



## **The Spinney Primary School Policy on Assessment of Provision for Pupils with Special Educational Needs**

### **1) Aims and Objectives**

At the Spinney we are determined to meet the educational needs of all our pupils and place emphasis on raising the achievement of all children.

Some pupils will, permanently or from time to time, have a significantly greater difficulty in learning than the majority of children of their age. Some may have disabilities, which prevent or hinder them from making use of the facilities provided for our pupils. We will give these pupils individual consideration and make special provision for them or make reasonable adjustments to meet their needs, working in partnership with home, school or other agencies as necessary. The governor's intention is that the needs of all pupils are met as soon as possible and that children with SEN are to be educated in mainstream school. All pupils whether they have special educational needs or not, must have an equal opportunity to participate in the broad and balanced curriculum of the school (including the National Curriculum) and all activities. Pupils with special educational needs will be encouraged to become independent and take responsibility within the school.

Everyone in the school community, governors, staff, pupils and parents, has a positive and active part to play in achieving this aim:

- **Governors** – by fulfilling their statutory duty to pupils with special educational needs, by establishing a policy which has regard to the Code of Practice on the identification and assessment of special educational needs. There is a named Governor for Special Educational Needs within the school.
- **Staff** – by acting on the principle that every member of staff is directly responsible for meeting the needs of all pupils, by working in partnership with the Special Educational Needs Coordinator, (SENDCo) pupils, parents and other agencies and by participating in appropriate training.
- **Pupils** – by having their wishes about their own needs regularly sought, carefully considered and by being involved in the planning for their education and by all pupils treating their peers with respect.
- **Parents** – through consultation, communication and by working in partnership with the school and external agencies to help meet their child's needs.

The Spinney uses the Graduated Response approach to provide help for pupils with special educational needs as stated by the Code of Practice (2014).

### **2) Basic Information**

#### **• Roles and responsibilities**

Special Needs Coordinator – Jess Lane

Special Needs Governor – Shakila Bukhari

Headteacher – Rachel Snape

Family Partnership Coordinator – Suzie Young

**The Headteacher** – has overall responsibility for management of the policy, for assessment and provision for pupils with special educational needs and for keeping the governors informed. Any complaints about general or specific provision will be referred to the Headteacher in the first instance.

### **Admissions Policy**

The agreed admissions policy of the governors makes no distinctions as to pupils with special educational needs. Within the admissions policy, the aim of the school is to meet the needs of the child of any parent who wishes to register at the school. In the case of pupils with an Education, Health and Care Plan, the Special Educational Needs Coordinator will work closely with the LEA named officer in coming to a decision about the most appropriate provision for the child. No pupil can be refused admission solely on the grounds that she/he has special educational needs.

The Special Educational Needs Coordinator and/or the Headteacher will work closely with the Special Educational Needs Coordinator of feeder/nursery schools in coming to a decision about the most appropriate provision for pupils with special educational needs. The Special Educational Needs Coordinator will work with health visitors, the under-eights team and with local playgroups where the need arises.

### **Liaison**

Continuity of provision is an important aspect of our special needs work, not only within the school but also between schools. Before children come to our Foundation Class, the Foundation class teacher makes contact with pre-schools to discuss individual children. The next year's Foundation children are also invited with their parents to visit the school during the preceding summer term. These are opportunities to discuss educational and welfare concerns between professionals and families.

Before children move on to their secondary school, visits are arranged both when the child with special needs visits the next school, and to see the Special Needs Department, as well as by visits to the Special Needs Department to the Spinney. Opportunities are taken to work with the children, discuss any concerns, and to meet with parents prior to transfer. Where possible The SENDCo from the transfer school is invited to attend Secondary Transfer Annual Reviews during Year 5.

This good practice is also followed whenever a child with special needs transfers to or from our school.

### **Integration arrangements**

From time to time the Spinney has put in place integration programmes for children with a severe disability or special need. The school is open to such integration programmes as they can be mutually beneficial. However, part-time integration in this sort is always preceded by appropriate discussions about the suitability of the placement as well as the objectives of the placement. The staff and Special Educational Needs Coordinators of both schools monitor integration programmes carefully.

### **Special facilities**

It is possible for children in wheelchairs to attend the school. Ours is a single story building with ramp access. We have a toilet for the disabled. Our doorways allow access for wheelchairs.

### **Allocation of resources**

At the meeting of the Governing Body which approves the budget, the Governors with responsibility for Finance will draw the attention of governors to the amounts delegated to the school by the LA under special needs headings and to the amounts allocated for special needs in the proposed school budget.

