

## BEECROFT PRIMARY SCHOOL – POLICY FOR SPECIAL EDUCATIONAL NEEDS – January 2016 - (Also see SEND Information Report)

### Aim of the school

Beecroft Primary School views children with special educational needs very positively. The school has high expectations of all pupils and provision is made for each child to gain success within a differentiated curriculum.

### Objectives

The principles that underlie the provision of special educational needs will ensure that:

1. Pupils with special educational needs are identified as early as possible, so that their needs are met;
2. Procedures are in place whereby teachers are aware of such pupils and can monitor and provide for their needs;
3. Pupils with special educational needs are integrated as fully as possible into the life of the school;
4. Appropriate resources are available and are used in the school;
5. Full use is made of supporting agencies outside the school.

### Definitions

“Special educational provision is educational or training provision that is additional to or different from” that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching” SEN Code Of Practice (2014)

### Admission policy

The school aims to take any child with special educational needs, if the provision that the school can offer will fulfil the individual child’s requirements.

### Partnership with parents

The school is committed to welcoming and supporting the parents of children with special educational needs.

Before pupils join Beecroft both Nursery and Reception staff work closely with parents, previous early year’s settings and health visitors to identify any needs during home visits so that continuity of provision can be ensured when a parent accepts a place for their child at Beecroft. For those pupils who join Beecroft either during the year or enter a class in either KS1 or KS2 the SENCO liaises both with the previous school setting and colleagues who are already providing external specialist support for the pupil. Meetings will take place with parents to ensure that provision is put in place for their child as a part of the transition process.

Meetings at both an informal and formal level can be arranged as often as parents wish with a view to exchanging ideas and planning details that will promote a settled, caring and stimulating environment for their child. Formal reviews are held at least termly to discuss children's progress and to review their Individual Learning Plans. This plan is signed by the pupil, parents and the school; parents receive a copy of the plan.

### **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of targets. We endeavour to fully involve all pupils by encouraging them to:

- state their views about their learning, their targets and what they need to do to improve their progress
- share in individual target setting across the curriculum subjects so that they know what their targets are and why they have them,
- self-review their progress and set new targets on their Individual Learning Plans through 1:1 discussion with either their class teacher or Miss Brown.

### **Identification of Special Educational Needs**

The profile of special needs identified in school and currently on the Special Needs Register is as follows:-

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

### **Organisation of intervention for each category of difficulty at Becroft Primary School**

#### **1. Cognition And Learning**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD) and severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum.

Thorough teaching of basic skills is a priority from N - Year 6 and intervention is put in place when progress does not result from quality first teaching alone. Trigger points are:

- Failure to learn and retain key reading words;
- Progress in reading is slow;
- Underdeveloped writing skills and problems with spelling;
- The pupil is at a level behind the average expected level for the class;
- Targets set for a pupil are not being met;

- Difficulty with key maths skills and concepts.

## **2. Communication and interaction - Speech**

This category of difficulty is usually identified in Nursery and Reception or when a child transfers to the school during KS1 or KS2. Nursery and Reception staff build up an initial profile of a child during introductory home visits. At this stage initial concern sheets can be filled in and discussion takes place with the SENCO and the head teacher; observation and monitoring continues in the setting. There is close contact with parents as children are welcomed into the school. In conjunction with parents, referral may be made to the speech therapist who will assess the pupil's needs and devise a programme of intervention if appropriate.

Pupils can be referred to the Speech Therapy Service at any stage during their time at Beecroft Primary School who Miss Brown is in frequent contact with.

## **3. Social, mental and emotional health**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging or disturbing behaviours. These behaviours may reflect underlying worries or mental health difficulties for the pupils.

All staff work closely with our pupils assessing their well-being and behaviour. Pupils are encouraged to discuss any worries and programmes are put in place for daily/weekly counselling sessions where these are necessary.

We have clear processes to support our pupils and our school works closely with health, social services and family support teams.

