



# Lea Valley Primary School

## Special Educational Needs Policy 2016/17

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## **Introduction**

We believe that all children have the right to an education which provides them with opportunities and resources that help them reach their full potential.

The 1996 Education Act in its Code of Practice gives practical guidance to Local Educational Authorities (LEAs) and governing bodies of all maintained schools on their responsibilities towards children with SEN.

## **Definition of Special Educational Needs (SEN)**

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

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age or;
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind provided for children of the same age in schools within the local education authority or;
- c) are under compulsory school age and fall within the definition of a) or above or would do if special educational provision was not made for them.

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.

Special educational provision means:

- a) for children of two or over, educational provision which is additional to, or otherwise different from the educational provision made generally for children of their age in maintained schools, other than special schools in the area.
- b) for children under two, educational provision of any kind.

1996 Education Act - Section 312

## **Definitions in Children Act 1989 and Disability Discrimination Act 1995**

*'A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.'*

Children Act 1989 - Section 17 (11)

*'A person has a disability for the purpose of this Act if he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day to day activities.'*

Disability Discrimination Act 1995 - Section 1 (1)

Children thus defined, may be of low academic ability, have specific learning difficulties, have physical or mental impairments, present emotional or behavioural problems, or have had their schooling interrupted. However, we consider children with exceptional ability as having SEN even if they are not regarded as such by the Code of Practice.

### **Admission arrangements**

The school has an inclusive policy with regards to pupil admission.

1. Pupils with SEN will be admitted to the school in accordance with the requirements of the 1996 Education Act and Code of Practice (November 2001). These pupils will be integrated as fully as is appropriate to their individual needs.
2. Pupils with SEN, whether or not they have a statement, will be treated as fairly as all the other applicants for admission.
3. The school will seek to ensure that all placements are properly planned and that any necessary support is in place to enable the maximum prospects of success.

### **Identification, Assessment and Provision**

1. All pupils are entitled to a balanced and broadly based curriculum as outlined in the Foundation Stage and National Curriculum in line with the School Inclusion Policy. This policy ensures that teaching arrangements and strategies are fully

- inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation.
2. We use the recommendations of the Code of Practice for the identification, assessment and provision of SEN.
  3. All staff are responsible for identifying pupils with SEN, and the Special Educational Needs Coordinator (SENCo) will work with staff to ensure that those pupils who may need additional or different support are identified at an early stage.
  4. The graduated approach provides the framework within which pupils' needs are identified and assessed and for responses to be agreed and implemented.
  5. All children formally identified as having SEN are recorded on the SEN register which is updated termly.
  6. Each member of staff within the school has clearly defined roles and responsibilities towards children with SEN and in implementing IEPs. This is reflected in curriculum planning and in the progress assessment procedures used throughout the school.
  7. Each child's progress is carefully monitored regularly and reviewed on a systematic basis, and least every six months, and this provides information which is used to decide how to proceed.

## **School provision**

Once a child has been identified as having SEN, they are provided with in-school support. This takes the form of extra support provided by the class teacher and where appropriate, other teachers, the SENCO, the Learning Mentor or the support staff.

## **Specialist provision**

1. When the school considers that specialist support is needed, external agencies are contracted.
2. The school has a service level agreement (SLA) with the Haringey's Education Support Service to provide us with specialist teachers and Special Needs Assistants (SNAs) as and when required and appropriate.

## Individual Education Plans

The IEP will set targets for the pupil and will detail:

- the short term targets set for or with the child
- the teaching strategies/arrangements to be used
- the provision to be put in place
- the resources required and the persons involved
- how frequently the targets are to be monitored
- when the plan is to be reviewed and evaluated.

## Reviewing IEPs

IEPs should be reviewed, usually termly, and occasionally, more frequently, but at least once every six months and the outcomes recorded and new targets set. At least one review in the year could coincide with a routine Parents' Evening. Reviews need not be formal, but parents' views on the child's progress should be sought and they should be consulted as part of the review process. Wherever possible, the child should also take part in the review process and be involved in setting the targets. If the child is not involved in the review, his/her ascertainable views should be considered in any discussion.

