



Shaftesbury Park Primary School



Special Educational Needs Policy

United Nations Rights of the Child

Article 23: Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

Article 26: The Government should provide extra money for the children of families in need.

Article 28: All children should have the right to a primary education, which should be free. Young people should be encouraged to reach the highest level of education they are capable of.

Definition

“Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them”

“Special educational provision means provision which is additional to or otherwise different from the educational provision made generally for children of their age.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age
- b) have a disability which prevents or hinders them from making use of educational 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 learning difficulty solely because the language or form of language at home is different from the language in which they will be taught.”

Special Educational Needs Code of Practice 2001.

Aims

The senior leadership team are committed to ensuring quality first teaching is provided for all pupils attending Shaftesbury Park Primary school including those with SEN. We aim to ensure that all children have access to a broad and balanced curriculum to include the National Curriculum. It should be taught with respect for ethnic origin, gender, aptitude, disability and SEN. We recognise that some pupils will need additional support to ensure access to the whole curriculum. We will ensure that the needs of the pupils are identified early and assessed and we will provide appropriate support strategies. If additional specialist advice and support is necessary we will contact the appropriate external agencies.

This can only be achieved through partnership of staff, governors, parents/carers and the children themselves. We believe in the involvement of the child and the importance of taking their views into account. We will make every effort to involve the child in decision making about their special educational provision.

Coordinator for SEN: Julia Humble

Arrangements for co-ordinating the provision of education for pupils with Special Educational Needs

The Special Educational Needs Coordinator:

- 1) Takes responsibility for establishing an individual SEN record
- 2) Maintains and oversees all records for pupils with SEN
- 3) Liaises with all relevant staff about pupils' SEN
- 4) supports class teachers with writing and implementing individual provision maps
- 5) Timetables extra support or resources for pupils with SEN
- 6) Advises staff on strategies for meeting pupils' SEN
- 7) Manages learning support assistants
- 8) Liaises with parents of pupils with SEN
- 9) Liaises with outside agencies e.g. LEA support, educational psychology services, health and voluntary bodies
- 10) Organises and chairs regular Team Around the Child meetings, to enable effective multi agency working to meet the needs of children with SEN or additional needs

Identification, assessment, provision and review systems for all children with SEN

All children in the school have an audit of need undertaken as part of the annual SEN planning meeting between the SENCo and class teacher and new class teacher, which takes place in July as part of the whole school liaison program in preparation for the Autumn term. This enables a class profile of pupils with SEN or additional needs to be established and resources allocated appropriately, both to those pupils with SEN and those with additional needs.

If a child is identified as having difficulties, by ongoing staff consultation or through the termly pupil progress meetings, the procedure is as follows:

School Action

The teacher will identify, assess, gather information and inform the parents/carers. The Inclusion Manager will be consulted and advice sought. The class teacher with the support of the SENCo will write an individual provision map with targets and the parents will be informed. Children and parents are made aware of their targets and given support to understand how to meet their targets. This will include extra support within the school, in class, by resource, through interventions outside the classroom, or via outside agencies. The individual provision map will be reviewed by class teacher termly with parental involvement and support of the SENCo. If adequate progress has not been made, further strategies or interventions are put in place, or referrals are made to outside agencies.

School Action Plus

The class teacher informs the SENCo who ensures a greater level of support is put in place, or refers to outside agencies for additional support, strategies or advice.

This may include educational psychologists (EPs), speech therapists, behavioural or learning support services.

The outside agencies will assess the child and suggest targets and/or objectives to enable the class teacher to write an individual provision map. These support services together with the SENCo and the class teacher may all be involved in the implementation of the individual provision map.

The child may revert back to School Action, continue at this stage or the SENCo and Headteacher may request a statutory assessment.

Statement

If the child's needs are such that they cannot be effectively addressed at School Action or School Action Plus, this may result in a request for full Statutory Assessment by the Local Authority. The SENCo consults all relevant professionals in order to request a full Statutory Assessment.

