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## Special Educational Needs and Disability policy West Street Community Primary School

### MISSION STATEMENT

#### **General Objective**

At West Street Primary School the emphasis is on a whole school approach. All staff accepts responsibility for providing all children with realistic targets in a broad-based, appropriate creative curriculum. We believe in nurturing and developing the educational, social, emotional and cultural aspects by curriculum design and teaching approaches. The National Curriculum Council stated that participation in the National Curriculum by pupils with special educational needs is most likely to be achieved by encouraging good practice for all pupils and that the majority of pupils with learning difficulties simply require work to be suitably presented and differentiated to match their needs.

#### **We therefore intend . . .**

- ❖ To have regard to the Code of Practice on the identification and assessment of special educational needs.
  - ❖ To follow the guidelines laid down by Lancashire Education Authority.
  - ❖ To work in partnership with the child, parent/carers, all staff, governors and outside agencies.
  - ❖ That class teachers will use a range of differentiation to provide effective learning opportunities for all pupils.
  - ❖ Where a child is identified as not making adequate progress provision that is additional to or different from that provided as part of the school's usual differentiated curriculum will be given.
  - ❖ To recognise the importance of early identification and if the child's difficulties prove less responsive to the provision made by the school, then an early start can be made in considering the additional help the child may need.
  - ❖ Where a child is identified as having special educational needs an Individual Education Plan will be drawn up tailored to each individual child's needs. Realistic targets will be set and the plans will be reviewed/evaluated regularly and involve the child, parent, teacher and all support services.
  - ❖ Enhance self-esteem by setting appropriate targets and by using the Records of Achievement to celebrate them.
  - ❖ To use a variety of complementary approaches to support the class teacher and child - differentiation, 1-1, group, whole class, within the class or withdrawal when appropriate.
  - ❖ To include the child within the class, wherever and whenever practicable.
  - ❖ Endeavour to use all resources appropriately and efficiently.
  - ❖ Make full use of all the support agencies that have been made available through the LEA.
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## Code of Practice

The Code of Practice offers guidance designed to help schools make provision for pupils with special educational needs following Identification and Assessment of Special Educational Needs.

## Areas of Need

Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The areas of need are:-

- ❖ communication and interaction
- ❖ cognition and learning
- ❖ social, emotional and mental health
- ❖ sensory and/or physical
- ❖ medical

## Identification and Assessment

The law says that a child has special educational needs if he or she has:

- ❖ **a learning difficulty** (i.e. a significantly greater difficulty in learning than the majority of children of the same age, or a disability which makes it difficult to use the educational facilities generally provided locally); and if that learning difficulty calls for
- ❖ special educational provision (ie provision additional to, or different from, that made generally for children of the same age in local schools).

The importance of early identification, assessment and provision for any child who may have special educational needs cannot be overemphasized. The earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular child. If a difficulty proves transient the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

Any of the following may trigger a concern. The child and parent/carer are involved throughout.

- ❖ Parents/carer
  - ❖ Child
  - ❖ Class teacher assessment
  - ❖ Any of the support services mentioned later
  - ❖ Records - transferred from another school
  - ❖ Baseline assessments
  - ❖ SAT results
  - ❖ In-house testing and assessment
  - ❖ Observations
  - ❖ Neuro diverse checklist
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In identifying children who may have special educational needs we can measure children's progress by referring to:

- ❖ Their performance monitored by the teacher as part of ongoing observation and assessment
- ❖ The outcomes from baseline assessment results
- ❖ Their progress
- ❖ Their performance against the level descriptions within the National Curriculum at the end of a key stage
- ❖ Standardised screening or assessment tools.

### **English as an Additional Language**

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Lack of competence in English must not be equated with learning difficulties as understood in the Code of Practice. We would look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. Support can be put in place if needed.

### **School Model of Assessment and Provision**

Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties the key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways i.e.:-

- ❖ closes the attainment gap between the child and their peers
- ❖ prevents the attainment gap growing wider
- ❖ is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- ❖ matches or betters the child'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 child's behaviour

If a child's progress is inadequate the class teacher will provide interventions that are **additional to** or **different from** those provided as part of the usual differentiated curriculum offer and strategies. This is known as SEN support.

### **SEN Support**

The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities and quality first teaching:

- ❖ makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
  - ❖ shows signs of difficulty in developing English or mathematical skills which result in poor attainment in some curriculum areas
  - ❖ presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques usually employed in the school
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- ❖ 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.

