

Special Education Needs Policy

Miles Coverdale

Primary School

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Introduction

1. The Production of this Policy

The Special Educational Needs Policy of Miles Coverdale Primary School has been drawn up and jointly agreed by school staff and school Governors. It reflects the current practice of the school and is informed by and structured upon the guidelines provided in the 1993 Education Act, the 1996 Education Act and the 2001 DfES Code of Practice on the Identification and Assessment of Special Educational Needs. It also incorporates LEA Policy and Practice.

The purpose of the Special Educational Needs Policy is set out clearly the processes, systems and structures which are in place to ensure that pupil's special educational needs are met.

The Policy will be reviewed annually and amended according to the needs of the pupils and the school's endeavours to deliver extra support to children with additional educational needs within its budgetary limitations.

2. The 1993 Education Act

Under the 1993 Education Act School Governing Bodies have a statutory duty to ensure that the necessary provision is made for any pupil who has special educational needs. These responsibilities extend to pupils who do not require statements of special educational needs as well as to the minority with statements. It is the responsibility of Governors to:

In cooperation with the Headteacher and staff, determine the school's general policy and approach to provision for children with special educational needs.

- Ensure that all school staff are involved in the development of the policy; are fully aware of the school's SEN procedures; and are clear about their responsibilities.
- Ensure that any pupil with SENs joins in the activities of the school together with pupils who do not have SENs in so far as is practical and compatible with each pupil receiving the necessary special educational provision; the effective education of other children in the school; and the efficient use of resources.
- Report annually to parents on their policy for pupils with special educational needs.

Through statutory duties remain with the Governing Body; the Head teacher is responsible for the day to day management of all aspects of the school's work, including SEN provision. The Head teacher has a responsibility to keep governors fully informed.

In addition, each school is expected to have a designated teacher who has responsibility for the day to day operation of the school's Special Educational

Needs Policy (ie and SEN Coordinator). It is the responsibility of the SEN coordinator to coordinate the provision for pupils with special educational needs; to support and advice other staff; and to liaise with external support agencies.

The 1996 Education Act

There is a clear expectation within the Education Act 1996 that pupils with special educational needs will be included in mainstream schools.

3. The DfES Code Of Practice on the Identification and Assessment of Special Educational Needs (2001)

The purpose of the DfES Code of Practice is to give practical guidance to LEAs and Governing Bodies on the discharge of their statutory functions towards children with special educational needs.

The Code of Practice provides definitions, principles, procedures and practices. It also prescribes a graduated response to special educational provision.

Definitions

What are Special Educational Needs?

What is Special Educational Provision?

The 1993 Education Act states that a child has special educational needs if s/he has a learning difficulty which calls for special educational provision to be made. A learning difficulty means that the child has greater difficulty in learning than the majority of children of the same age; or a disability which hinders her/him from making use of the educational facilities for children of the same age; or is under five and falls within the definitions above. Special educational provision means that which is in addition to or different from the provision generally made for children of the same age.

The DfES Code Of Practice states; 'At the heart of every school and every class lies a cycle of planning, teaching and assessing. These general arrangements in a school take account of a wide range of abilities, aptitudes and interests that the children bring to school. The majority of children will learn and progress within these arrangements. Those who have difficulties doing so may have special educational needs;'

Nationally, about 20% of children may have some form of SEN at some time during their school careers. Only about 2% nationally will require the

additionally focused resources of a **Statement of Special Educational Needs**. In any mainstream class of 30, at any time, there may be about six children who have special educational needs. These children will need additional support in order to gain access to the curriculum ie they will need **special educational provision**.

Principles

The fundamental principles underlying the Code of Practice are as follows:

The needs of pupils who have SEN must be addressed; and it is acknowledged that there is a continuum of needs and a continuum of provision.

- A child with special educational needs should have their needs met.
- The special educational needs of children will normally be met in mainstream schools or settings
- The views of the child should sought and taken into account
- Parents (including all those with parental responsibility) have a vital role in supporting their child's education.
- Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum.