If a full Statutory Assessment is to be initiated, all previous information about the child will be sent to the Special Needs Section at the local Authority.

If a statement is issued and it is determined that the child will receive additional provision e.g. support teacher or learning support assistant time, the Inclusion Manager will oversee the programme and ensure reviews are arranged when necessary, including the Annual review

Secondary transfer of a child with a statement will be assisted by the Inclusion Manager who will liaise with all staff involved, including the Case Manager.

Admission arrangements for pupils with SEN who do not have a statement

Pupils with SEN who do not have a statement are admitted into the school in accordance with Wandsworth Borough Council's published admission criteria. The school makes every effort to meet the individual needs of a child with SEN. This includes ensuring that any information relating to the child's SEN is requested on admission.

Provision for SEN in which the school specialises

Staff are trained to deliver speech and language programs, occupational therapy programs, literacy, numeracy, behaviour, autistic spectrum disorder and occupational therapy interventions.

The school has a counselling service to provide therapeutic support for those pupils with emotional, behavioural or social difficulties (Tier 2 CAMHS). At present this is provided by Place 2 be and from September 2013 will be provided by Kids Company. The school has two learning mentors who are trained to deliver one to one mentoring programs and specific behaviour and social skills groups. They also provide an intensive Secondary transfer program for pupils with SEN or additional needs.

Arrangements made by the governing body relating to in-service training for staff in relation to SEN

The school is committed to providing and facilitating attendance at in-service training in the area of SEN and an annual needs analysis is undertaken to identify the training needs of the whole school and of individual staff. The Headteacher and the SENCo will organise Special Needs Inset for staff using time from:

- Inset Training Day

- Staff Meetings
- Ongoing timetabled half termly training for individual support staff

The focus for the training will be the implementation of the Code of Practice with specific reference to:

- An induction programme for new members of staff on SEN
- Writing and implementing individual provision maps
- Monitoring and reviewing individual provision maps
- Behaviour management (see Behaviour Policy)
- Increase knowledge and understanding of or targeted interventions for specific areas of need, e.g. speech language and communication, autistic spectrum disorder
- Assessment and record-keeping
- Involving parents/carers
- Working with outside agencies
- Written/discussed feedback regularly given to staff
- The Disability Rights Code of Practice for Schools
- Inclusion

To deliver effective training the school will involve specialists from all areas of SEN e.g. EPS, Behaviour and Learning Support Service (BLSS), Autism outreach service, Child and Mental Health Services, Literacy support service

Facilities for pupils with special educational needs including facilities, which increase or assist access by pupils who are disabled

Including specific provision for pupils with ongoing medical conditions

Allocation of resources to and amongst pupils with special educational needs 2013-14

From April 2013 the funding of SEN pupils in schools has changed.

The school will now meet the cost of the first £6,000 of any additional learning support, whether or not the child has a statement

Additional funding allocated by the school for SEN:

- To pupils with SEN (e.g. additional teaching or support hours to individuals, groups or classes to promote small group or individual teaching support)
- Amongst pupils with SEN (e.g. mentoring support, counselling service, purchase of specific learning materials, Educational psychology support)

Arrangements for providing access by pupils with SEN to a balanced and broadly based curriculum (including the National Curriculum)

The curriculum is planned and differentiated to meet the range of individual needs of all pupils. The curriculum is further modified if necessary to meet specific

individual's SEN, extra support via interventions or adult support is available to enable access, and a careful choice of resources is made to facilitate access. The senior leadership team monitors regularly the quality of classroom teaching with regards to meeting the needs of pupils with SEN. Support and/or coaching are provided for any teachers with consistently less than good teaching in this area.

How pupils with SEN engage in the activities together with pupils who do not have SEN

Pupils with SEN are regarded as full members of the community and provision is inclusive. Pupils have full access to the environment, resources, staff and activities and the school carefully monitors all areas of school life to identify and address any barriers to inclusion for individuals or groups.

