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Designated person: Miss A Harrison

Adopted by the School On: 26/11/2012

Chair of Governors: Mr R Pinner

Head: Mrs A Fox

Review date: November 2015



Special Educational Needs Policy

The schools SEN Co-Ordinator is Miss A Harrison

Legal definition of SEN:

- ✓ A child has SEN if s/he has a learning difficulty or disability which calls for special educational provision to be made for him/her
- ✓ A child has a learning difficulty if s/he has a significantly greater difficulty in learning than the majority of children of the same age

Mission Statement

'Working together as one'

The school will have regard to the current code of practice for special needs and considers the 3 key principles for inclusion at all levels of curriculum planning.

- ✓ Pupils with SEN are entitled to have suitable learning challenges set for them. This is achieved through; teaching the knowledge, skills and understanding in ways that suit the pupils' abilities. This may mean referring to earlier or later key stages to develop an age related program depending on whether pupils' attainment significantly falls below or exceeds the expected level of attainment We adopt a flexible approach to take account of any gaps' in pupils learning.

The school ensures that action is taken to respond to pupils diverse learning needs through; having high expectations and providing opportunities for all children to achieve. This includes boys and girls, pupils with SEN, pupils with disabilities, pupils from different social and cultural backgrounds and pupils from different ethnic groups. Teachers are aware of the requirements of the equal opportunities legislation that covers race' gender and disability.

Teacher takes specific action by;

- Creating effective learning environments
- Securing pupils motivation and concentration
- Providing equality of opportunity through teaching responses using appropriate assessment approaches setting targets for learning

- ✓ The school helps to overcome potential barriers to learning and assessment for individuals and groups of children by taking account of these requirements and making provision to support children to enable them to participate effectively in the curriculum and assessment activities. For some children with SEN action to respond to individuals' requirements will be met through school based intervention as set out in the SEN Code of Practice. Some children will receive access to specialist equipment and approaches or to alternative or adapted activities consistent to school based action supported by advice from external agencies as set out in the Code of Practice. In some circumstances children will be supported with a statement of SEN. In such cases teachers work closely with representatives from other agencies.
- ✓ The school's Equal Opportunities policy is also observed.

Objectives

The objectives of our SEN policy are:

- ✓ That our assessment arrangements ensure that pupils' special needs are identified as soon as possible
- ✓ Assessment data is used to inform decision making
- ✓ Pupils with SEN are given full and equal access to a broad and balanced curriculum
- ✓ Appropriate resources are centrally based for staff use in the classroom to ensure that the needs of pupils are appropriately met
- ✓ Parents are informed and actively encouraged to be involved in meeting the needs of their children in partnership with the school through regular attendance at reviews of their child's progress.
- ✓ Use is made of teachers ,other professionals ,facilities and resources from within the school and outside wherever possible
- ✓ Achievement targets are set on a regular basis
- ✓ All children grow in their confidence and independence and selfreliance to become confident and capable learners
- ✓ All children are able to read, write and use numbers effectively and with confidence
- ✓ All pupils are actively involved and informed of their targets
- ✓ Pupils identified as being Gift and Talented are given access to an extended curriculum , through enjoyment and enrichment and by accessing resources provided by link High schools.

The school's SENCO is currently Miss Ashley Harrison and has been since September 2011. The named governor for SEN is Lord Martin Matthews.

The SENCO's responsibilities include:

- ✓ Determining the strategic development of the SEN policy and provision with the headteacher and governing body
- ✓ Taking day to day responsibility for the operation of the SEN policy and provision
- ✓ Carrying out analysis and assessment of pupils' needs in consultation with teachers and teaching assistants.
- ✓ Monitoring the quality of teaching and standards of pupil achievement
- ✓ Setting targets for improvement
- ✓ Working with classteachers to ensure that provision is matched to the needs of the child .
- ✓ Helping to establish Individual Education Plans in line with School Action/School Action plus
- ✓ Overseeing and updating the records of children with SEN
- ✓ Developing and maintaining working relationships with parents
- ✓ Liaising with outside agencies
- ✓ Keeping the headteacher and governing body informed of developments as and when necessary and at least annually ~
- ✓ Maintaining a record of INSET related to SEN
- ✓ Keeping up to date with new developments by attending courses provided by the LEA and other organisations
- ✓ Disseminating information to relevant staff
- ✓ Organising training for staff on training days and during directed time as required
- ✓ Managing the deployment of LSA's supporting pupils with SEN
- ✓ Ensuring that NQT / new members of staff understand the SEN policy and procedures

All classteachers have a responsibility to ensure that the SEN policy is put into practice. Classteachers responsibilities include:

- ✓ Identifying pupils who make little or no progress in spite of differentiated learning opportunities being provided
- ✓ Working with the SENCO and parents in collecting and recording information about the pupil in determining the action to be taken
- ✓ Planning and delivering appropriate IEP's
- ✓ Recording on the IEP that which is different to or additional from the differentiated learning opportunities provided
- ✓ Accepting LSA's as team members in the classroom

Role of the Governors

The governors of this school wish to ensure that;

- ✓ The SEN policy is in place and in line with the new code of practice
- ✓ Access to the policy is readily available for all staff
- ✓ The policy is clearly articulated and consistently applied
- ✓ That SEN records are maintained by all staff and kept up to date
- ✓ The Governing Body will detail the success of the SEN policy and any changes in its Annual report to parents
- ✓ The SEN governor to liaise with the SENCO on a regular basis

The Headteacher and Governing Body's responsibilities include:

- ✓ Ensuring that the SENCO is a member of the SMT
- ✓ Considering the timetable of the SENCO in the light of the new Code of Practice and the context of the resources available to the school
- ✓ Setting the costs of the SENCO against the core or base budget rather than against additional funds delegated to the school to meet individual needs
- ✓ Supporting the SENCO in the use of ICT for SEN management and preparing or recording IEP's
- ✓ Supporting the SENCO in networking and communicating with other SENCO's

Identification Procedures

The classteachers are responsible for identifying SEN. They also need to use appropriate assessments to inform their planning of children with SEN; differentiation, target setting through the NNS/NLS/IEPs.