Practices and Procedures

The practices and procedures arising from these deployment of resources are as follows:

- The culture, practice, management and deployment of resources in school or setting should be designed to ensure **all children's needs are met**.
- LEAs, schools and settings work together to ensure that any child's special educational needs are **identified early**.
- LEAs, schools and settings should exploit good and best practice when devising interventions.
- Those responsible for special educational provision take into account **the wishes of the child concerned**, in the light of their age and understanding.
- Special education professionals and **parents work in partnership**.
- Special education professionals take into account **the views of**
- Interventions for each child are **reviewed regularly** to assess their impact, the child's progress and the views of the child, their teachers and their parents.
- There is close-operation between all the agencies concerned and a **multi-disciplinary approach** to the resolution of issues.

- LEAs make assessments in accordance with the **prescribed time limits**.
- Where an LEA determines a child's special educational needs, statements are **clear and detailed**, made within **prescribed time limits**, **specifies monitoring arrangements**, and are **reviewed annually**.

A graduated response to Special Educational Needs Provision

The DFE Code of Practice 2001 recommends a graduated response to SEN provision that encompasses a range of strategies, and sets out a 3 stage model, as outlined below. The first two stages, 'School Action' or 'Early Years Action' and 'School Action Plus' or 'Early Years Action Plus', are based in school. The third stage, statutory assessment, is the shared responsibility of the school and the LEA. The first two stages are not usually steps on the way to statutory assessment, but are a means of matching SEN provision to a child's needs.

Early Years Action

Intervention through EYA is triggered when the practitioner is concerned about a child's rate of progress, despite receiving appropriate early education experiences. The practitioner, in consultation with the parents, seeks the help of the SENCO.

School Action

The class teacher, in consultation with the parents, concludes that, despite receiving differentiated learning opportunities, a child will need further support to make progress. The SENCO consults any outside professionals who may already be involved. The SENCO take the lead in further assessment of the child's strengths and weaknesses, planning future support in discussion with colleagues and monitoring and reviewing the action taken. Parents are consulted and kept informed of action taken and the outcomes.

Early Years Action Plus

EYAP is characterised by the involvement of external support services who can help early years providers with advice on new IEPs and targets, provide more specialist assessments, advice on the use of new or specialist strategies or materials and in some cases provide support for particular activities. Intervention at EY Action Plus is triggered if the child's progress continues to cause concern, despite receiving an individual programme and /or concentrated support at EY Action.

School Action Plus

Intervention at School Action Plus is triggered if the child's progress continues to cause concern, despite receiving an individualised programme and/or concentrated support at School Action.

At School Action Plus external support services advise teachers about new IEPs and fresh targets, provide more specialist assessments, advice on the use of new or specialist strategies or materials and in some cases provide support for particular activities.

The SENCO, class teacher, curriculum, literacy and numeracy coordinators and external specialists consider a range of different teaching approaches. The resulting new IEP should set out new strategies, and be implemented, as far as possible, in the normal classroom setting.

Referral for a statutory assessment

Referral for a statutory assessment is made to the LEA if the child demonstrates significant cause for concern.

The school provides evidence that strategies/programmes implemented for the child have been continued for a reasonable length of time, without success, and that alternatives have been tried.

While any subsequent statutory assessment is being made the child should continue to be supported through School Action Plus.

The LEA considers the need for a Statement of Special Educational Need and, if appropriate, makes a statement and arranges monitors and reviews provision.

The above model embodies features which are central to the revised (2001) Code and which all schools are expected to take account of. These are as follows:

- A child with SEN should have their needs met
- A child's special educational needs should be identified early.
- Schools and settings should exploit good and best practice when devising interventions.
- Interventions for each child should be reviewed regularly
- There should be careful recording of a child's SENs, the action taken and outcomes
- The views of the child should be sought and taken into account
- There should be consultation and partnership with the child's parents
- Outside specialists should be involved, particularly (but not necessarily only) in the
- Stage preceding any referral to the LEA for a statutory assessment.

- Children with SEN should be offered full access to a broad, balanced education, including the Foundation Stage Curriculum and the National Curriculum.

4. Whole School Special Educational Provision

Miles Coverdale has Unit for pupils with Language Impairment. Our Unit is an integral part of our school.

The principles, practices and procedures described in this Policy apply to both Unit and mainstream provision for pupils with special educational needs.

All school staff are expected to implement this policy to the best of their abilities.

