Key Maths Objectives

Dyslexia screening Test

British Picture Vocabulary Scale



The **continuing progress** of children with special educational needs will be reviewed through formative and summative assessments as outlined in the **Code of Practice**. **IEP** reviews will be held termly. Additionally, the progress of children with an **Education Health Care Plan** will be reviewed annually, as required by legislation.

Detailed records will be kept of the pupils receiving extra teaching support.

These will include:

- ◆ Informal reading records
- ◆ Phonic checklists
- ◆ Reading Age and Spelling Age
- ◆ Key Maths Objectives
- ◆ Termly tracking of teacher assessment levels

If progress is still not achieved despite intervention from the school and outside agencies, the child may be assessed with a view to receiving a new **Education and Health Care Plan**. Parents, children and all staff working with the child help in the creation of this assessment information and the process should take a minimum of 20 weeks. The **Education and Health Care Plans** will be reviewed annually and measurable outcomes will be put in place for the following year.

Identification of children with special educational needs will be undertaken by all staff through the SENDCo and the appropriate records and forms will be maintained. Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement together with end of Key Stage attainment tests.

The regular administration of informal reading inventories designed to provide a profile of reading achievement, phonic check-lists, records of high frequency words learnt, tracking of key maths objectives, detailed records of work and the results of standardised and diagnostic tests will all be kept up to date.

These records will be passed on to other schools and shared with new class teachers at transition times.

### **Additional Intervention Register**

The school also has a register for children who are performing slightly below Age Related Expectations or who have other needs that need to be accounted for. These children are monitored to see whether they are making sufficient progress and sometimes might join the Record of Need. Likewise, children removed from the **Record of Need** may be kept on the **Additional Intervention Register** in case progress stalls or other problems re- emerge.

## **7. Resources**

The school is allocated funds from the SEN audit in the budget. These funds are devoted to the purchase of teaching hours, teacher assistant support and specialist equipment.

The school supplements this from the base budget.

Mullion CP School uses the following criteria for allocating resources and for children being placed on the Record of Need; Children working at least 18 months below Age Related Expectations on the school data base, Children with significant Social and Mental Health problems, Children with ASD, Children with a specific learning need such as dyslexia, dyspraxia, dyscalculia and children with physical or medical needs.

## **8. Liaison with Parents**

Parents will be informed when their child is placed on the **Record of Need** or when his or her name is removed after adequate progress has been made. They will be invited to attend termly planning and review meetings so that they are involved with decisions made about progress and what they can do to help the child meet his or her targets.

Parents will always be informed when an external agency becomes involved with their child.

Regular liaison is maintained with the following external agencies for pupils needing additional help.

Professionals involved require parental permission and like to meet the parents after assessments and time spent with children.

### **SEN Support Services**

Educational Psychology Service  
Speech and Language Therapists  
ASD advisory Team  
Dyslexia Friendly Team  
The Hearing Support Service  
The Vision Support Service  
Health Service including OT and Physiotherapy Departments  
Education Welfare Service  
Early Help Hub  
Child and Adolescent Mental Health Service  
CHALK /counselling service

### **9 Arrangements for the Treatment of Complaints:**

The procedure for managing complaints is set out in the school's complaints procedure.

### **10. Staff Development**

In-service training needs related to special educational needs will be identified by the Headteacher in consultation with the SENDCo and will be incorporated into the staff development plan.

### **11. Working with Parents**

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success. Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the **Code of Practice**. Communications between the parent and the school will be consistently maintained. Parents will be invited to reviews termly and share the new **IEP**. They will be asked to work with the school towards the IEP targets by agreeing to the parental contribution section in the **IEP**. In the case of children in receipt of an **Education Health Care Plan**, parents will take a major role in deciding upon required outcomes.

### **12. Pupil Participation**

The school will work to ensure that pupils are fully aware of their individual needs and the targets in their **Individual Education Plans**. Steps will be taken to involve pupils in decisions which are taken regarding their education. Those children with an **Education Health Care Plan** will play a major role in assessing their individual needs and planning the required outcomes for each year. In the same way, the review process will involve the individual pupils so that the best possible progress can be achieved and is seen as a joint venture between families, children and practitioners from the teaching and supporting professions.

### **13. Evaluating Success**

This school policy will be kept under regular review. The governors will measure the success of the policy by the achievements of previously agreed targets outlined in the pupils' **IEP**, progress review and/or annual review.

In addition, evidence will be gathered regarding:

- Staff awareness of individual pupil need
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- Improved social and emotional of the children, where this is appropriate
- Pupil attendance
- Consultation with parents
- Number of pupils no longer needing to be on the Record of Need
- Pupils' awareness of their targets and achievements
- Value for money
- Tracking of SEN pupils.
- On-going pastoral needs

Signature:

Date: