

# The Vale Primary Academy



## Policy for Special Educational Needs

## **The Vale Primary Academy Policy for Special Educational Needs**

This document is a statement of the aims, principles and strategies for provision for children with Special Educational Needs (SEN) at The Vale Primary Academy. It is written in accordance with the revised Special Educational Needs Code of Practice which came into effect on 1<sup>st</sup> January 2002, and takes into consideration Wakefield LA guidelines. It was developed through a process of consultation and discussion with teaching staff. It was approved by the Governing Body in March 2010. This policy will be kept under review. A schedule for the review of this and other policy documents is set out in the School Development Plan. A copy of this policy can be found on our web site.

### **Aims and Objectives**

- to foster an inclusive environment where individual differences and diversity are valued, and all children are respected, so that they develop high self-esteem and self-confidence, and are able to participate fully in the life of the school
- to ensure early identification of a child's SEN
- to meet the needs of children with SEN, to enable them to reach their full potential
- to ensure that children with SEN are offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum
- to seek and take into account the views of children, including those with SEN, so that they are encouraged to take responsibility for their own learning
- to work in partnership with parents, recognising that they have a vital role to play in supporting their child's education
- to use a graduated model of assessment and action, based on the revised Code of Practice, in order to identify, monitor and maintain appropriate provision for children with SEN
- to ensure that teachers and support staff are provided with training and support so that they can use strategies and appropriate methods of access to the curriculum, and implement the graduated approach to action and intervention for children with SEN
- to recognise that children requiring special support include those that are gifted and talented, as well as those who learn slowly and with difficulty (see Gifted and Talented Policy)

### **Equal Opportunities** (see also Equal Opportunities Policy)

The Vale Primary Academy, in accordance with the National Curriculum 2000 statutory inclusion statement, will provide a broad and balanced curriculum that meets the needs of individuals and groups of pupils, through setting suitable learning challenges, responding to pupils' diverse learning needs, and overcoming potential barriers to learning and assessment.

Ensuring equality of opportunity does not mean that all children are treated the same. The Children Act 1989 is built on the premise that children should all be considered as individuals with particular needs and potentialities (Department of Health 1989). At the Vale Primary Academy, all children will be given appropriate support where necessary, whatever their gender, race, religious or cultural background.

In accordance with the Disability Rights Code of Practice for Schools, The Vale Primary Academy School will not discriminate against disabled children in the admissions arrangements, in the education and associated services provided by the school for its pupils or in relation to exclusions from school. The school will not treat disabled pupils less favourably for a reason related substantial disadvantage to those who are not disabled. From September 2002, the school will plan strategically to improve accessibility for disabled pupils to its premises and will take reasonable steps to ensure that they are not placed at a disadvantage, and to improve the delivery of written information in an accessible way to disabled pupils.

## Identification of SEN: The Graduated Approach

In order to match special educational provision to children's needs, the school uses a graduated approach to action and intervention through School Action and School Action Plus, recognising that there is a continuum of SEN, with progressively more powerful interventions being used to meet increasing need. (In the Foundation Stage this is referred to as Early Action and Early Action Plus).

In deciding whether more powerful interventions are needed, the child's progress is carefully monitored to ascertain whether adequate progress is being made as a result of the action taken by the school. Decisions about which actions are appropriate for which pupils are made on an individual basis by a careful assessment of the child's difficulties, the pupil's need for different approaches to learning and the school and classroom context.

The key test of the need for further action is evidence that the current rate of progress is inadequate. Adequate progress is defined as progress that:

- closes the gap between the pupil and the pupil's peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than the majority of peers
- matches or betters the pupil's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the pupil's behaviour

### School Action:

- when a class teacher identifies that a child has SEN, the class teacher devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum
- the class teacher remains responsible for working with the child on a daily basis, for planning and delivering an individualised programme, and for (usually) devising an Individual Education Plan (IEP) with the support of the SENCO
- SENCO provides support in planning future interventions for the child in discussion with colleagues and for monitoring and reviewing the action

### School Action Plus:

- SENCO and class teacher, in consultation with parents, ask for help from external services
- class teacher and SENCO are provided with advice or support from outside specialists
- additional or different strategies to those at School Action are put in place- an IEP will usually be devised
- SENCO will take the lead in any further assessment of the child, planning future interventions for the child in discussion with colleagues, and monitoring and reviewing action taken

### Statement of Special Educational Need

- an outside agency, in consultation with the school and the parents, recommends initiation of Statutory Assessment
- the issue of a Statement of Special Educational Need, setting out provision, is an LA decision based on assessments and advice from all those involved
- IEPs are devised in line with the objectives on the Statement, this process involving the parents and the child
- the statement will be subject to an Annual Review

## Individual Education Plans

The school has appropriate and effective systems for overall planning and target setting for all pupils. IEPs are a 'subset' of this whole school process.