Inclusion – Key Issues

Our overriding aim is to provide an inclusive education for all pupils by responding to pupil's diverse needs, overcoming potential barriers to learning and setting suitable learning challenges.

1. We aim to ensure that pupils who are identified as having SENs receive appropriate diagnosis, teaching and support, in order to gain access to the curriculum and achieve their full educational potential. This is consonant with the school's Mission Statement and Statement of Aims.
2. We acknowledge that access to education is a fundamental right and that the common curriculum should take into account the learning needs of individuals. All staff will implement the school's *Teaching and Learning Policy* to the best of their abilities in order to ensure that effective teaching, support and appropriately differentiated tasks give ALL pupils access to the curriculum.
3. We acknowledge that pupils with SENs are disadvantaged in their opportunity to gain full access to the curriculum and to the school, unless steps are taken to identify their needs and to provide teaching and learning which supports their access. We also acknowledge that some learners face additional disadvantage and discrimination which affects their access and achievement. In implementing this policy, all staff will take into account issues of race, gender, class and disability in line with both school and LEA policy on Equal Opportunities.
4. We recognise that bilingual pupils have specific learning needs, as defined by the Code. We aim to consider each child with the context of her/his community, and to ensure that assessments made take into account pupils' linguistic and cultural competences.
5. We recognise the importance of early identification, assessment and provision for any child who may have SENs, since the earlier action is

taken, the more responsive the child is likely to be and the more readily intervention can be made without undue disruption to the class/school. For these reasons we give priority to Early Years and Key Stage One classes when allocating available adult support.

6. We acknowledge that a learner's needs relate not just to factors within the individual but also to the learning contexts at home and/or at school; i.e. the school and home environments can minimise or exacerbate barriers to learning. We aim to minimise barriers to learning through effective classroom management strategies and effective and consistent disciplinary and pastoral procedures. All staff are expected to implement the *Teaching and Learning Policy* and the *Promoting Positive Behaviour Policy* to the best of their abilities.
7. Miles Coverdale has a high rate of pupil mobility. Pupils in temporary accommodation can be disadvantaged by unsettled schooling. We aim to ensure that SEN procedures are carried out promptly and effectively in order to ensure that pupils do not experience lost learning opportunities.
8. We acknowledge that children in public care have been identified as a group who are educationally disadvantaged. We aim to support these children and their carers through the use of Personal Educational Plans to ensure that their learning needs are understood and addressed at Miles Coverdale and when they transfer to other schools.
9. It is recognised that all teachers should have the skills to identify individual learning needs; to plan appropriate learning experiences; and to provide access to achievement. We are committed to providing opportunities for staff development and to promoting a climate where staff expertise and skills can be shared.

Basic Information on Special Educational Needs

Provision

1. Objectives

Our main objective is to ensure that the procedures and practices described in this Policy are carried out effectively and consistently by all school staff.

2. SEN Co-Ordination

The school has a named SEN coordinator overseeing the day-to-day operation of this policy, in line with a specific job description.

The SEN co-ordinator, working closely with the Head, senior management and fellow teachers, helps determine the strategic development of the SEN policy and provision.

The SEN coordinator is currently Jo Perse, who is also Teacher-in –Charge of our Unit. The responsibilities of the post of SEN Coordinator relate to both mainstream and unit provision.

Within mainstream provision, the coordinator has responsibility for SEN stages Early Years Action/School Action and Early Years Action Plus/School Action Plus, including liaison with fellow teachers and early year’s practitioners, parents, support staff and outside agencies.

Responsibility for referral of mainstream pupils for statutory assessment and provision for mainstream pupils with Statements of SEN is taken by the Head teacher, in full liaison with the SEN co-ordinator.

For pupils in unit classes responsibility for contributing advice for statutory assessments and for provision following the issue of a Statement of SEN is taken by the SEN coordinator, in full liaison with the Head teacher.

The SEN coordinator will ensure that practices and procedures are carried out through ‘School Action/Early Years Action’ and ‘School Action Plus/Early Years Action Plus’. These will include: identification; agreement of learning targets; construction of individual education plans; regular reviews and liaison with external agencies and parents, contributing to in-service training of staff and ensuring that relevant information about children with SEN is collected, recorded and updated.

For pupils undergoing statutory assessment and pupils with Statements of SEN there will be full liaison between the SEN Coordinator and the Head teacher (the Coordinator taking lead responsibility for pupils in the Unit). For mainstream provision, the Head teacher will have management oversight of the use and deployment of resources at ‘Early Years Action Plus’ and ‘School Action Plus’, direct input during statutory assessment and line management responsibility for additional resources for pupils with Statements.

3. The Graduated Response To Special Educational Needs Provision

In line with the 2001 Code of Practice and LEA Policy and Practice, Miles Coverdale adopts a graduated response to SEN provision. This approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may be experiencing.

SCHOOL ACTION

School Action is characterised by the identification of targets, strategies and support within the class teacher's short term planning within the differentiated curriculum. The trigger for School Action is the concern of the teacher about a child's progress, despite receiving differentiated learning opportunities and underpinned by evidence. Lead responsibility is with the class teacher who will:

- Remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme.
- Consult SENCO and collect all available information.
- Consult parents/carers and seek additional information from them.
- Decide, with the SENCO, on the 'action' needed to help the child to progress in the light of their earlier assessment.
- Keep parents/carers informed about action taken to help the child.
- Record strategies employed to help the child in short term plans
- Ensure that available classroom support is used effectively.
- Monitor and review child's progress, at least twice a year.

The SEN co-ordinator will:

- Help the class teacher decide on the 'action' needed.
- Contact outside professionals who are already involved with the child.
- Take the lead in further assessment of the child's particular strengths and weaknesses.
- Seek, if necessary, one off or occasional advice from LEA support services.
- Plan future support for the child with colleagues
- Put the child's name on the SEN register.
- Monitor and review the action taken.

Review Procedures at School Action are as follows:

A review will take place a term after action has been initiated by the class teacher. The SEN Coordinator will conduct the review with the class teacher. Parents will be informed and given an opportunity to contribute their views. The review will focus on (i) effectiveness of the special help and (ii) future action. Consideration will be given whether:

- The child has made progress and no longer needs to remain at School Action.
- The child remains at School Action.
- The child needs to move to School Action Plus.

School Action Plus

Intervention at School Action Plus is triggered if the child's progress continues to cause concern, despite receiving an individual programme and/or concentrated support at School Action. At School Action Plus external support services advise teachers about new IEPs and fresh targets, provide more specialist assessments, advise on the use of new or specialist strategies or materials and in some cases provide support for particular activities. The SENCO, class teacher, curriculum, literacy and numeracy coordinators and external specialists consider a range of different teaching approaches. The resulting IEP should set out new strategies, and be implemented, as far as possible, in the normal classroom setting.

At SAP lead responsibility is taken by the SEN coordinator who, in consultation with the Head teacher, will:

- Arrange any further assessment
- Consult appropriate specialist support agencies (e.g. Behaviour Support Team, Child Development Centre)
- Consult Psychology in Education Service by completing a referral form.
- Consider, with class teacher and external specialists, a range of different teaching approaches, appropriate equipment and teaching materials.
- Draw up, with the class teacher, a new IEP with fresh strategies, including those suggested by outside agencies.
- Meet parents/ carers to discuss information collected and appropriate action to be taken
- Record what further advice is being sought and what support is to be provided.
- Update the SEN register.
- Monitor and review the child's progress.

The class teacher will:

- Remain responsible for delivery of the interventions recorded in the IEP.
- Meet parents/carers to discuss information collected and appropriate action to be taken.
- Work closely with support staff, teachers, nursery nurses or helpers to implement the IEP.

Review procedures at School Action plus are as follows:

A review will take place a term after the individual education programme has been put into action. The SEN Coordinator will conduct the review with the class teacher. Parents will be informed and given an opportunity to

contribute their views. The review will focus on (i) the effectiveness of the individual education programme (ii) contributions made by parents (iii) future action.

Consideration will be given to whether:

- The child has made significant progress and no longer needs to remain at School Action Plus.
- The child has made satisfactory progress at School Action Plus but needs to remain at School Action or School Action Plus with a revised education plan, new targets and further review.
- The child's progress has been unsatisfactory at School Action Plus and a request should be made to the LEA for a full statutory assessment.

School Referral for a statutory assessment

Lead responsibility within the school context is with the Head teacher who will in consultation with child's parents, the class teacher, support staff and the SEN Coordinator, determine whether the child needs statutory assessment of her/his special educational needs. By the time the Head teacher considers referring the child there will be written evidence or information about:

- The school's action through *School Action* and *School Action Plus*
- Individual education plans for the pupil.
- Records of regular reviews and their outcomes.
- National curriculum Levels
- Attainments in literacy and numeracy.
- Educational and other assessments, e.g. from an advisory specialist, support teacher or EP.
- Views of the parents/carers and the child
- Involvement of other professionals
- Any involvement of Social Services or Educational Welfare Service
- The child's medical history, where relevant

The Head teacher will:

Refer a child for statutory assessment by completing an SA1 form. This has to be agreed and signed by the parents.

The LEA will:

- Consider the need for a statutory statement and if it considers that there is a need, issue a notice of a proposal to make a statutory assessment.

- If there is a decision to proceed with an assessment, complete the assessment and come to a conclusion about whether or not the child needs a statement within 10 weeks.
- During this period gather further advice from the school (this includes the views of the parents and child), and from other relevant agencies.

The school will:

- Continue to support the pupil through School Action Plus
- Provide advice by ensuring that an SA2 form is completed at the request of the LEA.
- For mainstream pupils this will be the responsibility of the Head teacher.
- For pupils in the Unit this will be the responsibility of the Teacher in Charge.

The LEA will then:

- Reach a decision on whether or not to draw up a statement
- Complete a statement of special educational needs which identifies provision.

The School will then:

- Implement the statement.

Provision for pupils with statements

The Head teacher has responsibility for coordinating provision for mainstream pupils with statements. The Head teacher will:

- Ensure that teaching and learning objectives identified in the statement are met.
- Ensure that additional resources are used effectively.
- Ensure that when necessary the class teacher and/or support staff have access to appropriate INSET.
- Ensure that annual reviews take place and that the appropriate documentation is completed.

The teacher in charge of Unit has line management responsibility for coordinating provision for pupils in the Unit. She will:

- Take on a significant teaching role and monitor teaching and learning.
- Ensure that unit staff have access to appropriate INSET.
- Coordinate procedures for statutory assessment and for annual review in the Unit and mainstream.

4. Specialist Provision: Our Unit for Language Impaired Pupils

Our Unit is for pupils who have been identified as having specific difficulties in speech and language development. It provides 20 places for pupils within the Foundation Stage and Key Stage One. The Unit has two classes, one for younger pupils and one for older pupils.

The majority of pupils have statements at the time of being admitted. A small number are admitted on assessment places which means the school has the responsibility for providing advice in the form of submitting SA2 documentation.

The majority of pupils attending our Unit live in the Borough of Hammersmith and Fulham. The Unit also takes children from Kensington and Chelsea. The Teacher in Charge of Unit has line management responsibilities for liaising with both the Individual Progress Section of Hammersmith and Fulham, and the relevant department at Kensington and Chelsea.

Funding for our Unit is via the school's delegated budget. It provides for three teachers (a teacher in charge and two class teachers), and two nursery nurses. The Unit also has the support of a full time speech and language therapist, who is allocated to the school by the Health Authority.

Facilities for the Unit include two classrooms, a small group room/ admin room (which is shared with the deputy head) and a room for the speech and language therapist.

The unit classrooms provide spacious accommodation for groups of ten and allow enough space for other groups of pupils to have sessions in the classrooms (ie the classrooms are on the ground floor next to mainstream nursery.)

Pupils in the younger class have immediate access to the outside and their own fenced off play area.

Unit classrooms are resourced and organised to allow full access to the National Curriculum and Foundation Stage curriculum.

The majority of pupils attending our Unit are transported to and from school. The Teacher in Charge of Unit has line management responsibilities for liaising with transport agencies and for ensuring that transport arrangements run smoothly. Since parents of Unit cannot have daily contact with the school, the Teacher-in-Charge of Unit has responsibility for putting in place

structures and practices which encourage full parental participation. These currently include: termly open afternoons, individual home-school books and sessions to teach the Paget-Gorman sign system.

