

# College Road Primary School

## SPECIAL EDUCATIONAL NEEDS POLICY

### **Rational**

It is estimated that at any one time 20% of children have particular Special Educational Needs (SEN), but all pupils may experience difficulties in school at some stage. All pupils should receive the most appropriate and effective provision for their individual needs. This should ensure that they are able to take up their curriculum entitlement and enjoy school life to the full. All pupils will receive the most appropriate and effective provision for their individual needs within the limitations of available resources.

### **Purpose**

Through the implementation of this policy we aim to: -

- provide for the full spectrum of the pupils needs, focusing specifically on those areas causing difficulties.
- ensure that the pupil joins in the activities of the school together with pupils who do not have special educational needs, as far as is reasonably practical and compatible with the pupil receiving the necessary special education provision, the efficient education of other children in the school and the efficient use of resources.
- ensure that teachers will be enabled to take responsibility for the achievement of all pupils in their classes.
- ensure that SEN remains an integral part of the school development plan.
- work within a whole school approach to teaching and learning which stresses the provision of appropriate and challenging resources and experiences for all individual pupils.
- utilise our resources (both human and practical) as efficiently and effectively as possible.
- develop a team approach in order to deliver our learning support and offer INSET and guidance.

- ensure parents and pupils receive their entitlement to maximum involvement in setting of provision, in line with statutory requirements.
- ensure progression for pupils with SEN into, through and beyond our school.

## **Basic SEN information**

Name of SENCo - *Joanne Harvey*

The person responsible for co-ordination and day to day operation of this policy is *Joanne Harvey* - Special Needs Co-ordinator for College Road Primary School - referred to hereon as the SENCo (Special Educational Needs Co-ordinator).

The school aims to freely admit children to its community regardless of educational need, unless it is considered that further provision of support than that to be found from resources already at hand is essential to meeting that child's need.

This need would then be addressed with regard to procedures as set out in the code of practice.

The Special Needs Co-ordinator will continue to update her knowledge of a range of special needs, by regularly attending day courses.

The schools team of teacher assistants are skilled in a range of S.E.N. areas and using the IDP (Inclusion Development Programme) as source of information, resources and CPD opportunities.

These include:-

- Dyslexia; Dyspraxia;
- Aspergers Syndrome; Autism;
- Behaviour Support;
- Special support for Literacy and Numeracy ;
- Speech therapy support; Makaton, and British sign Language.

All T.A's have undertaken the 4 day T.A. Plymouth Course for teaching assistants.

## ***Definition of Special Educational Needs***

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that 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.

· Are under five and fall within the definition above or would so do if special educational provision was not made for the child.

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

## Approach

- 1 Identification of concern by an individual classroom teacher who will take steps to overcome the pupils difficulties.  
Action may include testing or support from Teaching assistant.  
At this stage a teacher will identify the child's difficulties, and record concerns. The teacher will then consult with the SENCo, and may write an Individual Education Plan. (I.E.P.) The teacher will also meet with the parent/s concerned.  
A record of this will be stored centrally.

The child's progress will continue to be monitored within the classroom and reviewed as appropriate. The SENDCo will monitor the progress of children with I.E.P.s or G.E.P.s to ensure their targets and interventions are suitably matched to their need.

- 2 The SENDCo takes a responsibility for assisting teachers to manage the child's SEN provision working together with the students' teachers to devise more comprehensive support.  
  
At this stage an I.E.P may be deemed necessary by the class teacher, where the child will be receiving a modified or differentiated programme of work to enable his/her to progress. The child's I.E.P will be reviewed termly or as appropriate. This is now called **SEN Support**.

- 3 Specialist staff from outside the school e.g. Educational Psychologist, or Learning Support etc, will be consulted to help the school support a child with more complex needs. - *An SEN Support Plan may be written at this time.*

- 4 The SENDCo will monitor the provision for a student with severe and complex needs who is the subject of an *Education, Health and Care Plan*.  
Any changes in the child's circumstances will be brought to the notice of the SENDCo. *On IEPs, an Education, Health and Care Plan will be recorded as Q.*

In addition, the school has a system of recording and evaluating individual progress through the use of Individual Educational Plans *and the school's tracking system*, and a regular review process, involving students, teachers, Teaching Assistants and parents where applicable.

The school provides full integration into mainstream classes of those pupils identified as having SEN, by the procedures outlined above.

The evaluation of success of implementation of the policy will be determined by targets reached as set out in the IEPs *and progress towards the child's end of year target*. This will be evident at each review session.

Concerns about Special Educational needs provision from within the school should be addressed in the first instance to the SENDCo, following that to the Headteacher and then to the named governor for SEN.

This policy should be seen as a dynamic and flexible working document, which is able to respond to development and change.

By this policy, we formally recognise that planning for and meeting Special Educational Needs is a responsibility shared by all.

### **Further information: -**

At College Road Primary we have a total of 11 Teaching Assistants. Two of whom have completed the Open University STAC course (Specialist Teaching Assistant Certificate).

One has achieved the foundation degree for Early Years (2007) and is working towards Early Years Practitioner Status. She has qualified as an HLTA

Our other HLTA has successfully gained a Diploma in Child Psychology (2008) and more recently a diploma in counselling skills and advanced child protection and a certificate of education in Educational Psychology. She is continuing her professional development by undertaking a degree course. Currently one Teaching Assistant is working towards Higher Learning Teaching Assistant status.

We have 3 TAs currently working 1:1 with children with Special Educational Needs and 1 resource TA.

The school *offers* INSET training in those areas deemed to be most useful to addressing the needs of pupils. This will be met from in house expertise and external courses.

The school *meets and consults* with parents at every stage of provision of SEN and offer as full an involvement as possible in an educational partnership.

Links with other mainstream schools and secondary provision will be maintained and the SENCo will liaise when appropriate.

The school aims for a multi-agency approach to addressing needs, when appropriate. Liaison and sharing of pertinent information will be co-ordinated by the SENCo.

List of possible contacts -

Plymouth Excellence Cluster MAST team  
Educational Psychologist,  
EWO,  
Speech and Language Therapist,  
SEN Support and Advise Service,  
Hearing Impaired Services,  
Child Development Centre,  
CAMHS,  
Plymouth Information and Advice Service for  
parents of children with SEN

There are many other services available, which may be more appropriate,

Please refer to INCCo.

Reviewed June 2017 by Jo Harvey

**Related Policies.**

Able and Talented Pupils.

Behaviour

Child Protection.

Multi-cultural

## **SCHOOL-BASED STAGES of S.E.N PROVISION:**

**Initial concern is expressed by teacher, parent, health or social services professional**



**Teacher informs SEN co-ordinator, and records child's special educational needs.**



**Teacher gathers information, makes an initial assessment in conjunction with SENCO and informs parents.  
An Individual Education Plan - I.E.P. may be written at this stage and registered as - *SEN Support*.**



**I.E.P. reviewed at termly intervals (or as appropriate)**



**At this stage the child may be removed from the schools SEN list, having met all targets set.  
The child may remain on the SEN list and be given further targets to maintain progress.**



**If progress has been limited, further help can be sought from outside agencies. *An Early SEND request for involvement will be made and a Multi-Agency Team Around the Child may be formed.***



**The I.E.P. will be re-written in the light of this advice, and the appropriate support provided. - *an SEND support plan may be written at the stage.***



**If progress is still limited, *Statutory Assessment for and Education, Health and Care plan* will be considered.  
This will be discussed with parents/class teacher/Head Teacher and SENCo.**

If this is deemed appropriate, the appropriate records are gathered and the Head Teacher will request statutory assessment.



LA proceeds with formal assessment.  
SENCO collates and submits details.



***Education Health and Care Plan not issued.***

SENCO revises targets and draws up further I.E.P. with appropriate personnel.  
Child remains at *SEN Support*.

***Education Health and Care Plan issued.***

SENCO co-ordinates and monitors implementation of *Education, Health and Care plan* recommendations.  
SENCO conducts annual Education, Health and Care Plan reviews.  
Recorded on I.E.P. as **Q**.