## **4. Sensory and/or physical**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Where this is the case the needs of the pupil are catered for; equipment and resources are modified so enabling the full curriculum to be accessed. Parents are involved in this process at every stage so that equipment and learning strategies can be mirrored at home and at school.

Colleagues from the Complex Needs Service work closely with school and visit our pupils termly to assess their progress and support the provision available in school.

### Action taken on the identification of the above

#### Assess

In identifying a child as needing SEN support the class teacher, working with the SENCO, carries out a clear analysis of the pupil's needs. This draws on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from our core approach to pupil progress, attainment, and behaviour. It also draws on the individual's development in comparison to their peers, national data, the views and knowledge of parents, the pupil's own views and, if relevant, advice from external support services.

We take seriously any concerns raised by a parent. These are recorded and compared to our own assessment and information on how the pupil is developing.

#### Plan – Provision Mapping And Individual Learning Plans

All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school.

The whole school provision map enables the school to:

- Plan strategically to meet pupils' identified needs and track their provision.
- Recognise gaps in provision and make immediate changes where they are needed e.g. additional support, teaching groups or liaison with home
- Focus attention on whole-school issues of learning and teaching providing an important tool for self-evaluation regards any emerging issues within the school

Where it is decided to provide a pupil with SEN support, parents are fully involved. The teacher and the SENCO agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for at least a termly review.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is recorded on the school's information system and the pupil's Individual Learning Plan.

The support and intervention provided is selected to meet the outcomes identified for the pupil and is provided by staff with sufficient skills and knowledge to deliver the programme.

Parents are fully aware of the planned support and interventions and parents are encouraged to reinforce and contribute to progress at home by practising key skills or exercises, reading and talking to their child about their learning.

### What Should Be Included In An Individual Learning Plan?

Our approach to Individual Learning Plans is as follows:

- Our Individual Learning Plans are a planning, teaching and reviewing tool which enable us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended as the pupil moves towards their targets.
- Our Individual Learning Plans record targets that are key to progress as a part of a differentiated curriculum plan. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
- Our Individual Learning Plans will be accessible to all those involved in their implementation.
- Our Individual Learning Plans will be based on informed assessment and will include the input of outside agencies e.g. speech therapist.
- Our Individual Learning Plans are devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- Our Individual Learning Plans will be time-limited –termly review.
- Our Individual Learning Plans will have a maximum of three short / medium term SMART targets set for or by the pupil.

Targets for an Individual Learning Plan will be arrived at through:

- Discussion between teacher and SENCO
- Discussion with parents/carers and pupil
- Discussion with another professional

### Do

The class teacher is responsible for working with the child on a daily basis and for providing quality first teaching. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil. Our teachers work closely with teaching assistants and/or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

An Individual Learning Plan for cognition and learning should include time planned in to the timetable for pre-teaching and repetition of key skills and ideas. Often a teaching assistant is involved with this;

- Basic sentence writing and repetition of modelling of key words;
- Daily opportunities to learn key spellings;
- Daily opportunities to learn maths skills.

English sessions may provide opportunities for the above however other times during the day may also need to be used. Intensive sessions can take place with a teaching assistant before assembly or time provided later in the day to practise and repeat target skills. Teaching in all areas of the curriculum should give opportunities to practise basic skills.

Miss Brown supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support and when it is necessary to access external support.

### Review

The effectiveness of the support and interventions and their impact on the pupil's progress are regularly reviewed in line with the agreed date. This helps ensure that the support and intervention are matched to the needs of the pupil and that barriers to learning are identified and overcome.

The impact of the support and interventions are evaluated, along with the views of the pupil and their parents. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes needing to be made to the programme in place.

### Special Needs Register

The Special Needs Register is maintained on the SENCO module on the office computer. This consists of a list of children throughout the school, who have been identified as having special educational needs.

### SEN Support

Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.

It may be decided that a very small number, but not all of the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision.

### EHC Plans

On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

Our school complies with all local arrangements and procedures when applying for High Needs Funding and EHC plans and ensures that all prerequisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

### **Funding For Inclusion**

Under the new funding arrangements all primary schools are required to meet the first £6,000 of additional support for each pupil with Special Educational Needs, before any additional funding is provided.

### **Funding for SEN in KS1 and KS2**

Pupils with SEN in specified year groups, i.e. Y1, Y3, and Y5, are identified in the autumn term for funding to start in the following April. Year group is determined from the pupil's date of birth and not the year group in which they are taught.

### **EYFFI process**

EYFFI is the process by which Leeds Children's Services allocates resources to schools to support children with special educational needs aged between three and five years. The children identified in the early years are those with the most severe and/or complex difficulties. Nursery and Reception staff work closely with parents, previous early year's settings and health visitors to identify any needs during home visits so that continuity of provision can be ensured when a parent accepts a place for their child at Beecroft.

### **Pupils with EAL who may have SEN**

**DO NOT ASSUME THAT EAL PUPILS ARE SPECIAL NEEDS.**

**Triggers for cause for concern that an EAL pupil may have SEN include:**

- Language acquisition progress below expected norm in either language
- Unusually slow work rate compared with peers
- Little response to teacher or peer intervention
- Specific weakness in English language development e.g. poor verbal comprehension, limited vocabulary and use of expression
- Poor listening and attention skills
- Specific weakness in English literacy skills, e.g. difficulties in reading, comprehension or limited unaided writing
- Gap between cognitive ability tests and reading age
- Very low baseline assessment
- Poor ability in first language
- Inability to acquire basic number concepts
- Parent expressing concern over pupil's school progress
- Pupil has difficulty in subjects which are less language dependent. However, it should be recognised that knowledge of vocabulary is necessary in all subjects.
- Emotional and behavioural difficulties

### Identification of pupils with EAL who may have SEN

- Observations of the pupil by both the class teacher and SENCO will take place over time as in the early stages of second language acquisition a “silent” period is common and quite normal.
- School will work with the parents and consider the pupil’s needs within the context of the home, culture and community
- School will make full use of any local sources of advice relevant to the ethnic group, drawing on community liaison and multi-lingual staff to gain a full picture of the child’s history and behaviour at home and in the school setting. We will access speech therapists in the child’s first language where this is appropriate.
- The class teacher will look at all aspects of a pupil’s performance in different subjects
- At an early stage, an assessment will be made of exposure to each of the languages spoken, the current use and proficiency. This assessment will form the basis for planning to meet the pupil’s needs, and will be reflected in short-term planning.

### Guidance for supporting EAL pupils with SEN

- Continue English language acquisition support, making full use of a wide range of strategies and materials that have been purchased by the school. EAL/dual language resources are sent home so that home and school activities can mirror one another
- Provide additional group/individual support.
- Grouping should include good English language role models and same-language speakers where possible
- Plan for a multi-lingual/multi-sensory approach
- Work closely with parents, if necessary through translation services and by inviting parents in to school on a regular basis
- Ensure that there is on-going liaison between support services

### Record keeping

#### Green SEND files

All class teachers have a green file, which contains the following:-

- Matrix of names and stage of SEN for the class
- List of vulnerable pupils
- Provision map and assessment data for the class including tracking from previous years
- Medical special needs
- Wallet containing each child’s special needs record
- Information about the Children’s & Families Act 2014
- Assessment forms

#### Individual children

All children will have a plastic wallet, in which their Individual Learning Plans and individual work will be kept. The class teacher keeps individual records of

any extra provision within the classroom. Class teachers must show on their weekly planning the method and timescales for implementing the Individual Learning Plans and intervention groups for children in their class. Regular discussions and monitoring of pupils enables the staff to review their progress. The school's SENCO is included in discussions about these individual children.

### **Teaching assistants**

#### What can teachers expect from teaching assistants?

1. Help with the preparation of materials under the class teacher's or SENCO's direction; this includes plans written by the SLT
2. Support for individual pupils in achieving their targets;
3. Work with small groups of children under the supervision of the class teacher;
4. Records of daily work and observations.