We believe that Unit provision allows pupils to have the specialist provision they need (ie small group and individual teaching, individual educational programmes, and support from the speech and language therapist), while at the same time having opportunities to learn alongside their peers in mainstream classes and to play a full part in the life of the school.

Structures which promote inclusion are as follows:

- Unit class rooms are resourced and organised in the same way as mainstream class rooms and are spacious enough to allow groups of mainstream pupils to work alongside unit pupils.
- Unit classes are time-tabled in the same way as mainstream classes and have access to all the facilities provided by the school: swimming in the learner pool, library sessions and structured play sessions.
- Unit staff and pupils follow whole school procedures for break times, lunch times and assemblies (this includes, for example, the unit class for older pupils presenting class assemblies)
- Unit classes take part in all age-appropriate special events ie sports day, visiting theatre groups.
- Unit classes share outdoor structured play sessions with mainstream classes.
- Groups of pupils have opportunities to spend time (with the support of unit staff) in mainstream classes.
- Individual programmes of inclusion are planned for pupils destined to move on to mainstream provision (ie following review of their statements)
- All unit staff play a full part in the life of the school.

5. Admission Arrangements

The admission criteria for the mainstream classes in school are laid down by the LEA and agreed by the Governing Body. The Head teacher handles all admissions to the nursery class and mainstream primary classes.

The admission criteria for the Unit are also laid down by the LEA and agreed by the Governors. Pupils are referred to us by the Education Authority, through the procedures of SNAPT. This includes pupils who live outside the Borough. An application list is kept. It is the responsibility of the Teacher in Charge of Unit to invite prospective parents and pupils for an initial visit.

6. SEN Specialism

- Two teachers in school, Wendy Morrison and Rebecca Cole are trained in Reading Recovery.
- The staff of our Unit has experience and expertise on pupils with speech and language difficulties. They have also acquired significant experience in Statutory Assessment procedures and practices.
- The teacher in charge of the Unit, Jo Perse, has a Diploma in the Paget-Gorman Sign system.

7. Special Facilities

The school is a three story building on one site. The majority of classes are accommodated in 'double' rooms following the removal of partition walls. All class rooms are bigger than recommended size for thirty pupils. This means that the school has the facilities to provide for the special educational needs of pupils where additional space, equipment or personnel are essential components of meeting needs.

The school cannot however accommodate pupils with severe mobility difficulties as the majority of classrooms are on the first and second floors requiring pupils to be able to climb stairs. For Early Years classes on the ground floor, pupils still need to be able to use stairs in order to gain access to all school's facilities and to play a full part in the life of the school.

Procedures for SEN Identification, Assessment and Provision

1. Allocation of resources

We aim to use our allocation of resources effectively. For pupils with SENs this entails achieving prompt and accurate identification of needs and ensuring appropriate provision of both human and material resources.

The school currently receives extra funding within the delegated budget for Additional Educational Needs. The school uses this money in a number of ways to meet the identified needs of children.

A proportion of AEN (Additional Educational Needs) money is used to fund class teacher's salaries so that the school can have one class teacher per class of 30 pupils. We see this as basic provision in serving the needs of pupils. We also believe that children with special needs suffer disproportionately in over large classes.

A proportion of AEN money is used to fund a nursery nurse for our Reception Class. This strengthens our Early Years provision; prevents some special needs in some pupils from arising; and enables early identification and intervention.

A proportion of AEN money is used to fund a part-time 0.5 SEN/literacy support teacher. This teacher is trained in Reading Recovery. She is able, when it is thought to be the most effective way of using her time, to provide some Reading Recovery.

For pupils in mainstream classes who have Statements of Special Educational Needs, ear-marked resources are added to school's budget. It is the responsibility of the Head teacher to ensure that these resources are used appropriately to meet the needs identified in the Statement.

The use and deployment of special needs resources are monitored by the Link Inspector and reported to the LEA annually. The Head teacher reports to the Governors who have the responsibility of reporting to parents on the school's SEN provision.

2. Arrangements for identification and assessment

The progress of ALL children is assessed and recorded by teachers in line with their professional duties and in accordance with school policy. It is the responsibility of all teachers to provide work for pupils that is differentiated appropriately according to stages of development and abilities.