Other agencies such as speech therapists, health visitors or other nonteaching staff may also be involved in the process by being utilised in an advisory capacity at school action stage.

Identification strategies that can be adopted are:

- ✓ Observation
- ✓ Teacher assessment and school based assessments
- ✓ Discussions with headteacher, other staff or external agencies ./
Discussions with parents and pupils
- ✓ Results of standardised tests e.g. reading tests [Quest ,NFER],SA Ts results

When a child is identified, as having SEN their names should be entered onto the SEN register and parents informed. Information then needs to be gathered about the pupil's needs, this may cover learning/behavioural difficulties, strengths, and medical problems. This information is then used by the classteacher /SENCO to devise an IEP.

They will have access to greater differentiation and a wider range of intervention programmes.

Pupils with severe medical needs (e.g. epilepsy might need to have an Individual Health Plan which should outline the action to be taken in the event of an emergency.)

Provision for Pupils with Special Educational Needs

The following stages of provision are offered in line with the revised [draft] Code of Practice:

At *School Action* the triggers are:

- ✓ where there is a concern, underpinned by evidence that a pupil is making little or no progress in spite of receiving differentiated learning opportunities
- ✓ the classteacher will collect information on the child and seek additional information from the parent before deciding on the action to be taken
- ✓ the classteacher will then be responsible for working with the pupil on a daily basis and for planning and delivering an IEP
- ✓ the SENCO will then take the lead in further assessment of the pupil's strengths and weaknesses and monitors the reviewing action taken

A range of strategies are used to support the needs of SEN pupils at School Action including:

- ✓ different learning materials or more effective strategies
- ✓ special equipment or resources
- ✓ some group or individual support with LSAs/Class teachers/ Support workers and other support personnel.
- ✓ undertaking staff development and training

At *School Action Plus* the triggers are where:

- ✓ a pupil makes little or no progress in spite of receiving an individualised programme under school action

Action at this stage will always involve consultation with specialists who will need to see the pupil records. The SENCO is responsible for coordinating this consultation process. The IEP should record fresh strategies, which are being implemented. As far as possible all support should be provided in class. Where withdrawal support is felt to be appropriate, for example with support at from the LSS on individual learning programmes, this should be on a 1:1 or small group situation. The delivery of interventions is the responsibility of the classteacher.

Recording, Monitoring and Review

The classteacher is responsible for:

- ✓ maintaining the class SEN file
- ✓ checking and updating the class medical list at least annually
- ✓ recording progress towards the achievement of IEP targets by reviewing termly and monitoring and recording progress of individual targets
- ✓ reviewing IEPs three times a year

The SENCO is responsible for:

- ✓ monitoring the progress of pupils with SEN by collecting screening schedules and IEPs termly
- ✓ monitoring the implementation of IEPs within the classroom

Statutory Assessment

When a child is moving towards statutory assessment the school will provide evidence of:

- ,/ School Action/School Action Plus paperwork
- ,/ IEPs
- ,/ Record of reviews and outcome
- ,/ NC levels and NNS/NLS attainments
- ,/ Views of parent/carers and pupil
- ,/ Involvement of other professionals

Parental and Pupil Involvement

Pupils will be more progressively involved in their targets within their IEPs through discussion with classteacher. They will be given access to a member of staff to discuss any difficulties or concerns. They will be given opportunities for choice and decision making by being provided with appropriately differentiated work and adequate resources.

Parents will also be involved in decision making and developing IEPs through the review process and parents evenings. Parents who do not attend reviews will be sent a copy of the IEP and any other relevant information.

Availability of Resources

Each year a proportion of the budget is allocated to the development of resources to support the development of pupils with SEN. The SENCO will detail annually any plans for the development and maintenance of resources in an action plan, which will form part of the school development Plan. The school currently employs 1 LSA to support children with SEN and statements. LSAs are deployed by the SENCO to;

Support pupils, classteachers and the School. (Further details can be obtained about the role of the LSA from the Headteacher or the SENCO) All LSAs are included in the planning for whichever subject they are supporting in class. Resources are kept centrally in the 'Learning Resources Room' and are signed in and out by staff on a weekly and daily basis.

Arrangements for Complaints

Should any parent have cause for complaint, they should be addressed in the first instance to the Headteacher. The complaint may be directed by the Headteacher to the Chair of Governors and for the Governor of SEN. Should action need to be taken the Manchester complaints procedure will be followed.

Criteria for Success

The SEN policy will be reviewed annually. To evaluate the success of the policy it must be determined that:

- ✓ Everyone knows about the policy and is using it ,
- ✓ Pupils with SEN are identified quickly
- ✓ Parents are informed and involved
- ✓ Pupils are well informed and involved in identifying, monitoring and recording progress in their learning
- ✓ ,Provision is matched to pupils' needs
- ✓ There is close support with the LSS and other external agencies

The outcomes of review of the SEN policy will inform the targets set and outlined in the SEN action plan