Hythe Primary School
Vision Statement for SEN

We value all children equally whatever the differences in their abilities or behaviours and believe that every child matters. We aim to meet individual needs and provide opportunities for children to make good progress. Children should enjoy reaching their goals and have this achievement celebrated. We will work with children, parents and outside agencies to ensure that special needs are understood and appropriately supported. Early identification and assessment of need, allocation of resources, close monitoring and the use of a relevant and differentiated curriculum will support children’s learning. This will be part of a planned programme of support and evaluation. All children will enjoy and fully participate in the life of the school, and make a positive contribution to the school community. As the children grow and develop they will become more independent and confident in their learning.
Guidelines for Special Educational Needs.

These guidelines have been written in accordance with the 'Special Educational Needs: Code of Practice' 2001. This policy should be read alongside other teaching and learning, behaviour and assessment policies.

Throughout the policy, the Local Authority Children Services Department will be referred to as 'Children's Services'.

Definition of Special Educational Needs:
'Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:
   A) have a significantly greater difficulty in learning than the majority of children the same age; or
   B) have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Education Authority;
   C) are under compulsory school age and fall within the definition at a or b above or would do so if special educational provision was not made for them.

Children must not be regarded as having a leaning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

   A) for children aged 2 or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Children's Services, other than special schools, in the area.
   B) For children under 2, educational provision of any kind.'

Education Act 1996.
**Special Educational Needs in Early Years.**

The triggers for intervention *Early Years Action* could be the practitioners or parent’s concern about a child who despite receiving appropriate early education experiences:

- makes little or no progress even when teaching approaches are particularly targeted to improve the child’s identified area of weakness;
- continues working at levels significantly below those expected for children of a similar age in certain areas;
- presents persistent emotional and / or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the setting;
- has sensory or physical problems, and continues to make little or no progress despite the provision of personal aides and equipment;
- has communication and / or interaction difficulties, and requires specific individual interventions in order to access learning.

(p.35 Code of Practice, 2001)

*Early Years Action Plus* is characterised by the involvement of external support services who can help Early education Settings with advice on new IEP’s and targets, provide more specialist assessments, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for referral for seeking help from outside agencies could be that, despite receiving an individualised programme and / or concentrated support, the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at an early years curriculum substantially below that expected of children of a similar age;
- has emotional or behavioural difficulties which substantially and regularly interfere with the children’s own learning or that of a group, despite having an individualised behaviour management programme;
- has sensory or physical needs, and required additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service;
• has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

(p. 37/38 Code of Practice, 2001)

**Early Identification.**

To help identify children who may have special educational needs, schools can measure children's progress by referring to:

• their performance monitored by the teacher as part of on-going observation and assessment;
• the outcomes from foundation stage assessment results;
• their progress against the objectives specified in the Primary Frameworks for Literacy and Numeracy;
• their performance against the level descriptors within the National Curriculum at the end of Key Stage;
• standardised screening or assessment tools.

(p.46 Code of Practice, 2001)

**School Action.**

The triggers for intervention through *School Action* could be the teacher's or other's concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

• 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 (see Hampshire County Council criteria for SEN);
• presents persistent emotional or behavioural difficulties which are not ameliorated 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 despite the provision of a differentiated curriculum.

(p. 52/53 Code of Practice, 2001)
School Action Plus.

The triggers for School Action plus could be that, despite receiving an individualised programme and / or concentrated support under School Action, the child:

- continues to make little or no progress in specific areas over a long period of time;
- continues working at National Curriculum Levels substantially below that expected of children of a similar age (see Hampshire County Council criteria for SEN);
- continues to have difficulty in developing Literacy and Mathematics skills;
- has emotional or behavioural difficulties which substantially and regularly interfere with the children's own learning or that of the class group, despite having an individualised behaviour management programme;
- 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.

(p.55 Code of Practice)

Individual Education Plans.

Strategies employed to enable the child to progress should be recorded within an Individual Education Plan (IEP). They should include information about:

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

The IEP should only record that which is additional to or different from the differentiated plan, which is in place as part of provision for all children. The IEP should be crisply written and focus on three or four individual targets, chosen from those relating to the key areas of communication, Literacy, Mathematics, and Behaviour and Social skills.
that match the children’s needs. The IEP will be discussed with the child and where possible the parents. This should be done through parent teacher conferences or at specially arranged review meetings. If the parents are unable to attend a copy of the IEP will be sent home.