Pupils can be identified at any point during their time at school as having SENs at School Action (or Early Years Action). This will be mainly through on-going teacher assessment and will be when:

- Makes little or no progress even when teaching approaches are targeted particularly in pupil's area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas.
- Presents persistent emotional and/or behavioural difficulties, which are not ameliorated by the behavioural 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.

Teacher assessments are based on information about a child's progress collected over time. They include systematic observations of the child in the normal learning context. The framework for assessment is based on a learning continuum using five dimensions are used to assess what the child brings in terms of;

- Confidence, independence and interests;
- Experience
- Knowledge, skills and understanding
- Strategies
- Reflectiveness

The above model allows a broad based intervention to be established to address the needs identified.

- For pupils who have literacy difficulties, teachers use running record and miscue analysis procedures to diagnose difficulties. Where appropriate, the child may also be referred for a Reading Recovery diagnostic assessment.

3. Documentation and record keeping procedures

- Completed School Action forms and Individual Education Plans are kept in the class teacher's Pupil File, with copies being kept by the SEN Coordinator.
- Master copies of School Action forms and Individual Education Plan forms are kept in the filing cabinet in the staff room.
- Completed Education Psychologist Consultation forms, SA1 and SA2 forms and Annual Review forms are kept in the pupil's file in the school office.
- Master copies of the above are kept by the Head teacher and SEN Coordinator.
- Each class teacher keeps a Special Needs Register, listing pupils with SENs and strands of action. This is passed on to the next teacher at the end of each year.
- The central school register, kept up to date by the SEN coordinator and copied for the Head teacher, consists of a class register for each mainstream class. The SEN Coordinator also keeps up to date information on pupils in Unit classes.

4. Arrangements for access to the curriculum

- Pupils with Special Educational Needs will be given full access to the curriculum, including the National Curriculum.
- Pupils with learning difficulties will be provided with differentiated work.
- Pupils with physical and sensory impairment will be assessed through the use of external agencies eg School Medical Service; Psychology in Education Service; Peripatetic Service for Sensory Impairment; Physiotherapy Service, through CDC. Where appropriate aids and facilities will be provided to enable access to the curriculum. This may involve referral to CENMAC.

5. Inclusion for pupils with special educational needs

- As general rule, all pupils at Miles Coverdale will be taught within their own classes, be with their peers at break times and meal times and play a full part in the life of the school.
- In rare cases where a child is excluded from a school event, the over-riding considerations are the safety, well being and best educational interests of both the individual child and the rest of the group; and the levels of supervision available. Excluding a child from a school event normally happens after several warnings. Parents are always consulted.
- In extremely rare cases where a child is temporarily placed in a another year group, the decision will normally have been made at School Action Plus of SEN provision, and will have involved consultations between class teacher and receiving teacher, the child and the parents. The decision to do this will be taken by the Head teacher.
- Inclusion procedures for pupils in Unit classes are described in the previous section.

6. Criteria for evaluation of the SEN Policy

The main criterion for evaluating this Policy is that it enables effective provision for pupils with SENs.

Additional performance indicators are as follows:

- The policy is understood by teaching and support staff.
- The policy is implemented.
- The policy enables accurate diagnosis of special needs.
- The policy enables suitable provision to be delivered to pupils with SENs
- The graduated response is the guiding principle of day to day practice.

- Reviews are held regularly; and enable, where necessary, increasing specialist expertise to be brought to bear on the difficulties a pupil may be experiencing.
- There is efficient and effective use of resources, targeted on the diagnosed special needs of pupils.
- There is regular monitoring of the working of the policy in practice.
- The policy is reviewed and revised to reflect changes within the school, including budgetary constraints.

7. Procedures for complaints about the school's SEN provision

- The Head teacher will make the initial response to complaints regarding the school's SEN provision and will, where possible, resolve the complaint within the school.
- Where necessary the Head teacher will seek the advice of the Inspectorate (the Link Inspector and/or the Special Needs Inspector) to resolve difficulties.
- Complaints will be reported to the named SEN Governor.
- Where complaints cannot be resolved within school, the complainant will be notified of their right to pursue their complaint through the Governing Body and/or through the Complaints Procedures of the Education Department.
- Where the complaint concerns a child with a Statement, the Head teacher will seek the advice of the Individual Progress Section of the LEA, the Link Inspector and/or the Special Needs Inspector, so that there is full and open accountability.

