

Upton Westlea Primary School

Special Needs Policy Document



1 Introduction

- 1.1 This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children has particular learning and assessment requirements that could create barriers to learning.
- 1.2 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.
- 1.3 Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2 Aims and objectives

- 2.1 The aims of this policy are:
- to create an environment that meets the special educational needs of each child;
 - to ensure that the special educational needs of children are identified, assessed and provided for;
 - to make clear the expectations of all partners in the process;
 - to identify the roles and responsibilities of staff in providing for children's special educational needs;
 - to enable all children to have full access to all elements of the school curriculum.
 - to work closely with external agencies, where appropriate, to support the need of individual pupils.

3 Educational inclusion

- 3.1** Through appropriate curricular provision, we respect the fact that children:
- have different educational and behavioural needs and aspirations;
 - require different strategies for learning;
 - acquire, assimilate and communicate information at different rates;
 - need a range of different teaching approaches and experiences.

- 3.2** Teachers respond to children's needs by:
- providing support for children who need help with communication, language and literacy or mathematics;
 - planning to develop children's understanding through the use of all available senses and experiences;
 - planning for children's full participation in learning, and in physical and practical activities;
 - helping children to manage their behaviour and to take part in learning effectively and safely;
 - helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 .Description of Special Needs

4.1

The 2014 Code of Practice: 0-25 Years says that:

A person has SEN if they have a learning difficulty which calls for a special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of the others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

4.2

These difficulties may be relatively permanent or transitory. Consequently when children are assessed in terms of their SEN, these assessments must be continually reviewed and not considered a 'once and for all' assessment. Special Educational Needs are also seen as encompassing the special needs of children who have high academic ability.

4.3

It is important that children with SEN are identified early on in their school career so that support can be given. We do not feel that we are in any way labelling the child but we believe that problems dealt with sooner, rather than later, can be solved more successfully. It is to meet the child's needs, as they

exist at that point in time. Each child must be allowed to succeed in whatever way possible and by ignoring the problem we may only be promoting failure.

4.4

It is for this reason that we have developed strategies to detect and to meet this notion of special needs within the school.

Parents will be informed of detection of problems at an early stage and involved continually as a programme is developed for their child. Westlea school feel that young people and their families should be at the centre of discussions about the support they receive.

4.5

It must be remembered that special needs provision can be withdrawn at any time when the child is making satisfactory progress.

We feel we are fortunate in that we have access to specialist advice and expertise by virtue of having our ASC provision.

5 **Criteria for identification of children with special needs**

We consider the following when identifying children's special needs:

- strengths and weaknesses (need to be identified) (See assessment policy)
- child's relationship with his environment at home and at school
- relevant aspects of child's past history
- child's feelings
- parents' wishes.

5.1 **Strengths / Weaknesses**

1. Physical health, developmental function, mobility, hearing, vision
2. Emotional State. (link between stress, emotions and physical state)
3. Cognitive functioning (e.g. what he knows, ability to classify)
4. Communication skills (verbal, comprehension, expressive language, speech)
5. Perceptual and motor skills (hand / eye co-ordination)

6. Adaptive skills (can he adapt easily)
7. Social skills
8. Approaches and attitudes to learning
9. Educational Attainments
10. Self image and interests

5.2 Factors in child's environment which lessen or contribute to his needs

1. Home and family
2. At school
3. Elsewhere

5.3 Relevant aspects of the child's history

1. Personal
2. Medical
3. Educational

6 Assessment

- 6.1** Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- 6.2** The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices.
- 6.3** The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.
- 6.4** The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

6.5 The school uses the *Graduated Response* documentation to respond to children's special educational needs. This process allows the school to manage and record the identification and assessment of pupils with SEN;

There are four broad categories of SEN:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory

Children who have been identified as having SEN will be recorded as receiving Special Educational Needs Support (SENs). This replaces the previous categories of SA and SA+

Children receiving SENs will have targeted support within school and monitored very closely. If, during this assessment and monitoring, school need external support such as educational psychologist or speech and language therapy, school will request such help. This forms part of the four-part cycle; assess, plan, do, review.

Should a child's Special Educational Needs be severe, it may be appropriate to apply for an Education, Health and Care Plan (EHC Plan). This can be used to support the child from birth to 25 years of age. This replaces the previous statement of SEN.

6.6 The LA seeks a range of advice before issuing an EHC Plan. The needs of the child are considered to be paramount in this.

7 Gathering Evidence for Teacher Assessment

7.1

The legal requirements are that:-

Records must be kept on every registered pupil and updated at least annually. The records should include evidence to support the teacher assessment of the pupil attainment targets.

7.2

In house tests

Assessments are made 3 times per year (at least) and all children are tracked to ensure progress is being made. In the case of children receiving SENs. More detailed assessment may be gathered.

Autumn

Spring

Summer

FS1	ELG	ELG	ELG
FS2	ELG	ELG	ELG
Year 1	TA	TA	TA
Year 2	TA	TA	SATs
Year 3	TA	TA	SATs
Year 4	TA	TA	SATs
Year 5	TA	TA	SATs
Year 6	TA	TA	SATs

ELG - EYFS Early Learning Goals

TA - Teacher Assessment

SATs - Optional SATs papers (+TA)

7.3

Standardised Tests include:-

1. Suffolk Reading Test
2. Single Word Spelling Test (SWST)
3. Verbal and Non Verbal Reasoning Tests Yrs 3 + 5
3. SATS papers for Year 2 + Year 6
4. YARC (York Assessment of Reading Comprehension)

8 Recording progress-monitoring and evaluation

Apart from the tests mentioned here, teachers record the progress of all children in all subjects. Planning for future work is based on this progress. Children who are receiving SENs may have a SEND Child Profile which identifies more specific measurable targets.

9 Adaption/Differentiation

Adaption of work undertaken with the rest of the class is an essential resource and one which is necessary if all children are to follow the National Curriculum.

10 Resources

10.1

Resources used for children with special educational needs fall into three categories

- (a) Items needed specifically for learning support
- (b) items which, although benefit children with SEN, can be used throughout the school
- (c) extra teacher input from a member of the learning support team and from our special needs co-ordinator.

11 Admission of children with special needs

11.1

Children with special needs follow the same admission arrangements for mainstream as other children who wish to enter mainstream school.

All children supported in the Resource Provision will have a EHC Plan, confirming a Communication Disorder or with a working diagnosis (i.e any child involved with the Autism Team) or full diagnosis of ASC and will be able to continue their education until the end of KS2 (Year 6), if this is thought appropriate.

The EHC Plan must state that their needs can be met in a mainstream school resourced for pupils with Autistic Spectrum Condition.

Admission arrangements for students with EHC Plans are the responsibility of the Assessment and Monitoring Team who are based at;

Ground Floor

4 Civic Way

Ellesmere Port CH65 0BE

Tel: 0300 123 7701

11.2 For all other details about ASC Provision please see separate ASC Policy

12 Special Educational Needs Co-ordinator

Our special educational needs co-ordinator (SENCo) is Mrs Holmes, supported by

Mrs Wright, our ASC teacher. Funds from the budget are allocated for non-contact time for Mrs Holmes in order that she can assess the needs of children

throughout the school.

13 Governors and Special Needs

13.1

Our governor responsible for special needs is Dr. A Thorp who is a teacher herself. The governing body's policy on inset for special needs is that where

training is appropriate it should be encouraged as part of a planned programme of inset.

13.2

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs.

13.3

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

14 **Integration** of children in our ASC Provision into mainstream is carefully planned.

The needs of the individual and variety of curriculum areas are considered.

15 Disapplication and Modification

15.1

Any of the subjects in the National Curriculum may be dis-applied or modified for individual children. It is also possible to exclude a subject or subjects from the child's curriculum. Disapplication or modification may take place through these routes:

15.2

For pupils with EHC's it may include provision to dis-apply or modify the provisions

of the National Curriculum. Any modification must set out the revised provision which should be made and any disapplication should be accompanied by a of

statement showing what alternative curriculum is to be offered - bearing in mind that

all pupils should have a broad and balanced curriculum.

15.3

The head teacher may dis-apply or modify the National Curriculum for up to six months.

15.4

The headteacher must notify the governing body, L.A. and parents to explain:

- (i) the reason for the action

(ii) how the pupil is to be catered for

(iii) how he/she will be brought back into the National Curriculum at the end of the period

15.5

The headteacher may renew a temporary exemption / disapplication on up to two occasions for a further three months in each case.

15.6

Parents also have the right to request a temporary exemption / modification from the National Curriculum. At the same time they can oppose it.

HEAD

PARENT

DISCUSSION OF MODIFICATION /DISAPPLICATION

PARENTS AGREE

PARENTS DISAGREE VERBALLY

PARENTS PUT DISAGREEMENT
INTO WRITING

HEAD FAILS TO RESPOND

HEAD RESPONDS WITHIN ONE
MONTH

PARENTS APPEAL TO GOVERNING BODY

GOVERNING BODY CONFIRMS
HEAD'S DECISION

GOVERNING BODY CONFIRMS
PARENT'S DECISION

PARENTS THEN CONTACT THE
AREA EDUCATION OFFICER
IF STILL DISSATISFIED

16 Assessment of this policy

The success of this policy will be reviewed in accordance with the review cycle by staff and governors. The success can be measured by how well our aims are being met.

17 Complaints procedures

17.1

By law each school is required to set out in the prospectus the general principles for dealing with complaints. These are as follows:-

17.2

Should a parent have a potential complaint regarding the Curriculum, or any other matter he / she should in the first instance, contact the Head in school to discuss this further.

17.3

The Head may then wish to involve the Governing Body or Chairman of the Governors in informal consideration of the complaint.

17.4

Where attempts to settle the complaint informally have failed, the Head will supply the complainant with the name of the designated officer in the Authority, to whom they can write.

Reviewed September 2016