The governors require the Headteacher and Special Educational Needs Coordinator to ensure that optimum use is made of resources.

### **In-service training of staff**

In drawing up the staff development and training programme, the Headteacher and SENDCo will give consideration and appropriate priority to the needs of all staff with regard to special educational needs, this in-service training will be reported to governors.

### 3) The Graduated Response and Provision

The Spinney adopts the Code of Practice's (2014) graduated response procedure for the identification of provision for pupils with special educational needs.

Access to a broad and balanced curriculum, including the National Curriculum, is to be achieved by the careful differentiation of class work by the class teacher. Through careful planning the teacher will define what the child is expected to learn. Once the learning objective is defined the class teacher can seek advice from the Special Educational Needs Coordinator on strategies, which might be used to help the child with SEN achieve the learning objective. It is always the responsibility of the class teacher to assess whether the objective has been achieved. The Special Educational Needs Coordinator will inform all those who teach a child with special educational needs of the need. If there is essential information, e.g., that a child has a medical condition, or a child requires treatment or management different from that normally given to other pupils the Special Educational Needs Coordinator will ensure that all who are likely to come into contact with the child are appropriately informed.

The Spinney follows county guidance on the identification of special needs according to the graduated response as laid out in this policy. The school ensures that the Special Educational Needs Coordinator, who in turn is supported by appropriate training, supports teachers in identifying children with SEN or those who are underachieving.

The Graduated Response is as follows

1. In class differentiation
2. Intervention
3. Request for specialist teacher support and advice
4. Request for Education, Health and Care Plan
5. Educational Health and Care Plan

#### 1. In class differentiation

Children's needs are met by a differentiated curriculum ensuring they are progressing at appropriate level for the individual. This is managed by the class teacher.

#### 1. Intervention

Children may be identified as particularly underachieving in a particular area or is showing a lack of progress. In these cases they will be placed on a 'Catch up list' where their progress will be more closely monitored. In some cases it may be decided that they require an intervention. An intervention is devised that is different from the work that is provided as part of the school's usual differentiated curriculum. This may be carried out by a specialist teacher or a class room assistant; however the class teacher is responsible for working with the child on a daily basis.

For these children, the SENDCo will monitor progress and ensure that the correct intervention is being used. The SENDCo will meet with each class teacher to identify these children who may be particularly underachieving in an area or showing lack of progress. During the meeting with the SENDCo and class teacher an intervention chart is made to track interventions taking place in each class. Some interventions may also be run where a child has a particular need socially or physically. The SENDCo and class teacher will meet once a term to monitor the interventions and progress. Teachers will inform parents if their child requires an intervention.

#### 2. Request for Specialist support

At times, it may be decided that a child requires specialist support from an outside agency. This will happen in consultation with parents or careers. In these situations a child will be placed on the special needs register. This may occur if the child:

- makes little or no progress even when teaching approaches are targeted particularly

- in a pupil's identified area of weakness;
- shows signs of difficulty in developing literacy or mathematical skills that result in poor attainment in some curriculum areas
- presents persistent emotional and/or behavioral difficulties which are not improved by the behavior management techniques usually employed in the school
- has sensory or physical problems, 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.

A termly meeting will take place between the class teacher and parent or carer of the child to ensure that the child's needs are being met. The SENDCo and Outside professionals involved with the child may attend these meetings where necessary.

In these cases the SENDCo will inform and meet with outside agencies to discuss the needs of the child and agree actions to be taken. The SENDCo will also ensure advice from the specialist is passed on to adults involved with the child such as class teachers and teaching assistants.

Where multi agencies are involved and a child has a higher level of need a Common assessment form (CAF) may be started. This is a form where information is centralised where internal and external agencies (with parental permission) are able to access to avoid parents and professionals re-telling their stories and the sharing of important information. For a CAF form there is a lead professional which may be the SENDCO.

### 3. Request for an Education Health and Care Plan

It may be decided that a request for an Educational, Health and Care plan needs to be requested for the child to progress and access the curriculum in school. This may be because the despite having an individualised programme and/or concentrated support the child:

- Continues to make little or no progress in specific areas over a long period of time;
- Continues working at National Curriculum levels substantially below;
- Continues to have difficulty in developing literacy and mathematical skills;
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behavior management programme;
- Has sensory or physical needs, and now requires additional specialist equipment or regular advice or visits by a specialist service;
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

In these cases evidence will be collected and submitted to the local education authority where they will consider the need for statutory assessment and, if appropriate, make a multidisciplinary assessment.