- the IEP is a planning, teaching and reviewing tool, which underpins the process of planning intervention for individual pupils with SEN through School Action (or Early Action) and School Action Plus (or Early Action Plus) and for pupils with statements of SEN
- the IEP is an accessible and understandable working document for teachers, support staff, parents and pupils that sets out 'what', 'how' and 'how often' particular knowledge, understanding and skills should be taught through additional or different activities from those provided for all pupils through the differentiated curriculum
- the IEP is the structured planning documentation of the differentiated steps and teaching requirements needed to help the student achieve identified targets
- the IEP focuses on up to three or four targets related to key areas in communication, literacy, mathematics, and aspects of behaviour or physical skills, and includes information about: the short-term targets set for or by the pupil, the teaching strategies to be used, the provision to be put in place, when the plan is to be reviewed, success and/or exit criteria, and outcomes (to be recorded when IEP is reviewed)
- the pupil's strengths and successes underpin the targets set and the strategies used, and all IEP targets are achievable for both the pupil and the teacher
- IEPs are continually kept 'under review', with ongoing monitoring of the child's progress in relation to lesson objectives and IEP targets
- formal meetings to evaluate the success of an IEP take place at least twice a year, when the class teacher and SENCO consider: the progress made by the pupil, the parents' views, the pupils' views, the effectiveness of the IEP, any specific issues that impact on a child's progress, any updated information and advice, and future action
- whenever possible, the IEP builds on the curriculum the pupil is following alongside fellow pupils and makes use of programmes, activities, materials and assessment techniques readily available to the pupil's teachers. The plan is usually implemented, at least in part, in the normal classroom setting

## Parent Partnership

The school believes that the relationship between parents and the school, built on trust and mutual understanding, is crucial to the educational progress of the child.

In order to develop and maintain such relationships, the school will:

- recognise that parents hold key information and have an important role to play in their child's education, and will value parental input and the unique contribution that parents can make
- actively seek to work with parents, encouraging dialogue, promoting good communications and the sharing of information
- encourage parents to communicate regularly with school staff and alert them to any concerns they have about their child's learning or provision
- listen to, and take parents' views and concerns into account, when considering any intervention
- where a child is provided with any additional or different intervention through School Action (Early Action) or School Action Plus (Early Action Plus), involve parents in the processes of planning and reviewing their child's Individual Education Plan. Parents will also be encouraged, where appropriate, to help the school in implementing School Action or School Action Plus, for instance by helping their child with any programmes to be followed at home.

## Pupil Participation

The school believes that it is important to find out the ascertainable wishes and feelings of all children, including those with SEN, and to involve them when decisions are made that affect them.

In order to facilitate pupil participation, the school will:

- be welcoming and open in order to ensure that being at school is a positive experience for all pupils, so that they will develop a sense of commitment to their education which will have a positive impact on raising achievement
- build a culture of listening to pupils' views, providing opportunities for them to take part in and make decisions, so that provision will be responsive and relevant to their needs
- enable access for all pupils to all activities that make up the whole life of the school, both formal and informal, inside and out of school hours and within the local community
- encourage and support pupil participation, by providing children with opportunities to make regular choices on simple daily matters in school, to express their views on a regular basis, and to have adults take notice of their views, so that all children, including those with SEN, will gain greater confidence in their own opinions and gradually become more independent
- provide opportunities across and beyond the curriculum for pupils to develop skills of consultation and participation throughout school, including schemes of work relating to the national framework for Personal, Social and Health Education, the programmes of study for National Curriculum Citizenship and the SEAL Project
- have regular discussions with all pupils to discuss their development and to agree targets that aim to resolve any problems, improve learning and raise achievement. Such discussions include pupils with SEN with their peers, and can be extended to include a pupil review of IEP or to help pupils give their views within the statutory assessment framework, the annual review process, or in transition planning.

### **Role and Responsibilities of the Special Needs Co-ordinator (SENCO)**

The school recognises that meeting the needs of children with SEN is the responsibility of all staff, particularly class teachers.

The SENCO has particular roles and responsibilities:

- co-ordinating provision for children with SEN
- developing the SEN policy, in consultation with teachers, the Principal and the Governing Body
- ensuring liaison with parents of children with SEN
- advising and supporting teachers and support staff in relation to SEN, including contributing to in-service training
- ensuring appropriate Individual Education Plans are in place
- ensuring liaison with outside agencies,
- ensuring that appropriate records are kept for children with SEN
- purchase and organisation of resources to support children with SEN

Mrs P Harris is the Special Educational Needs Co-ordinator

### **Role of the Principal**

The Principal has particular roles and responsibilities:

- management of provision for children with SEN
- keeping the governing body informed

- working closely with the SENCO to co-ordinate provision

### **Role of the School Governing Body**

The Governing Body will, in co-operation with the Principal, ensure:

- the full involvement of Governors in developing and monitoring the school's SEN policy
- that all governors, especially the SEN link governor, are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed
- that the quality of SEN provision is continually monitored

The Link Governor with responsibility for Special Educational Needs is Mrs C Murphy.

### **Links with External Agencies**

- Services that may be involved in giving support in meeting the SEN of specific children include: Special Educational Needs Support Service, Educational Psychology Service, Speech and Language Therapy, Occupational Therapy, School Medical service and Social Services
- The school contacts receiving secondary schools prior to transfer of children with SEN to ensure that the process of transition is smooth and the receiving school has all relevant information. For children with a statement of SEN, a transfer review is held before they go to high school

### **Reviewing, Monitoring and Evaluating**

The School's SEN policy will be achieving its aims if:

- all special educational needs are identified promptly and addressed immediately by the appropriate application of the graduated approach
- all children have access to the National Curriculum
- parents have full confidence in the school's procedures and express satisfaction with the outcomes for their children
- all staff are committed to the school policy

### **Complaints Procedures**

The school believes that effective communication between parents and the school is the key to good relationships and agreement in terms of SEN provision for individual children. In the event of any difficulties becoming apparent, the school will ensure that:

- parents are able to discuss any issues with the class teacher or SENCO
- if it is not possible to resolve difficulties through such discussion, the principal will be informed
- The principal will endeavour to resolve the matter. The Chair of Governors may be involved at this stage

L M Maskill  
October 2012