



# **COLLIS PRIMARY SCHOOL**

## **SPECIAL EDUCATIONAL NEEDS POLICY**

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**Collis Primary School  
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## **INTRODUCTION**

This policy is based on the Special Educational Needs Code of Practice-Nov. 2001. It should be read alongside the school's Teaching and Learning, Behaviour, Medical, Child Protection, Gifted and Talented, Racial and Equal Opportunities Policies and Inclusion Policy.

The Policy was revised and updated in November 2010

## **DEFINITION OF SPECIAL EDUCATIONAL NEED**

For the purpose of this policy, and with regard to the SEN code of practice, we use the following definition of SEN:

A child has special educational needs if he or she has a learning difficulty, which calls for special educational provision to be made for him or her.

Pupils have special needs if they:

- a) Have significantly greater difficulty in learning than the majority of children of the same age; or
- b) Have a disability that prevents or hinders them from accessing educational facilities of a kind generally provided for children of the same age within the area of the LEA.

Learning difficulties can fall into one or more of the following categories:-

- Speech, Language and Communicational Needs
- Behavioural, Emotional and Social Development
- Moderate Learning Difficulty
- Specific Learning Difficulty
- Severe Learning Difficulty
- Autistic Spectrum Condition
- Sensory Impairments
- Medical Conditions

The school recognises that the provision for pupils with SEN is the responsibility of the whole school and that all teachers are responsible for pupils with special educational needs.

## **AIM**

At Collis Primary School we aim to provide a happy, caring and secure environment, where all the children are valued as individuals equally and have the opportunity to be able to enjoy and achieve to the best of their ability, stay safe, be healthy and make a positive contribution to the community.

We welcome pupils with Special Educational Needs as part of our community and will ensure that all pupils have equal opportunity to access a broad and balanced curriculum which embraces the Foundation and National Curriculum.

The Special Educational Needs Policy of the school reflects the principles of the Code of Practice.

Our aims are:

- To enable all SEN pupils to have their needs met
- To take into account the views of the pupils
- To encourage good communication with parents
- To facilitate full access to a broad and balanced curriculum
- To recognise the importance of each child's self esteem and enhance this wherever possible

**We value all the children in our school equally and recognise the entitlement of each child to have their needs addressed. Within a caring and mutually supportive environment we aim to:**

- Build on the strengths of the individual
- Foster a positive image
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow success regardless of SEN, disability or any other factors that may affect their attainment
- Ensure that effective channels of communication are sustained so that all persons including parents are aware of the implications of the Individual Education Programme (IEP) and other resources/agencies available
- Ensure that all children are successful learners at a pace appropriate to their abilities and stage of development

## **OJECTIVES**

The school will aim to ensure that:

- Every child has access to a broad and balanced curriculum
- Children are regularly assessed so that those with SEN are identified early
- Staff feel confident that they are able to provide for pupils with SEN in their classroom and have their training needs identified
- Staff, governors and parents are aware of the school's SEN policy
- All pupils are included in all activities in so far that it is practical and compatible to the child's educational provision
- Partnerships are developed with parents, external agencies and the LEA in order to meet the needs of children with SEN

## **IMPLEMENTATION**

The implementation of the Special Needs Policy is the responsibility of the whole school. The Headteacher and Special Educational Needs Coordinator (SENCO) are responsible for coordinating the day-to-day provision of education for pupils with SEN.

### **The role of the Special Educational Needs Co-ordinator (SENCO):**

The SENCO will have the responsibility to:

- Oversee the operation of the school's policy and to monitor its effectiveness within the day to day running of the school's Special Educational Needs Record.
- Maintain and update the Special Needs Record of Provision across the school, year group or individuals, including provision mapping on a termly basis and use it to monitor and evaluate additional support.
- Monitor all stages in accordance with the Code of Practice and take part in review procedures where appropriate.
- Ensure that liaison with parents is undertaken as appropriate and be available to parents who wish to make an appointment to discuss the SEN provision that their child receives.
- Convene annual reviews for statemented pupils and monitor the provision for children with a Statement of Special Educational Needs
- Liaise with and advise colleagues
- Manage the learning support team
- Oversee the records on all SEN pupils and coordinate the provision for pupils with Special Educational Needs
- Contribute to the in-service training of staff
- Liaise with external agencies, support services and secondary schools
- Administer diagnostic tests as required
- Arrange termly multi-professional meetings to review SEN pupils
- Review Individual Education Plans for each child with Special Educational Needs.
- Make every effort to ensure strategies advised by outside agencies are implemented to the best of the schools ability.