How the governing body evaluate the success of the education which is provided at the school to pupils with SEN

The school's SEN policy and practice is evaluated annually by completing the Self Evaluation of SEN form submitted to Wandsworth LEA. The success of the policy will be monitored using the following criteria:

1. Successfully meeting the targets of the individual provision maps.
2. Improvement in Key Stage One and Key Stage Two SAT results.
3. End of year targets successfully met.
4. Increase in the amount of parental/carer involvement
5. A reduction in the amount of exclusions.
6. A reduction in the number of children on the SEN profile.
7. An increase in the number of children going down a stage on the SEN register.
8. Successful Annual Review of the SEN Action Plan.

Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEN concerning the provision made at the school

Concerns and complaints about SEN provision should be addressed in the first instance to the SENCo or Head teacher who will respond by meeting the parents/carers to discuss the situation. If this does not resolve the situation then the complaint should pass to the first level of the general complaints procedure.

If necessary, parents can make representation to the Governing body. Parents can find out about arrangements under Section 23 of the Education Reform Act 1988 to deal with Formal complaints.

In the Special Educational Needs Code of Practice 2001, guidance is designed to promote partnership between all parties involved, however, it is important where agreement cannot be reached, parents should have a right of appeal against the LEA's decision.

The 1993 Act established a SEN Tribunal, which extends parents right of appeal. The Tribunal has published its own information about its operation.

The use made of teachers and facilities from outside the school including links with support services for SEN

The school has a wide range of support services which they can call upon for advice and support including:

Educational Psychology Service

Literacy Support Service
Behaviour and Learning Support Service
Moderate learning difficulties support service
Speech and Language Therapy Service
Child and Adolescent Mental Health Service
Occupational therapy service
Autism Outreach Service
Early Years Centre

The role played by the parents of pupils with SEN

It is crucial that parents/carers be consulted and involved. The school ensures parents/carers views and contributions are valued and listened to. We recognise that parents know their children best and have valuable contributions to make to support their child's SEN. The partnership with parents should include:

- Sensitivity to their concerns
- An understanding of feelings of parents when first informed of special needs.
- A willingness to offer support and advice
- Good communication and regular reviews and meetings
- Support and training for parents in specific areas of SEN e.g. dyslexia
- Signposting parents to support groups and resources available to support their child with SEN and their family.

We should always make clear:

- **exactly what provision we will offer**
- how parents/carers can support their child (e.g. an awareness of long term and short term targets in individual provision maps)

Links with other schools, including special schools, and the provision made for transition of pupils with SEN between schools or between the school and the next stage of life or education

We have links with the Special schools and centres providing Special needs support in the borough. Garratt Park School provides support for children with ASD and behavioural difficulties. Victoria Drive PRU provides support and peripatetic service for pupils with behaviour and learning difficulties. The early years centre and Hillbrook ASD centre provide support and staff training for Early years pupils with ASD or social communication disorders.

Wandsworth LEA has a primary secondary transfer procedure for all pupils with SEN in order for transfer of information to take place successfully. This includes Primary Secondary Transfer (PST) day and PST forms for pupils with SEN. The school follows the agreed procedure for transition of Statemented pupils.

Parents of children with SEN who enter our nursery have an interview with the SENCo who liaises closely with any professionals involved with the child before they start school and ensures any records relating to possible SEN are obtained from a previous setting or professionals. This enables us to plan additional provision or support before the child starts school.

Links with health services, social services and educational welfare services and any voluntary organisations which work on behalf of pupils with SEN
The Inclusion Manager has a comprehensive list of outside agencies to provide support and advice for pupils with SEN.

Personnel

Headteacher	Bunmi Richards
Inclusion Manager	Julia Humble
Governor with responsibility for SEN	
Educational Psychologist	Karen Schumacher

This policy has been adapted in consultation with staff April 2017

Review: 2019

Julia Humble

Assistant head teacher and SENCo