School Staffing Policies, Governors and Links with Outside Agencies

1. In Service Training

- The school has a commitment to staff development in order to best serve the needs of children. This includes pupils with Special Educational Needs.
- The school will continue to seek out and use focused INSET to improve the professional capabilities of school staff.
- The school will involve the named SEN Governor in the working of this Policy into practice.

2. School Governors

- The Governing Body has a statutory duty to ensure that adequate provision is made for pupils with special educational needs. This entails being fully involved in developing and monitoring the school's Special Needs Policy.
- The Staffing and Curriculum Sub-committee is responsible for over-seeing and monitoring the implementation of the Special Needs Policy.
- The named Governor with special interest in, and responsibility for Special Educational Needs, is Carole Izza.

3. Use of Support Services

The support services which the school is able to call upon are as follows:

- Education Social Work Service
- Behaviour Support Service
- Teaching Support Service
- School Medical Service
- Psychology in Education Service
- Speech and Language Therapy Service
- Child Development Centre
- Social Services
- Askham Family Centre

With the exception of the Education Social Work Service, Social Services and Askham Family Centre, the above services are called upon at timely intervals in accordance with the graduated response.

The school works closely with the Psychology in Education service. Educational Psychologists have provided valuable advice on pastoral issues, classroom management and approaches to teaching and learning. They will continue to be involved in school based staff development.

4. Arrangements for Partnership with Parents

The school endeavours to keep ALL parents informed of their children's progress and achievements. This becomes crucial when a child is experiencing difficulties.

The arrangements for parental participation is as follows;

- ALL parents are invited to Open Evenings (one each term)

- ALL parents have access to the Head teacher and all teachers, at mutually convenient times.
- Class teachers routinely inform parents of any concerns on a day to day basis. For particular concerns, teachers invite parents to meet with them.
- For pupils at School Action or Early Years Action School concerns are discussed with parents; they are consulted about intended provision and advised on how they can support at home; and invited to review meetings.
- Where School Action plus Early or Years Action Plus is considered helpful, parents are consulted beforehand. When this provision includes consultation with the Psychology in Education Service, parents signed permission is obtained.
- Progression beyond School Action Plus or Early Years Action Plus cannot proceed without parent's informed consent which is formalised in writing.
- Parents are involved as full partners in any decision to refer a child for statutory assessment and they contribute to the first stage of reporting.
- Parents are involved as partners in the Statementing Process and contribute to the final Statement.
- Parents are invited to the Annual Review of Statement, and their contributions are included in the written Annual Review Report.

5. Links with Mainstream and Special Schools Including Transition and Transfer Arrangements

- The majority of pupils entering our reception class have transferred from our nursery class.
- A minority come from local nursery schools and day nurseries. The school maintains links with these, and opportunities are provided for pupils and parents to visit before starting reception class.
- The majority of pupils admitted to our Unit, come from nursery or infant mainstream provision. Unit staff liaise with these schools and ensure that parents and pupils have opportunities to visit before the child is admitted.
- At secondary transfer, there is liaison with the receiving schools, which involves visits to the school by the child transferring and visits from the receiving school by members of staff. All pupils have their records sent on to the receiving

school. For pupils with Special Educational Needs, direct contact is made with the Head of Year or the Coordinator for Special Educational Needs.

- In the cases of pupils transferring within a Key Stage, records are sent, on receipt of a request from the receiving school.
- Pupils in our Unit transfer, by the end of Key Stage One, to either mainstream provision or other Special Needs provision. Pupils are prepared for this by Unit staff; contact is made with the receiving school and visits are arranged; parents are supported in helping their child to manage the transition. Contact is maintained once the child has transferred to new provision so that the child can feel supported during the transition period.

6. Other Relevant Documentation

The following documentation is kept in school for use by school staff;

- The DfES Code of Practice on The Identification and Assessment of Special Educational Needs.
- The DfES circular number 6/94 on The Organisation of Special Educational Provision.
- The LEA's Policy Statement of Provision for Pupils with Special Educational Needs.
- A pack produced by the Psychology in Education Service entitled Information and Guidelines for Schools.
- A pack produced by the LEA's Services to Individual Pupils entitled Statutory Assessment Documentation.