### **The role of the head teacher is to:**

- Modify or disapply the National Curriculum or the sitting of SATs for a pupil with SEN. If deemed appropriate.
- Ensure that the school's curricular guidelines include provision for SEN pupils.
- Be responsible for time-tabling.
- Be responsible for allocating finance for staff and resources for SEN under the delegated powers of the Governors.

- Report regularly to the governors on SEN matters.

### **The role of Subject Leaders:**

The subject leaders of all subjects are responsible for monitoring and evaluating the quality of provision for children with SEN in their subject. This may be done through means such as analysis of assessment data, lesson observations, work scrutiny etc.

### **The role of The Governing Body:**

- Has a statutory overall responsibility for the necessary educational provision for any pupil with SEN
- Has a named governor responsible for special needs. Generally the governing body will delegate its responsibility via the head, SENCo and class teachers while at the same time monitoring the work of the school on the pupil's behalf
- Ensures teachers in the school are aware of the importance of identifying and providing for those pupils who have Special Educational Needs.
- The School Profile is updated annually and informs parents on the implementation of the school's policy for pupils with special educational needs (Section 317, Education Act 1996)
- Ensures the school has regard to the Code of Practice when carrying out its duties toward all pupils with Special Educational Needs (Section 313, Education Act 1996)
- Ensures that parents are notified of a decision by the school that SEN provision is being made for their child. (Section 317A, Education Act 1996)

### **The Role of the Parent / Carer:**

A child with special educational needs is best served by a partnership of mutual support and information between home and school. There are opportunities before and after school when parents / carers can meet their child's class teacher if they have a concern.

Parents / Carers are involved and consulted as soon as a teacher registers a concern about a child's progress. They will be kept informed of any changes in assessment or SEN provision for their child.

To support the school and work with the school and professionals.

Any parent with questions or concerns about the special educational needs provision can make an appointment to discuss them with the Headteacher or SENCO.

Advise the school of anything happening at home which might affect the children's needs or their behaviour.

The LEA also has arrangements in place for parent partnership services which can provide information and advice relating to SEN and disagreement resolution procedures.

Any complaints or concerns about SEN provision should be addressed to the Headteacher, SENCO or SEN Governor who will try to resolve the situation. The school also has details about school complaints procedures issued by the LEA.

### **ADMISSIONS**

All children are admitted to the school according to the school's admissions criteria.

Procedures may include liaison with parents/carers, feeder schools/pre-school provision, liaison with outside agencies.

When a child is admitted to the school with a particular medical problem; advice, support and training will be sought from the appropriate agencies. The school's responsibilities will be identified and agreed through meetings with parents and the appropriate agencies.

Children with statements of Special Educational Needs that name a school in the statement are required to be admitted to the school that is named. The governors do not have the right to refuse admission. LEAs must comply with a parental preference unless the school is unsuitable to the child's age, ability, aptitude or special educational needs, or the placement would be incompatible with the efficient education of the other children with whom the child would be educated, or with the efficient use of resources.

## **FACILITIES**

The Infant building is single storey with ramp access where required. The junior building is a double storey building with lift access. There are stability rails provided in all children's toilets and there are a number of disabled person's toilets sited next to the main entrance and in the junior building. Notices, e.g. toilet, exit, are provided in Braille in the new school building. The use of soundfields are also used.  
(Please see the Accessibility Policy)

## **IDENTIFICATION**

Early identification and intervention is of vital importance to a child's later development and progress.

The school identifies children who may be experiencing problems through:

- a Records and information from pastoral visits and feeder schools and nurseries
- b Foundation Stage Profile
- c Concern raised by the class teacher or support teacher at any stage
- d Concern raised by parent/carers
- e Concern raised by outside agencies
- f Results from tests and assessments e.g. SATs end of KS1, NFER (National Foundation for Educational Research) tests in years 3, 4 and 5.

## **ASSESSMENT AND PROVISION**

In the **Foundation Stage** the government's Early Learning Goals set out what most children will have achieved by the end of the foundation stage/reception year. Children will progress at different rates but the key test for the need for action is **evidence** that a child is not making adequate progress.

Where a child is not making adequate progress, it may be necessary to use alternative approaches. If, despite this, the child does not make adequate progress, the child will be

identified as having SEN and intervention will take place. This is referred to as **Early Years Action** and follows the same procedure as school action (see below).

If this action does not enable the child to make satisfactory progress, the SENCo may seek advice and support from external agencies. This is called **Early Years Action Plus**.

If the child already has an identified SEN, then the records will be passed on when the child starts school. The SENCo, class teacher and support staff will use the information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child and to ensure adequate progress within the class
- Use the assessment process to identify any barriers to learning and individual strengths
- Ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to inform the basis for the planning of the next steps of the child's learning
- Involve parents in implementing a joint learning approach at home.

### **School Action**

When a class teacher, support teacher, parent or SENCo identify a child with SEN, then interventions that are **additional to** or **different from** will be provided as part of the schools usual differentiated curriculum.

A child who has been placed on **School Action** will have one or more of the following:

- Despite receiving differentiated learning opportunities makes little or no progress even when teaching approaches are targeted particularly at the child's identified area of weakness
- Despite receiving differentiated learning opportunities shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties that are not relieved by behaviour management techniques usually employed by the school
- Has sensory or physical difficulties, 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.

In some cases outside professionals may already be involved with the child. The school will endeavour to liaise with these professionals to ensure continuity of provision in school. Parents will always be consulted and kept informed of any action taken to help the child. For some children it will be appropriate for an Individual Education Plan (IEP) to be written, but not in all cases. When an IEP is written it will be shared and discussed with parents / carers. The IEP proforma used by the school can be found in Appendix B.

## **Nature of Intervention**

Intervention may include:

- Different learning materials or special equipment
- Extra adult time to devise the nature of the intervention and to monitor its effectiveness
- Staff development and training to introduce more effective strategies
- Access to LEA support services for occasional advice on strategies or equipment
- Some group or individual support

## **Inclusion and Provision of Support**

We believe that children with SEN should generally take part in their classrooms with their peers (with group or individual support where appropriate) but separate provisions may be necessary for specific purposes. This may include:

- Small group withdrawal using IEPs
- Targeted teaching to address concepts that have been only partially understood
- Teaching Assistants targeting specific individuals or groups within the class under the direction of the teacher

Strategies employed to enable children to progress will be recorded within an Individual Education Plan (IEP)

## **Individual Education Plan**

The IEP will include information about:

- The short term targets set for the child
- The teaching strategies used
- The provisions to be put in place
- Review date
- Outcomes

The IEP will record action that is additional to, or different from, the differentiated curriculum that is in place for all pupils. The IEP will be reviewed two/three times a year and a parent's views will be sought. Wherever possible, the targets will be shared with the children so they have a goal to work towards.

## **School Action Plus**

A child that has been placed on **School Action Plus** (SAP) will have one or more of the following difficulties:

- Has continued to make little or no progress in specific areas over a long period despite additional input at School Action.
- Continues working at National Curriculum levels substantially below what is expected of a child of a similar age
- Continues to have difficulties in developing Literacy and Numeracy skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning and that of others, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice by the specialist service

- Has ongoing communication or interaction difficulties that impede the development of social relationships and causes substantial barriers to learning

A request for significant support from external services is likely to follow a decision taken by the SENCo and colleagues in consultation with parents, at a review meeting of the child's IEP. At SAP external support services will usually see the child so that they can advise teachers on a new IEP, with new targets and strategies. This will be implemented, at least in part in the normal classroom setting.

### **Statutory Assessment of SEN under Section 323 of the 1996 Education Act**

Where a child at SAP has demonstrated significant cause for concern a request for Statutory Assessment is made by the school to the L.E.A.

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN and any action taken to deal with their needs, including any resources or special arrangements in place. This information may include:

- The child's IEPs
- Records of reviews and their outcomes
- Medical information where relevant
- National Curriculum levels of attainment
- Educational and other assessments e.g. Educational Psychologist
- Views of the parent and child
- Involvement of outside agencies
- Any involvement by the social services or education welfare service
- Samples of work
- Other documentation as required.

Statutory Assessment involves consideration by the LEA working with the parents, school and any outside agencies, as to whether a statutory assessment is necessary. The request for an assessment can be made by the school, parent or an outside agency.

When the evidence presented to the LEA suggests that the child's difficulties have not responded to relevant and purposeful measures taken by the school and external specialists, and may call for special educational provision (that cannot reasonably be provided within the normal resources available to the school); the LEA will consider the case for a statutory assessment of the child with SEN.

The LEA may decide that the degree of the pupil's difficulty and the nature of the provision necessary to meet the child's SEN requires the LEA to determine the child's special educational provision through a statement.

A Statement of SEN will include:

- Pupil's name and address, date of birth, home language and religion
- Details of the pupil's special needs
- The special educational provision necessary to meet the pupils SEN
- The type and name of the school where the provision is to be made
- Relevant non educational needs of the child

- Information on non educational provision

All children with statement of SEN will have short term targets set for them that have been established after consultation with parents and pupil and will include targets identified in the statement. These targets will be set out in an IEP and be implemented, at least in part and as far as possible in the normal classroom setting.

### **Annual Review of Statement**

All statements must be reviewed annually. The SENCo will invite the parents, LEA and other professionals involved to a meeting where they will consider whether any amendments need to be made to the statement. The feelings of the child will be sought during this process. The annual review will focus on what has been achieved as well as on any difficulties that need to be resolved. For year 5 and 6 pupils, consideration of secondary transfer will be made. Children's progress is regularly monitored and assessed against National Curriculum levels or "P" levels if appropriate.

### **COMPLAINTS PROCEDURE**

Any complaints or concerns about specific elements of the school provision for SEN should be addressed to the head teacher and the SENCo. If the matter is not satisfactorily resolved it will be referred to the LEA. Details of this procedure are available from the school or from the LEA.

### **PARTNERSHIP WITH PARENTS**

We believe that parents have an essential role in enabling children with SEN to make progress, become successful learners, confident, self-assured and independent children. Children's learning is more effective if parents are fully involved. Parents will be informed directly if the school feels that the child may have SEN. The class teacher/support teacher and/or SENCo will hold reviews twice each year to discuss the child's progress and set targets. Parents will be sent a copy and invited to comment.

### **LINKS WITH OTHER SCHOOLS**

We welcome and foster links with our local schools and pre-school provision. In Year 6 the Secondary SENCo will be invited to the Annual Review.

### **LINKS WITH OUTSIDE AGENCIES**

The school maintains links with support agencies and other professionals. The school can access training and advice via LEA procedures. These can include:

- Educational Psychologist
- Inclusion Support Officer
- Educational Welfare Officer (EWO)
- Behaviour Support Service
- Speech and Language Therapists
- School nurse

- Paediatric Occupational Therapist
- Consultant Paediatrician
- LEA advisors
- Learning Needs Team
- Education Support and Advisory Service for children with Sensory Impairment
- Child and Family Services
- Social Services
- Audiometrician
- Dentist
- Leon Gillis Child Development Centre
- Feeder schools

Reviewed by:

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## Appendix A

### Glossary of Terms

SEN ..... Special Educational Needs

LEA ..... Local Education Authority

SENCo ..... Special Needs Co-ordinator

SATs ..... Statutory Assessment Tasks