

Special Education Needs Policy

Date:

March 2018

Review Date:

March 2020

Introduction

Llangwydd Junior School values the contribution that every child can make and welcomes the diversity of culture, religion and intellectual style. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access to all. All children with SEN are valued, respected and equal members of the school.

Equality of Opportunity

Llangwydd does not discriminate against children on the grounds of race, gender or ability. We seek to enable all children to have reasonable access to the curriculum.

‘The purpose of education for all 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 have to travel towards these goals is smooth and easy, for others it is fraught with obstacles. For some the obstacles are so daunting that, even with the greatest possible help, they will not get very far. Nevertheless, for them too, progress will be possible, and their educational needs will be fulfilled, as they gradually overcome one obstacle after another on the way.’ (Warnock Report 1.4)

Success criteria / Objectives

- To actively involve all teachers, LSOs, SNSAs, children, parents and governors in the education of the children who have special educational needs. To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEN.
- To ensure that the needs of pupils with SEN are identified, assessed, provided for and regularly reviewed.
- To ensure that all pupils with SEN are offered full access to a broad, balanced and relevant curriculum to help develop their true potential and to maximise their achievements.
- To have a positive, supportive attitude from staff.
- To develop partnerships with all concerned.
- To ensure the Code of Practice is successfully implemented.
- To develop a climate of warmth and support in which confidence and self-esteem can grow without fear of criticism.

Areas of Needs

We recognise that during their time at our school, many children will have additional educational needs and requirements which may fall into one of the following categories:-

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical
- Medical

Identification, Assessment and Provision

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children the same age or
- a disability which makes it difficult to use the educational facilities generally provided locally.

As a school we feel it is of the utmost importance that children with special / additional educational needs are identified and assessed as soon as possible to ensure that they have a broad and balanced access to learning.

As a school we assess each child's current levels of attainment on entry in order to ensure that they build on the pattern of learning and experience already established during their foundation phase or in their previous school. If the child already has an identified educational need, this information is transferred from their previous school.

All children throughout the school are monitored regularly to ensure they continue to access the curriculum successfully and to help early identification of any area of concern. A range of evidence is collected through the usual assessment and monitoring arrangements, as well as regular formal discussions between the Additional Needs Coordinator (ALNCo) and the class teachers. If these suggest that any pupil is not making the expected progress or their needs have changed, the class teacher works with the ALNCo in order to decide whether additional and/or different provision is necessary.

Children can also be identified by:

- ✓ Liaison with Foundation phases teachers / ALNCo
- ✓ Outcomes of parental meetings
- ✓ Outcomes of baseline assessments
- ✓ Meetings with medical profession (CAMHS, SALT)
- ✓ Meetings with Educational Psychologist
- ✓ Class room observation
- ✓ NBAR

The identification and assessment of children whose first language is not English; requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance 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.

If additional and/or different provision is required then the child will be placed at School Action (SA). An IEP (Individual Education Plan) will be drawn up by the class teacher in consultation with the pupil, parents and carers, LSOs / SNSAs and the ALNCo (if needed).

The IEP will be reviewed once every six months (although sometimes sooner if circumstances warrant) and the outcomes recorded. Pupils and parents will be invited to contribute to the target setting and review process.

If we feel that a pupil is making insufficient progress despite significant support and intervention at School Action, then it may be necessary to seek further advice and support from outside professionals. This will mean that the child will be placed at School Action Plus SA+).

Children at SA+ will receive additional support from a member of the Inclusion team and / or Health, depending on their specialism. Any external professionals involved will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully informed and kept updated about the involvement of external agencies and proposed interventions.

On occasions some children may require a statement. This can be requested when the provision at SA+ is not meeting the needs of the child. During the statement request process the individual child will have a range of assessments by a variety of specialists, e.g. Speech therapists, Educational Psychologists, Occupational therapists and from the child and family mental health team (CAMHs). If a statement is given it will outline the specific specialist requirements (needs) and provision that the individual child needs in order to make progress. This is a legal document which is reviewed every year.

As a school we work very closely with a wide range of agencies to ensure all needs are met within our school. We have excellent working relationships with these specialist units / teachers who are always willing to disseminate their expertise and offer advice with SMART targets through capacity building discussion.

These agencies include:

- Psychology service
- Inclusion
- CAMHS (Child and Family Clinic / Primary mental health)
- EWO
- Social services
- SALT (Health Speech Therapy)
- Social Services
- Paediatrician
- Occupational therapist
- Medical Specialists (e.g. diabetic nurse / physiotherapists)

Working with Parents

We seek to involve pupils and their parents/careers; wherever possible in making sure their children have access to a broad and balanced curriculum and to take an active role in the life of our school. Their views, knowledge and experience of their children are a vital in any assessment. Parents are regarded as partners in all of our processes. Parents of identified children are invited to reviews throughout the year, where the ALNCo, class teacher, SNSA, Head teacher and specialist teacher will be available to answer questions.

All parents / carers of children at School Action (SA) are invited to attend review meetings with the ALNCo once a year and with the class teacher twice a year. All parents / carers of children at School Action Plus (SA+ / statemented) are invited to attend review meetings with the ALNCo, Class teacher, specialist teacher and transition ALNCo (Year 6) twice a year and with the class teacher twice a year.

At Llangewydd we adopt an open door policy where parents are welcome to phone, e-mail or to 'pop in' to see the Head teacher, ALNCo or class teacher, if they need to discuss the progress of their child; or if behaviours / circumstances at home change which they feel will have an impact on their child's learning. Arrangements can also be made for a parental 'drop-in' session with the educational psychologist for parents to discuss any issues they may have. This has proved very successful. In turn we contact parents / careers through a more informal route, if there are changes to their child's needs or behaviour.

We hold half termly coffee mornings for the parents of our children in the LRC and CARE bases. Here the parents can gain friendships / support networks with other parents and can discuss any concerns with the class teachers / support staff. There is also a direct telephone line into the CARE base for the parents to be able to contact a member of the base at any time.

Parental participation will be conducted in a friendly manner with advice, guidance and support being provided when required. Parent consent will be obtained before a pupil is referred to an external support service. Any parental complaints regarding the special provision being made for their child will be dealt with via the school's complaints procedure.

Access to the Curriculum

We support children in whatever ways we can to ensure that all children have access to a broad and balanced curriculum and to take an active role in the life of our school. This is done in a variety of different ways. We currently have mixed ability classes, however, those children who need more support and time to complete their learning have access to support within the class or to small targeted groups for English and Maths, with extra support. We also use initiatives such as Lexia and Sumdog to support and extend targeted children in developing their Reading and Numeracy.

During Topic work afternoons children are in age, mixed ability classes, with timetabled support for those who need it. Where appropriate, children from the LRC and CARE bases are integrated into mainstream classes. The level of integration depends on the individual child's needs and interests and will be closely monitored. In the main, the children are supported when integrated, however, depending on the child's individual needs they may be able to integrate independently.

We also use reverse integration for those children in mainstream who need more targeted support in areas of their development / learning. This could simply be accessing a social use of language (SULP) group or a phonics focus group.

We try, to the best of our ability, to support all of our children within targeted classes, however there are occasions where children are withdrawn for more specific support e.g. Smart moves / Fine and gross motor exercises, ELSA and SAP (Emotional and social behaviour groups) counselling, SALT techniques / pre-teaching and 1:1 tutoring.

Resources

Funding for SEN provision is mainly through the school budget; however, Inclusion part fund SNSAs to support children with significant difficulties. Each curriculum area has its own budget and will provide differentiated resources.

Staffing has been our biggest focus for funding at present. This is in order to support as many children as possible throughout the school. There are also a variety of different resources available for specific areas of need e.g. Fine / gross motor (DCD), resources, Visual resources, dyslexic / spelling resources etc. We have focused funding on setting up two ELSA rooms, resourcing them appropriately in order to undertake initiatives such as Friendship groups, Talkabout and many more. These are a significant asset of our school.

Staff Development

Funding is also used to assist staff in attending external courses, multi-agency drop –in sessions, TAPPAS meetings, ELSA training and supervision etc. relevant to their needs and for providing appropriate school based in-service training.

Management and Coordination of ALN Provision in Llangewydd Junior School

Roles and Responsibilities

The Governing Body

It is the role of the Governing body to ensure that:

- Children with special educational needs have appropriate provision.
- Ensure all parties are fully informed.
- Ensure an annual report to parents includes SEN issues.
- Ensure children with SEN have access to a broad curriculum.
- Ensure a link governor is appointed and works with the ALNCo and school.

The SEN Link governor, Mrs. K Jones will liaise with the Headteacher and the ALNCo in monitoring the school's SEN provision. This will then be reported back to the school governing body.