In these cases the SENDCo will coordinate the gathering of evidence with parents, the class teacher and any other adults involved.

### 4. Education Health and Care plan

Where a child has had an Education, Care and Health plan agreed, the actions and targets to be met will be agreed by all relevant adults involved with the child. The Education, Health and Care plan will then be written following Local Authority Guidelines. Once it is implemented in school the SENDCo:

- Is involved in any further assessments of the child;
- Plans future interventions for the child in discussion with colleagues;

- Monitors and reviews the action taken.
- Arranges and attends an annual review to ensure the child needs are reviewed and changed if necessary.

A child's progress is monitored carefully during each step of the graduated response by the child's class teacher together with the SENDCo, parents and, if appropriate, external agencies. The child's needs are then catered for, under the correct response phase.

#### **4) Areas of Special needs**

Following the new code of Practice 2014 the four categories of Special Educational Needs are:

- 1. Cognition and Learning
- 2. Speech, Language and communication
- 3. Social, emotional, behavioral mental health
- 4. Sensory and physical

Children's needs may fall into one or more of these categories.

#### **5) Procedures for informing School and SENDCO of Special needs concerns**

All children's progress is monitored in school half termly in line with the assessment policy which will alert class teachers and the SENDCo of children who may need to follow the graduated response section 3) in area 1 of special needs - cognition and learning. At any time class teachers, parents and carers may also draw attention of concerns of their children to the class teacher, family partnership coordinator or SENDCo.

#### **6) Working in Partnership with Parents**

The Spinney values working in partnership with all parents. We will seek to involve parents in all decisions about their children. The views of parents will be sought at all stages of assessment and provision. No decision will be made about assessment or provision without seeking the views and permission of the parents. All communications involving decisions will be recorded.

The school will keep records of all who are parents and/or have parental responsibility for each child. When this involves adults in more than one household, we will deal directly with the parent who has day-to-day responsibility for the child. Parents will be informed about the Parent Partnership Service.

#### **7) Pupil Participation**

The whole school ethos of the Spinney encourages and supports pupil participation. We ensure access for all pupils to all the activities within the whole life of the school. Children will, where appropriate, be involved in setting, monitoring progress and reviewing targets suggested at the termly meeting. Children will also be encouraged to contribute to the Statutory Assessment Process thorough Annual Reviews and making choices about appropriate schools for their education.

Children will be enabled and encouraged to participate in all decision-making processes that occur in education, knowing that they will be listened to and that their views are valued.

#### **8) The Role of the SENDCo**

The role and responsibilities of the SENDCo are as follows:

- 1) Overseeing

- Operation of the school's SEN Policy
  - Records of all pupils with SEN
- 2) Coordinating SEN provision
  - 3) Advising and liaising with fellow teachers
  - 4) Liaising with:
    - Parents and pupils with SEN
    - External agencies
  - 5) Managing Teaching Assistants
  - 6) Contributing to in-service training of staff
  - 7) Determining the strategic development of SEN policy and development
  - 8) Developing effective ways to overcome barriers to learning
  - 9) Monitoring quality of training
  - 10) Setting targets for improvement to be included in the School Development Plan

The SENDCo will be given time away from the classroom in order to plan and co-ordinate special educational needs across the school.

## **9) Complaints**

The Spinney places a very high priority on identifying and meeting the special needs of some of its children. Staff endeavor to work very closely with parents and communication usually reflects our positive partnership ethos, "Teaching and Learning Together." However, the Spinney does have an official complaints procedure, which is available from the office, or can be found on the school's website. If you have any complaint about the special educational provision for your child, or about special educational needs provision generally, please speak to your child's class teacher in the first instance, or then to the SENDCo and/or Headteacher, or to any member of the governing body. If you speak to a governor, he/she will, in the first instance, refer the matter to the Headteacher. Your complaint will then be investigated and you will be contacted.

## **10) Evaluating Success**

The governors will evaluate the success of this policy of the school by enquiring how effectively pupils with special educational needs participate in the whole curriculum and all activities.

The governors will wish to be informed about the following success indicators:

- The culture, practice, management and deployment of resources ensuring that the needs of all children are met;
- The early identification of a child's SEN;
- The exploitation of best practice when devising interventions;
- The wishes of the child taken into account;
- Educational professionals and parents working in partnership;
- Regular reviews of interventions for each child;
- The effectiveness of the Graduated Response procedure in meeting needs;
- The inclusion of SEN children in the mainstream setting.

Reviewed by Jess Lane (Special Educational Needs Coordinator) and Shakila Bukhari (SEN Governor)  
Date for next review –October 2018

October 2017