Where a child with identified SEN is at serious risk of disaffection or exclusion the IEP should reflect appropriate strategies to meet their needs.* A Pastoral Support Programme should not be used to replace the graduated response to Special Educational Needs, but should support the targets set out in the IEP or Behaviour plan.

A copy of the school’s IEP and Behaviour Management Programme format can be found on the school system.

Roles and Responsibilities

Early Intervention

The class teacher will:
1. Record the initial concerns about the pupil’s learning difficulty, collate appropriate information, make an initial assessment and inform the SENCo.
2. Provide special help within the normal curriculum. This will take place in the classroom and will normally involve increased differentiation of the curriculum.
3. Monitor, record and review the pupil’s progress using assessments to monitor chronological age and appropriate rate of progress. The class teacher will keep the parents and SENCo informed.

School Action

The class teacher remains responsible for the child’s work in the classroom but the SENCo is much more involved in monitoring the child’s special provision.

The class teacher will draw up an IEP with progressive targets, these will be monitored throughout the year by the SENCo. It may be necessary to ask for advice from external agencies at this point. The IEP will describe the special provision to be arranged, setting targets for success and a review date. The SENCo may take responsibility for co-ordinating the provision; working closely with the class teacher and ensuring parents are informed. The class teacher and SENCo will liaise closely with the
learning support assistants who will support the class teacher in the implementation of the IEP. This designated learning programme will encompass appropriate wave provision and may include a structured reading scheme, spelling, phonic work, high frequency sight vocabulary, other literacy skills, maths targets, fine motor development, behavioural and emotional targets etc. The LSA's, wherever possible, will support the child in class, but on occasions it may be necessary to work with the child on a one-to-one basis in a quiet area in order to aid the child's concentration. It is important to remember that however dedicated and valued support staff are, they can only deliver a programme devised and monitored by the class teachers and SENCo. This programme must be made clear and targets set achievable, remembering to state the action the pupil is expected to perform to i.e. the success criteria. The steps indicated on the IEP's are reviewed termly for children at School Action. These must be small steps, which are clearly expressed and measurable.

School Action Plus.

At this stage the SENCo will work alongside the class teacher, ensuring appropriate wave provision is implemented, and will if necessary take on shared responsibility for the child through liaison with external specialist services relevant to the child’s needs. Such support will come from Educational Psychologists, Advisory teachers or Occupational Therapists, Social Services and Speech and Language Therapist. The steps indicated on the IEP’s are reviewed half termly for children at School Action Plus.

Reviewing IEP’s.

The review of IEPs should be an ongoing process within the classroom, between teacher, LSA and child. New targets should be recorded on the IEP as others are met. The SENCo will monitor IEPs during the year. For children who are identified at School Action in the Code of Practice IEP’s will be reviewed termly and those pupils identified at School Action Plus, IEP’s will be reviewed half termly. Towards the end of each academic year SEN children’s progress and achievement will be monitored and moderated by the SENCo and Head teacher. The results of this annual review will feed into the following year’s SEN register. The outcomes of these reviews should be shared with parents. Reviews need not be unduly formal, but parents’ views on the child’s progress must be sought and they should be consulted as part of the review process. Wherever possible, the child should also take part in the review process and be involved in setting the targets. If the child is not
involved in the review, their ascertainable views should be considered in any discussion.

(p.54 Code of Practice, 2001)
*Guidance is set out in DfEE circular 10/99 'Social Inclusion: Pupil Support'*

**Working in Partnership with Parents.**

The school is often the first point of contact for parents. Parents should be 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 when SEN are identified. Schools must tell parents when they first identify that a child has SEN. It is vitally important that schools welcome and encourage parents to participate from the outset and throughout their child's educational career at the school. Schools need to regularly review their policies to ensure that they encourage active partnership with parents and do not present barriers to participation. Schools should seek to actively work with their local Parent Partnership Service.

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 that 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.

(p17/18 Code Of Practice, 2001)
Complaints

If you feel you have any reason to complain about an aspect of the school's provision for Special Educational Needs, it is recommended that you discuss the problem with your child's class teacher first. If this fails to resolve the problem, then please arrange to speak to the Special Educational Needs Co-ordinator. If this is unsatisfactory, then arrange to speak to the Headteacher. If you feel that your complaint has not been dealt with satisfactorily, there is a formal procedure for complaints to be taken either to the governing body or the County Council. Detailed information on the formal procedure for complaints regarding the curriculum and related matters can be obtained from the office.