The Headteacher

The Headteacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEN. The Headteacher should keep the governing body fully informed and also work closely with the ALNCO.

The ALNCO

The designated school coordinator is Mrs. Evelyn (Mrs. Porter covering Maternity, new structure pending)

The ALNCO is a member of the Management Team within the school. The ALNCO in collaboration with the Headteacher and Governing Body plays a key role in determining the strategic development of the SEN policy and provision in the school, in order to raise the achievement of children with SEN.

Key responsibilities are:

- Overseeing the day to day operation of our policy.
- Co-ordinating provision for children with Special Educational Needs.
- Liaising with and advising SNSAs, LSOs and teachers.
- Managing Teaching Assistants.
- Overseeing the records of all children with SEN.
- Undertaking reviews and liaising with parents of children with SEN.
- 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.
- Liaising with Foundation Phase and Comprehensive school teachers / ALNCOs.
- Maintaining the Register.

The Teaching Staff

ALL teachers are teachers of children with Special Educational Needs, and actively seek to adapt the curriculum to meet their needs. All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEN, and are actively involved in the review process.

The Class teacher is responsible for:

- Informing the ALNCo.
- Liaising with parents.
- Developing / writing an IEP.
- Collecting appropriate information about the child.
- Liaising with support staff.
- Being part of SEN reviews.
- Monitoring the effectiveness of work / support provided.
- Providing a range of differentiated activities and strategies for maximum potential to be achieved.

The Learning Support Officers

The Learning Support Officers work with the ALNCo in providing support for children with Special Educational Needs across the school, liaising with class teachers, maintaining records of the children they work with, and attending reviews and meetings as requested.

Parents / Careers

“Parent’s 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 way of supporting them”

(SEN Code of Practice January 2002)

We actively encourage all of our parents to support their child through positive attitudes, giving user-friendly information and effective communication.

Pupils

Pupils with SEN often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes including the setting of learning targets and contributing to IEPs. This will be achieved through a variety of different approaches as appropriate to the age of the child.

These include:

- Questionnaires / Surveys
- Self-evaluation (pictures, written answers)
- Pupil set targets

Admissions Arrangements

The Headteacher is responsible for the admission arrangements which accord with those laid down by the Local Education Authority. The school acknowledges in full its responsibility to admit pupils with already identified Special Educational Needs, as well as identifying and providing for those not previously identified as having SEN.

Links with other schools

Our school will ensure that all appropriate documentation and information on a child with special educational needs is transferred to us when the child enters the school. If this is not forthcoming other actions will be taken e.g. contacting link Educational Psychologist for copies of report etc. We will ensure that all appropriate records will be transferred to the relevant school when the time comes and obtain a signature for those records.

Signed by chair of governors on behalf of the governing body:



Date approved: 20th March 2017 (by full governing body)

Date of review: March 2020

Signed by Head Teacher:



Appendix A

Triggers indicating the Need for Intervention at School Action

The pupil who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas.
- Presents persistent emotional and/or behavioural difficulties, which do not improve by the use of 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 despite the provision of a differentiated curriculum.

Triggers indicating the Need for Intervention at School Action Plus

Despite having had an individualised programme and /or concentrated support under School Action, the pupil:

- Continues to make little or no progress in specific areas over a long period of time.
- Continues working at National Curriculum Levels substantially below.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour Plan / IEP.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When a statement is required

A **statement of special needs** is a formal document detailing a child's learning difficulties and the help that will be given.

If your child needs help at school - beyond what their teachers can provide - a 'statement of special needs' will ensure they get the right help. A statement is only necessary if the school is unable to meet a child's needs on its own.

Appendix B

Outreach / Link support teachers

Educational Psychologist – Mrs. Andrea Williams

Cognition and Learning / LRC Provision – Sarah Howells

Behaviour and Wellbeing – Kate Clarke / Dave Boland

SALT – Mrs. Tracey Newman-Ford

EAL – Mrs. Karen Ferri

Primary Mental Health – Marilyn Gordan

School Nurse – Mrs. Stephanie Dixon

Bridgend Lace – Bev Jones / Sarah Harding

Hearing Impairment – Jayne Taylor

Speech therapist – awaiting appointment

ASD specialist teacher – Mrs. Jane Cain

Paedetrician – Dr. Priya David

CAMHs – Dr. Mathew Obade

Complex medical – Alison Hurry