

SPECIAL EDUCATIONAL NEEDS POLICY

Mullion C.P. School

September 2014

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 Headteacher 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.

Headteacher, Senco and responsible governor 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 Miss C Hannaford. The person co-ordinating the day to day provision of education for pupils with special educational needs is Mrs H Sandford. [Senco].

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 statements of special educational needs or 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 Senco 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.

Children will take responsibility for selecting their own level of work by using the *star learning* system, choosing from a three way differentiated level of activity. Guidance is available for those children who need help when choosing the appropriate level of learning.

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 behaviour, 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, in a range of ways including:

- ◆ Classroom organisation and management
- ◆ In-class support by teacher/teacher assistant
- ◆ Withdrawal for individual/small group work
- * Parental Involvement in daily learning tasks
- ◆ Home/school learning tasks set
- ◆ Behaviour modification programmes
- ◆ Use of specialist equipment
- ◆ Alternative teaching strategies ICT programs
- * Alternative methods of recording written work

The resources allocated to pupils (see 7) who have non-statemented special educational needs and 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 Senco. This IEP will be shared in a meeting between the child, parents, class teacher and Senco .

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 they know, understand and can do, as well as to identify any learning difficulties. Where necessary, pupils will be referred to the SENCO for diagnostic testing to construct a profile of the child's strengths and weaknesses.

The Assessments are as follows:

Phonics Screening
High frequency word testing
Reading Age and Standardised Score
Spelling age and Standardised Score
Key Maths Objectives
Dyslexia testing

The 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 a Statement of Special Educational Needs or 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
- ◆ Precision teaching ...tracking of High Frequency words learnt and Maths objectives
- ◆ Reading Age and Spelling Age
- ◆ Key Maths Objectives
- ◆ Termly tracking of NC 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.

If the application for the Education Health Care Plan is successful, the child will receive a Personal Budget allocating him or her a specified number of hours support. Parents and the School staff will decide together how best to use this extra financial support. 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 Senco 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 administered by the class teacher or the special educational needs teacher 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.

7. Resources

The school is allocated £3544 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; placement on the Record of Need, Reading Quotients, Teacher Recommendations, SATs, Teacher Assessments.

On the new Record of Need for September 2014, there are 3 pupils for whom a Statement of special Educational Need have been issued, one of whom will be assessed for a New Education Health Care plan in the Autumn Term in readiness for transition to Secondary school in September 2015. There are a further 15 pupils on the RON making a total of 18 in the SEN Group

8. Liaison

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.

SEN Support Services

Educational Psychology Service
Children's Social Care
The Hearing Support Service
The Vision Support Service
Health Service
Education Welfare Service
Early Years Service
Children in Care Officer
Behaviour support team
Special Education Section

Child Adolescent Mental Health Service
Dyslexia Friendly team
ASD Team
Speech and Language Team

The school has links to other schools in the Trust and liaison is maintained ,particularly with regard to transition issues.

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 Senco 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 and helping the school use the money provided in the child's Personal Budget

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 behaviour 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
- Specific tracking of SEN pupils.
- On-going pastoral needs

The school meets the statutory requirements of the SEN Code of Practice.