Requests for Statutory Assessment

For a very few children the help given by the Early Education Setting through Action Plus will not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary for the setting, in consultation with the parents and any external agencies already involved, to consider whether a statutory multi-disciplinary assessment may be appropriate.

Where a request for a statutory assessment is made to Children's Services, the child will have demonstrated significant cause for concern. Children's Services will generally seek evidence that any strategy or programme implemented for the child in question has been continued for a reasonable amount of time without success. Children's Services will need to clear documentation in relation to the child’s Special Educational Needs and any action taken to deal with those needs. Each Children's Services department will have its own system of referral. In deciding whether to make an assessment for a particular child, Children's Services should, wherever possible, take into account existing information including IEP’s rather than asking for further fresh written evidence.

Learning Support Assistants

Each year the level of SEN in each year group is assessed and the SENCo and Head Teacher audit the level of need per class and how the pupils can effectively be supported within the classroom environment. QCA / Key Stage results are moderated and further assessments of individual pupils
may be required. The needs are prioritised and LSA hours are allocated as a result of this and audit results.

Links with Governors

Part of the role of the SENCo is to ensure that the governing body are kept up to date with current initiatives within SEN. This is achieved through regular 1:1 meetings with the link governor and an annual report to the Curriculum Committee, presented by the SENCo. These reports provide feedback on the use of resources, training and the impact of their use. The link governor also has the opportunity to observe alongside the SENCo as part of the monitoring cycle.

The Headteacher also keeps the full governor's body up to date with changes and issues within SEN at the half termly meetings.

Resource Allocation.

From the Children Services Department

Each year a proportion of the school budget is allocated for pupils with SEN. This funding is based on the needs of the children in the school. This funding is used to support children with SEN who are not statemented and those, who have a high incidence statement of special educational needs. For children with a low incidence statement funding is provided separately by Children's Services.

The school also receives support from the Children's Services' educational Psychology Service, with additional support available for those pupils who have a statement of educational needs. Children's Services provides an Inspection and Advisory Service to the school.

From the school (to the pupils)

An amount of money is allocated from the school's budget for which the SENCo takes responsibility. This is used for:

- Purchasing new teaching materials for SEN and equipment as necessary.
- Areas of training.
- Resources recommended by outside agencies supporting individual pupils.
Funding from the school budget is allocated for support staff for both statemented and non-statemented children with SEN. The Governor’s Resource Committee is kept up to date with the annual budget, and feedback on how the budget has been used and its effectiveness is communicated through meetings between the governor with responsibility for SEN and the SENCO.

**External Agencies**

Children’s Services provides updated names, addresses and telephone numbers of relevant people to contact. Some of these support services are provided with a charge to the school. The SENCo maintains a record of the support available and the school office has access to the contact numbers. The Head teacher maintains records relating to Child Health Services, Social Services and the Education Welfare Services.

Children’s Services support services available to the school include:

- The Learning Support Service including specialist Teacher Advisors for specific areas of SEN;
- Specialist Teacher Advisors for visual impairment, hearing impairment and physical impairment.
- The Educational Psychology Service;
- Educational Welfare Services.

**Other Services**

Our school maintains links with other professional services and organisations related to pupils with SEN. These agencies include:

- Clinical Psychology Service
- Portage
- Social Services
- Health Services, including Speech and Language Therapy, Occupational Therapy and physiotherapy.
- EMAS – Education Minority Achievement services

And any other relevant agencies to cover needs.
Special Educational Needs 2013/14

Early Years
Mrs Julie Heath
Miss Amie Stanton
Miss Emma Houldsworth

Year 1 / 2
Mrs Tanya Bowen
Mrs Helen Payne
Miss Lucy Carpenter
Mrs Kayleigh Callen

Year 3 / 4
Mrs Kerry White
Mrs Jo Edwards
Mrs Sian Molyneux
Mrs Rebecca Cooper

Year 5 / 6
Mrs Nicola Shergold
Mrs Michaela De La Mare
Mr James Osey
Mrs Jennifer Colverson

Speech and language
Miss Carolyn Power

Special Needs Co-ordinator
Ms Sarah Bowditch

Governor for Special Needs
Mrs Brenda Smith

Date Agreed by Governing Body:
To Be Reviewed: May 14
Annually

Last Reviewed: May 13