#### Teachers' responsibilities to teaching assistants

1. Use their knowledge and the Individual Learning Plan to plan work for the assistant;
2. Where possible teachers should consult assistants prior to a particular lesson, to ensure that the assistant is clear about his or her role in that lesson;
3. Key questions and vocabulary should be provided for the TA and the teacher should model his/her expectations for the TA to copy when working with a small group.

It is of paramount importance that the SEN child retains his/her independence and responsibilities as a learner. It is **NOT** the function of the teaching assistant to do the work for the child but to be a facilitator, enabling the child to work for him/herself, thereby increasing the child's confidence and self-esteem.

### **Teachers' roles and responsibilities for individual children**

With the SENCO write initial Individual Learning Plans for children in their class. It is the class teacher's responsibility to identify the children with special needs in their class. The early identification of children in need of intervention will allow the class teacher to adapt and differentiate the work to suit their needs. Close monitoring of such children is essential. The SENCO may be involved with target setting at a later date.

### **Essential provision within the classroom**

1. Word mats with key words for spelling on every table;
2. Individual dictionaries, word books and/or notebooks divided into alphabetical order;
3. Key words around every classroom: Months of the year;  
Days of the week;  
Time words;  
Colour words (Key Stage 1).

4. Topic related word banks, which include new and relevant words;
5. Alphabet frieze (Key Stage 1); smaller alphabet strip (Key Stage 2) that shows alphabetical order;
6. Word family displays;
7. Number lines 1-10, 10-20, 1-100;
8. Times table charts and number squares;
9. Practical equipment to ensure that concrete understanding of key ideas and concepts is possible;
10. Clearly labelled resources for the pupils to access.

### **The SENCO**

The Deputy Head, N Brown is the designated teacher responsible for leading special needs at Beecroft Primary School. The Headteacher is involved on a strategic level.

### **ROLES AND RESPONSIBILITIES OF THE SEN CO-ORDINATOR**

1. The day to day operation of the school SEN Policy;
2. Liaising with and advising colleagues;
3. Co-ordinating provision for children with special educational;
4. Maintaining the school's SEN Register and overseeing the records of all pupils with special needs;
5. Delegation of administrative tasks to office staff;
6. Liaising with the parents of children with SEN;
7. Contributing to the in-service training of staff;
8. Build up and monitor a bank of resources and screening/assessment materials for use with SEN pupils;
9. Liaising with external agencies, including the Educational Psychologist Services, Social Services, medical and other support agencies;
10. With the SEN Governor, to monitor the effectiveness of the SEN provision and implementation of the policy.

### **Arrangements for integration of children with SEN**

The SEN and Disability Act 2001 and Disability Discrimination Code of Practice (2002) are designed to ensure that children with disabilities are not discriminated against in any aspect of school life.

Pupils with special educational needs are integrated as fully as possible into the life of Beecroft and participate in school activities alongside pupils who do not have SEN. Withdrawal from classes to receive small group input is monitored, to ensure that the overall breadth and balance of the curriculum is maintained. Teachers will differentiate work within the classroom so that all children can experience success within the curriculum. Opportunities are provided for all pupils to be successful at Beecroft; pupils with SEND represent the school on School Council, at open days and in inter-school sporting competitions.

### **Evaluation of the SEN policy by the governing body**

The responsibility for ensuring that the school's SEN provision meets the needs of SEN pupils is the responsibility of the governing body.

The governing body, working with the head teacher, is responsible for:

- determining the school's policy and approach to provision for pupils with SEN
- establishing appropriate staffing and funding arrangements
- maintaining general oversight of the school's provision
- reporting annually to parents on the school's SEN policy

The governing body will monitor the progress of children with special educational needs as they progress through the school. They will use the Key Stage 1 and 2 SATs results of children with SEN as key indicators and also monitor the pupils using termly and mid key stage assessments.

### **Arrangements for dealing with complaints from parents about the school's SEN provision**

Any complaints from parents about any aspect of the school's SEN provision will be referred immediately to the headteacher for consideration. The LEA Complaints Procedure, set out in the school prospectus, will then be followed.

Review Date: January 2018