## School Action Plus

1. Pupils on School Action may be moved up to School Action Plus, in consultation with parents and after seeking advice from external agencies (see Code 5:54) in any of the following circumstances:
  - when the school has evidence that insufficient progress has been made, despite significant support and intervention,
  - when there are emotional and/or behavioural difficulties, which substantially and regularly interfere with the child's own learning or that of the group, despite having an individualised behaviour management programme,
  - when there are sensory and/or physical needs requiring external specialist help not currently being provided.
2. School Action Plus may involve some or all of the following:
  - the class teacher who works daily with the child and the SENCo are provided with advice and support from outside specialists,

- additional or different strategies to those provided for the child through School Action are put in place and a new IEP usually devised,
  - if the SENCo and the external specialist consider that more detailed advice should be sought from other outside professionals. Consent from the child's parents must be obtained.
3. When external agencies are involved, their advice will be incorporated into the IEP and these professionals will be invited to contribute to the monitoring, review of progress and setting of new targets.

## **Statutory assessment**

Where the school has evidence (see Code 5:64) that a pupils is making insufficient progress, despite graduated interventions at School Action Plus, the school may consider applying, in consultation with the parents and any other external agencies already involved, to the LEA for a statutory assessment.

## **Role of Governors**

The Governing Body (GB) has to:

1. have regard to the Code of Practice when carrying out their duties towards all pupils with SEN,
2. ensure that the necessary provision is made for any pupil that has SEN,
3. ensure that, where the 'responsible person' -the head teacher or the appropriate governor- has been informed by the LEA that a pupil has SEN, those needs are made known to all who are likely to teach them,
4. consult the LEA and the GB of other schools, when it seems to be necessary or desirable, in the interests of coordinated special educational provisions in the area as a whole,
5. be fully involved in developing and monitoring the school's SEN policy,
6. be up to date and knowledgeable about the school's SEN provision, especially the SEN Governor, including how funding, equipment and personnel resources are used,
7. ensure that SEN provision is an integral part of the School Development Plan (SDP)
8. ensure that the quality of SEN provision is continually monitored,

9. report annually to parents on the implementation of the school's SEN policy and its effectiveness, including allocation of resources.

Education Act 1996 - Section 317

## **Evaluation of the school's SEN policy**

1. This policy will be reviewed annually involving all members of staff and led by the SENCo.
2. The views of the parents will be sought and taken into account, as well as the views of pupils in a manner appropriate to their maturity, understanding and ability.

## **Success criteria**

Criteria for assessing success of the school's SEN policy:

- a) pupils make satisfactory progress and gain in confidence,
- b) parents see that their child is making satisfactory progress,
- c) staff feel supported by it in their work with pupils,
- d) staff are clear about their roles and responsibilities in implementing the policy and are able to carry out those duties in a manageable way,
- e) the GB considers that the SEN policy is being effectively implemented.

## **Complaints Procedure about SEN provision in the school**

- The school's complaints procedure is set out in the prospectus.
- Under the SEN and Disability Act 2001, parents will also be able to request independent disagreement resolution and the school to make this information available on request.

## **Links with other mainstream schools and special schools**

1. The school liaises with other local primary and secondary schools as well as special schools in order to keep abreast of information regarding provision made in those schools as well as SEN developments generally.

2. The SENCo regularly attends meetings and conferences organised for all SENCos in the LEA and these are a valuable source of information.
3. The records of all pupils transferring to other schools will be passed on promptly to the receiving school along with any other information which would appropriately support the new placements. In addition, the SENCo liaises with the SEN staff of secondary schools to ensure that the year 6/7 transfer of SEN pupils is as smooth as possible and that the pupil's needs continue to be met.
4. Parents are entitled to have access to any such records of information.

### **Links with health and social services, educational welfare service and any voluntary organisation**

1. The school has links with these bodies with regard to individual pupils as well as to planning provision made in the school generally. Wherever possible, we try to prevent difficulties occurring, and seek the advice of these services and organisations at the earliest stage possible regarding any cause for concern.
2. We have regular contact with an allocated Educational Welfare Officer (EWO) and s/he works in partnership with the school in promoting good attendance and punctuality and is alerted to possible difficulties at an early stage. S/he also provides a valuable link with parents on such issues.
3. Individual concerns about the health of pupils are discussed with the school nurse and s/he is involved in planning provision for, and responding to, concerns about such pupils whenever this is appropriate.
4. The school also has links with local hospitals who submit medical reports on pupils we are concerned about and have referred to them. They also provide an occupational therapy and physiotherapy service, when available.
5. With pupils who are involved with the Social Services, the school seeks to work in partnership with allocated social workers by exchanging information, preparing reports, attending case conferences where possible, or any other ways which are helpful to the process for the individual pupil. Any issue of child protection will be dealt with in accordance with LEA guidelines.