



# **Blackheath Primary School**

## **Special Education Needs (SEN) Policy**

**Date of issue:**

**January 2016**

**Review date:**

**January 2019**

## Introduction

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) 3.65 and has been written with the reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE Feb 2013
- SEND Code of Practice (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum
- Safeguarding Policy
- Accessibility Policy
- Teachers Standards 2012

Blackheath Primary School has a designated SENCO (Mrs Wood) who has completed the National Award for SEN (NASENCO award) a legal requirement from the Children and Families Bill, 2014.

Mrs Wood can be contacted at: Blackheath Primary School, Britannia Road, Rowley Regis, B65 9NF or by telephone on 0121 559 1033.

In light of the current reform, this policy has been created by Mrs Wood, with the SEN Governor in liaison with the SLT, all staff and parents of pupils with Special Educational Needs and Disabilities (SEND).

At Blackheath Primary School it is the belief that all children have an equal right to a full and robust education which will enable them to achieve their full potential. We use our best endeavours to secure SEN provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September, 2014):

- Communication and Interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory/physical

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

### **What are Special Educational Needs?**

A child or young person has SEN if he or she has a learning difficulty which calls for SEN provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others at the same age. SEN provision means educational or training provision that is additional to, or different from, that made generally for the others of the same age in a mainstream setting in England. ***Code of Practice 2014.***

Both Mrs Wood and Head teacher, Mrs Nahal, work closely together to ensure the Blackheath SEN policy works within the guidelines and inclusion policies of the Code of Practice, the Local Authority and other school policies in order to meet the needs of all pupils at Blackheath Primary School.

### **Aims and Objectives**

At Blackheath Primary School, we aim to meet the needs of each individual child. We aim to raise the expectations and aspirations of all children including those with SEN. Blackheath Primary staff provide a focus on outcomes for children and young people and not just hours of support. We realise that all children learn differently and at different rates and are committed to provide a suitable learning environment, curriculum and targets to meet their individual needs.

Our objectives are:

- to identify and provide for pupils who have special educational needs and additional needs
- to work within the guidance provided in the SEND code of Practice (2014)
- to operate a 'whole pupil, whole school' approach to management and provision of support for special educational needs
- to provide a SENCO who will work with the SEN Inclusion Policy
- to provide support and advice for all staff working with SEN pupils

## Identifying Special Educational Needs

Provision for children with SEN is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the learning and experience already established during the child's preschool years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCO will use this to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from SEN.

## A Graduated approach to SEN support

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the effective learning leader and all other members of staff, particularly class teachers and teaching assistants, have important day to day responsibilities. All teachers are teachers of children with special educational needs.

[The role of the Effective Learning Leader \(designated school SENCO\) and what provision looks like at Blackheath Primary School](#)

The Effective Learning Leader responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with and advising all staff
- Overseeing the records of all children with SEN
- Liaising with parents of children with SEN
- Contributing to the in service training of staff
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer
- Liaising with external agencies including the LA's Inclusion support, health and social services and voluntary bodies
- Co-ordinating and developing school based strategies for the identification and review of children with SEN
- Coordinating provision in, and access to, Discovery Wellbeing Centre

### **Monitoring Children's Progress**

The school's system for observing and assessing the progress of all children takes place every 6 weeks (each half term) and this provides information about areas where a child is not progressing satisfactorily. Under these circumstances the teacher will identify suitable interventions for that child to catch up, these interventions will be additional to the quality first teaching taking place.

The key test for the need of action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- prevents the attainment gap between the child and his peers from widening.
- closes the attainment gap between the child and his peers
- better 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

In order to help children with special educational needs, Blackheath Primary School will adopt a graduated response. This may include using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of Individual Intervention Plans (IIP's) along with review sheets and provision maps. The Effective Learning Leader will have responsibility for ensuring that records are kept and are available when needed. If we refer a child for an Education and Health Care plan, we will provide the LA with a record of our work with the child so far.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the schools SEN support register with parental permission.

The class teacher after discussion with the Effective Learning Leader will then provide additional interventions that are additional to those being used as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and the Effective Learning Leader and reviewed with the parents and young person.

**Reasons for a child being added to the SEN register may include the fact that he/she:**

- makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress

**Partnership with parents**

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and the transition process.

The school's website contains details of our policy for special educational needs, the special educational needs information report including the arrangements made for children in our school with special educational needs.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the Effective Learning Leader through a school email address and parents have access to the school website which has a detailed section to Special Educational Needs.

### **The Nature of Intervention**

The Effective Learning Leader and the child's class teacher will decide on the action needed to help the child's progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with TA support, Teachers or other Wave 3 intervention such as Catch Up Literacy or First Class at Number.
- Extra adult time to administer the nature of the planned intervention and also to monitor its effectiveness.
- staff deployment and training to introduce more effective strategies.

After initial discussions with the ELL, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parent's will be invited to meet regularly with the class teacher and will have specific time slots to discuss targets for their child. There will be an opportunity to have a meeting with the ELL at any time during the school year should parents wish to discuss the learning of their child at any point during the year. An appointment can be made through the school office.

The ELL will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

### **The use of outside agencies**

Blackheath Primary School has support from several external agencies. Inclusion Support provide the following members of staff to support both children and staff at school.

Laura Jellicoe - Educational Psychologist

Lorna Bickley - Behaviour Advisor

Chris O'Connor - Learning Advisor

Additional external agencies can also be involved to support children with more complex needs such as :

- Complex Communication Disorders
- Preventing Primary Exclusion Team
- Specific Learning Difficulties Team
- Early Years Inclusion Team
- Sensory Support: Hearing impairment /Visual impairment

These services may be involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented the most during the normal classroom setting. The delivery of the interventions set out on an individual intervention plan continues to be the responsibility of the class teacher.

#### **Outside agencies may become involved if the child:**

- continues to make little or no progress in specific areas over a long period of time
- continues working substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematical skills
- has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- despite having received intervention, the child continues to fall behind the level of their peers.

#### **School request for Education Health and Care Plans (from September 2014)**

A request will be made by the school to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous IEPs and targets for the pupil;
- Records of regular reviews and their outcomes
- Records of the child's health and medical history where appropriate
- Attainment levels in literacy and numeracy
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist
- views of the parents

The parents of any child who is referred for statutory assessment will be kept fully informed of the process of the referral. The progress of children with Education Health and Care plans will be reviewed internally every half term, along with the whole school review cycle. They will also have an annual review. When this coincides with transition to High school the SENCO from the High School will be informed of the outcome of the review.



## **Individual Intervention Plans**

Interventions and supportive programmes employed to enable the child to progress will be recorded on an Individual Intervention Plan which will include information about:

- The short term targets for the child
- the teaching strategies/intervention to be used
- the provision to be put in place
- how home can help with the learning and achieving the target
- record entry and exit data which can track how successful an intervention has been
- progress and review for the child every 6 weeks linking to targets
- the impact of the intervention.

## **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have a clear learning focus and teachers differentiate work appropriately, and use assessment to inform the next stage of learning.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. Wherever possible, we have a three way teaching split in certain year groups which helps any children with special educational needs by benefiting from a smaller group of children with additional adult support. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Additionally, from January 2016 children will have access to our Discovery Wellbeing Centre which will offer a range of 'Healthy Minds' therapies supporting our children to achieve a positive mental wellbeing.

## **The role of the governing body**

The governing body will review this policy annually and will consider any amendments in light of the annual review findings.

Signed

Dated: