



KEMPSEY PRIMARY SCHOOL **SPECIAL EDUCATIONAL NEEDS POLICY**

Our Current Special Needs Co-ordinator is Mrs Lisa Williams
Our Governor responsible for SEN is Mrs J Venables

Definition of Special Educational Needs (SEN)

A child has Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

The Code of Practice names four areas of Special Educational Needs:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

A child may have barriers to learning in one or more of these areas which may have minor or significant implications for their learning. In order for these to be identified accurately children are placed into the following waves to ensure a graduated response to their needs. (See School Offer, Appendix 1, for a sample of some of the strategies for supporting children in these areas.)

Wave 1: includes high quality, well differentiated, inclusive teaching which takes into account the learning needs of **all** the pupils in the classroom. The **majority** of pupils will and can make progress through this whether they have additional needs or not.

Wave 2: involves specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. Activities are often targeted at a group of pupils with similar needs. Both teachers and TAs lead/ support interventions and what the children have been working on feeds back into their other areas of learning.

Wave 3: targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential. Children with the most complex needs will be supported by an Education, Health and Care plan (EHCP). (From September 2014 'Statements' will be reviewed and rewritten by the authority and will be replaced by an EHCP)

Assessment of individual needs; careful planning to address these needs; monitoring of the activities the child has participated in; and reviewing the next steps for learning, support the progress and attainment of the child with additional needs at our school.



Objectives

- To provide an environment where barriers to learning and participation are reduced to a minimum.
- To ensure children feel respected, confident and able to succeed.
- To ensure all children have access to a broad, stimulating and balanced curriculum and are able to reach their full potential.
- To develop our links with the wider community and external agencies through co-operation, involvement and consultation thereby fostering an ethos of inclusion.
- To recognise that partnership with parents plays a key role in enabling children and young people to achieve their potential.

Aims

Our SENCO is responsible for co-ordinating and reviewing the progress of children with SEN. However, everyone at Kempsey Primary School is committed to providing the conditions and opportunities to enable any child with SEN to be fully included in all aspects of school life. (See Appendix 2 for contact procedure of those responsible for ensuring the progress of children with SEN).

Our policy reflects the concept that all members of our community are respected and receive opportunities to help them achieve their potential through high quality teaching and learning, support and encouragement; and a broad and balanced curriculum which is relevant to their needs. Emphasis is placed on recognition of the child's particular strengths and interests and the development of high self-esteem. We believe that every teacher is a teacher of special needs.

In order to meet these needs we:

- Identify those children who have SEN as soon as possible. Identification may arise from many sources: teachers, parents, school nurse, non-teaching assistant or social services. It is most likely to be noted early in the Infant class but could arise later through trauma, new admission or a lack of progress and attainment. Observation both in and out of the classroom will be the primary method of identification and assessment of needs and will be used at any time in the child's school career. Reference will be made to medical records and the findings of other professionals as appropriate.
- Provide intervention at a suitable level when a child is identified as having SEN. (See appendix 1 for a range of strategies)
- Use a variety of teaching styles, and cater for different learning styles to allow children with SEN to access the National Curriculum.
- Use resources effectively to support children with SEN.
- Assess and keep records of the progress of children with SEN.
- Work with outside agencies who provide specialist support and teaching for children with SEN.
- Inform and involve the parents of children with SEN so that we can work together to support our children.
- Encourage active involvement by the children themselves in meeting their needs.
- Provide ongoing training for all staff working with children with SEN.
- Support the Every Child Matters agenda within the school.
- Provide for the needs of the children within the classroom environment as far as possible. (However, we recognise there may be occasions where learning may need to involve participation in a small group exercise in a different environment or on a 1:1.)



Responsibilities for Ensuring Progress and Attainment

(See appendix 2 for contact procedure)

The Role of the Class teacher

The class teacher is fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN. He or she is responsible for assessing children, differentiating appropriately in his or her teaching and devising suitable plans where necessary. He or she should liaise with parents and the SEN Co-ordinator if it is felt there is any cause for concern. He or she is responsible for the initial identification and registration of a child's SEN and must gather records of the nature of the concern, action taken, targets set and review procedures.

The Role of the SEN Co-ordinator

Working with the child's class teacher, the school's SEN Co-ordinator will assist in gathering information and for co-ordinating the child's special provision. She will ensure the day to day operation of the school's policy. She will liaise with and advise colleagues, maintain the school's SEN register and oversee the records on all SEN pupils. Her responsibilities will include liaison with parents and external agencies, in consultation with the Headteacher.

The Role of the Governor

The role of SEN Governor is to liaise with the Headteacher / SENCO and to question and challenge the progress and monitoring of children with SEN.

The Role of Parents

Parents will be consulted and involved in the identification, assessment and provision of their child's special needs at all stages. In addition, the parents of a child with SEN will be invited to contribute information when an expression of concern has arisen from any source, as follows:

- Their views of the child's health and development
- Their perception of the child's performance, progress and behaviour at school
- Factors contributing to any difficulties
- Action the school might take

Parents will be encouraged to play an active partnership role with the school in supporting their child. They will be able to contribute to the setting of realistic targets, monitoring and reviewing of such a plan.

The Role of the Child

Where appropriate, the child will be encouraged to participate in the decision-making about provision for his or her SEN. His or her views in identifying difficulties, setting goals, monitoring and reviewing progress will be sought and treated sensitively. Great emphasis will be placed upon the involvement of the child and the improvement of his or her self-image and self-confidence. Where appropriate, he or she will complete self-assessment activities and suggest targets for the future.

The Role of Other Agencies

There are many external agencies which the school can contact for advice, resources, monitoring and assessment when more specific support is needed. They may include Learning Support, Educational Psychology, Complex Communication Difficulty, Behavioural Support teams, Paediatricians, Visual/ Hearing Impairment teams, Child and Mental Health Support Colleagues, and Physios.



Admission Arrangements

We believe that as individuals all children have their own special needs and we will endeavour to cater for a full range of abilities. We are sympathetic to different types of learners. On admission, documentation received relating to an individual child's needs will be noted and appropriate action will be taken to continue to meet those needs.

We aim to make the transition to High School as smooth as possible for all children through on-going liaison between staff in the respective settings and through visits for the children, especially Year 6. We place high value on our frequent cluster activities which ensure a friendly face in the new environment. Relevant documentation pertinent to the child's SEN will be forwarded to his or her new school together with his or her other individual records.

(See appendix 3 for Frequently Asked Questions)



APPENDIX 1
Audit of Provision

Inclusive Strategies for <u>all</u> learners embedded in Quality First Teaching	Targeted intervention and support for some learners	Specialist support for a few learners
<ul style="list-style-type: none"> • Differentiated planning, which matches the needs of the individual, and demonstrates access, support & extension • Access to an appropriate curriculum which is relevant to the interests of the children • Clear use of LO/S2S • High expectations • Clear instructions and boundaries • Groupings – consideration to supportive pairings, mixed ability • Availability of clearly labelled resources e.g. writing slopes, pencil grips, left-handed equipment, word banks etc. • Visual concrete aids to support learning i.e. number lines, 100sq, alphabet strip, dictionaries etc. • Visual timetables • Visual timers e.g. sand timers, 10 minute dot indicators • Range of methods for recording work across subjects e.g. oral, pictorial, drama, mind map, ICT • Clear and fair rules, reward systems and hierarchy of sanctions • Quiet area, ‘time out’ zone • Positive reinforcement • Circle time and PSHE • Right to a voice – Eco committee and School Council • Good home/ school liaison • Dyslexia friendly classroom 	<ul style="list-style-type: none"> • NLS & NNS intervention programmes (ALS, ELS, Springboard) • Intensive small group programmes to support Literacy & Numeracy skills (tracking back to fill gaps) • Catch Up reading intervention eg: Rapid Reading/ Better Reading • Phonic based intervention programmes eg: Rapid Phonics • Small groups targeting speaking & listening • Small groups targeting social skills/ behaviour management (Time to Talk KS1, Socially Speaking KS2) • Gross motor skills/Coordination programmes • Fine motor skills/Handwriting programmes eg: Pegboard • Keyboard Skills groups • Personalised word mats/banks, specific equipment • Access to Nurture Group to support social skills/behaviour management • Enrichment Activities for Gifted & Talented, Thinking Skill based 	<ul style="list-style-type: none"> • Precision teaching to meet individual targets • Adult support to access the curriculum • Assessment and support programmes from external agencies e.g. LST, BST, EPS, SaLT, OT, Physio, ICAN, CAMHS, Social Care, Health Professionals • Increased access to ICT for recording e.g. Laptop, tablet • Personal visual timetable • Visual timers, keyword lists • Personalised dual language dictionary/ action words/ topic words dictionary • Alternative communication system e.g. use of signing • Access to Nurture provision (behavioural contracts, personalised reward systems) • Pastoral Support Plan (1:1 support) • Bathroom Management Access where needed



APPENDIX 2 Contact Procedures

1

- **Teacher** - issues relating to provision in the classroom and/or homework/ to share information/ pastoral concerns/ lower level curriculum concerns

2

- **The SENCO** - issues relating to Special Educational Needs provision/ requests for further assessment or interventions/ mediator contact with external agencies

3

- **Head Teacher** - The above contact procedure endeavours to deal with all concerns raised by parents/carers. However, in the unusual event that this is not possible, we can arrange a joint meeting between yourselves, SENCO and the Head Teacher.



- ***How does Kempsey Primary know if children need extra help?***

Staff are continually assessing and monitoring the children in their care in order to provide teaching and learning which is appropriate for their learning.

- ***What should I do if I think my child has Special Educational Needs?***

Initially, speak to the class teacher to share any concerns. See also appendix 2: Contact procedure)

- ***How will Kempsey Primary link with early years settings in order for my child's needs to be continued?***

Good communication exists between Kempsey Primary and the pre-school settings of the majority of our children. The KS1 co-ordinator/ EYFS staff/ and SENCO attend regular cluster meetings within the catchment where the development of children is discussed in order to aid transition. Individual provision which has occurred during the preschool setting is evaluated and planned for in the school setting, and any links with external agencies continued. Should your child be arriving from an early years setting not within our catchment, please inform us as soon as possible so that mutual contact can be made and transition discussed.

- ***How will the curriculum be matched to my child's needs?***

(Please see the School SEN policy for more detail)

We endeavour to identify those children who have SEN as soon as possible and provide intervention at a level appropriate to their individual needs. We use a variety of teaching and learning styles with effective resources to support learning, monitoring and evaluating the attainment and progress of your child.

- ***How will I know what progress my child is making?***

Regular times are set aside for discussing your child's development within school. In addition to this, where needed, additional meetings can be mutually arranged to share and evaluate targets set and progress made. If you have any concerns about your child at any time we encourage you to arrange to meet with the class teacher. Likewise, should your class teacher have any concerns about your child, he/ she will arrange to meet with you.



- ***What support will there be for my child's overall well being?***

The well-being for every child is pivotal within our ethos. All staff are aware of those children with additional needs so that they are able to understand them and set expectations for them which they understand and where they can thrive. This support will vary depending upon individual needs.

- ***What specialist services are and expertise are available to the school?***

Kempsey Primary can link with any of the specialist services which are connected to the areas of SEN:

Communication and interaction; Cognition and learning; Social, mental and emotional health; and Sensory and/or physical. The links we make will be dependent upon the individual needs of the child.

- ***What training are the staff supporting children and young people with Special Educational Needs having/ have had?***

All teachers are teachers of special needs within our school and therefore all staff are kept up to date with ideas/ interventions which aid the learning of the children within the school. There may be times when additional training is needed for specific needs and this will be co-ordinated by the SENCO and the Headteacher.

- ***Will my child be included in activities outside the classroom or school trips?***

Yes. All children will be encouraged to fully take part in the life of the school in an inclusive way. Where needed, special or additional provision/ equipment/ support may need to be planned for this to be possible. Only in extreme cases, and after discussion involving the SENCO, Class teacher and parents, will it be decided that an activity or trip is un-accessible or unsuitable for an individual.

- ***How accessible is the school setting for my child?***

Kempsey Primary School is accessible for most children. We are a single storey building with a bathroom management area. It would be advisable to visit the school and discuss how any specific needs of your child could be met.

- ***How will Kempsey support my child when transferring to a new setting?***

We have excellent links with the local high school which most children transfer to after Year 6. Discussion and visiting arrangements are planned for to ensure a smooth transition. However, should your child be transferring to a different school during their time with us, at any stage, we will endeavour to achieve good communication and pass relevant records across to them. Where time allows we can also help to arrange transition/ visiting days to the new setting.



- ***How are the school's resources allocated to match the needs of my child?***

All staff are responsible for the children in their care. Where additional needs are noted discussion between the class teacher, SENCO and Headteacher occur in order to ensure these needs are met. Resources within school are allocated in a way which reflects the needs of the children within our setting.

- ***Who makes the decision about how much support my child will receive and who receives it?***

(See SEN Policy for more detail) When additional needs are identified, the class teacher, SENCO and Headteacher will discuss the level of support needed in order to meet them.

- ***Who can I contact for further information?***

See appendix 2: Contact procedure

- ***Who should I talk to if I am unhappy with the provision my child is receiving?***

See Appendix 2: Contact Procedure