Following a meeting to review a child's IEP/IBP and in consultation with parents a decision may be taken to request help from external support services, both those provided by the LEA and by outside agencies.

- ❖ continues to make little or no progress in specific areas over a long period
- ❖ continues working at National Curriculum levels substantially below that expected of children of a similar age
- ❖ continues to have difficulty in developing English and mathematical skills
- ❖ has social, emotional or mental health difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- ❖ has sensory or physical needs, and requires 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.

The above is a graduated response of action and intervention when a child is identified as having special educational needs, but must not be regarded as steps on the way to statutory assessment, as some children will require less rather than more help if the interventions work successfully. The interventions are a means of matching special educational provision to the child's needs, and are therefore part of the continuous and systematic cycle of planning, action and review within our school to enable all children to learn and progress. Advice and support may be requested from the Educational Psychology Service and a Consultation Request will be made.

### **Statutory Assessment for an EHCP plan**

A child will be brought to the LEA's attention as possibly requiring an assessment through:-

- ❖ a request for an assessment by the school
- ❖ a request for an assessment by the parent or
- ❖ a referral by another agency eg health authority, social services.

At West Street Primary School if, after we have taken action to meet the learning difficulties of a child, the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school or setting then we would make a request to the LEA for an assessment.

When a child is brought to the attention of the LEA by a request for a statutory assessment, the LEA must decide within six weeks whether to carry out such an assessment.

In considering whether a statutory assessment is necessary, the LEA will pay particular attention to:

- ❖ evidence that the school has responded appropriately to the requirements of the National Curriculum, especially the section entitled "Inclusion: Providing effective learning opportunities for all children"
  - ❖ evidence provided by the child's school, parents and other professionals where they have been involved with the child, as to the nature, extent and cause of the child's learning difficulties
  - ❖ evidence of action already taken by the child's school to meet and overcome these difficulties
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- ❖ evidence of the rate and style of the child's progress
  - ❖ evidence that where some progress has been made, it has only been as a result of much additional effort and instruction at a sustained level not unusually commensurate with provision through SEN support.

A request for an EHC plan is sent by the school and a decision whether or not to draw up an EHC plan for that child is made by Lancashire County Council.

If an EHCP plan is in place teachers and the SENCO will monitor and informally review progress during the course of the year. All EHCP plans must be reviewed at least annually, but if a child's special educational needs change, a review is held as soon as possible to ensure that the provision specified in the statement is still appropriate.

### **Identifying pupils with Special Educational Needs**

Early identification is very important as the earlier action is taken the more responsive the child is likely to be. In Nursery and Reception, the Foundation Stage, if a child is not making adequate progress, as defined below:

- ❖ closes the attainment gap between the child and the child's peers
- ❖ prevents the attainment gap growing wider
- ❖ is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- ❖ matches or betters the child'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

### **Individual Education/Behaviour**

An IEP/IBP should be used to plan interventions for individual pupils if a child is not progressing, if they have a learning difficulty or if they are working at a level that is below the differentiated lowest group.

If there is an additional social, emotional or mental health need.

It is the structured planning documentation of the differentiated steps and teaching requirements needed to help the student achieve identified targets.

An IEP/IBP should focus on up to two or three key individual targets and should include information about:

- ❖ What the child can do and what their difficulties are
- ❖ Targets
- ❖ The strategies and resources used to reach these targets
- ❖ An evaluation of the IEP/IBP

### **Monitoring and Reviewing IEPs**

Ideally IEPs should be continually kept under review. The success of all IEPs will be evaluated three times a year (Oct./Nov., Feb./March., May/June).

### **Graduated Response**

Interventions as described at SEN support will encompass an array of strategies and embody the following principles:

- ❖ provision for a child with special educational needs should match the nature of their needs
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- ❖ there should be regular recording of a child's special educational needs, the action taken and the outcomes.

### **IEP'S/IBP'S**

These are kept by the class teacher in the classroom and highlights children who need additional support/help over and above what the class teacher would normally be doing in meeting the needs within her class. Children's individual IEPs are kept in their own "Reach for the stars folder." so they are aware and involved in their own targets as much as possible.

Records should always provide precise positive information about what a child can do, and about what steps are being taken to help him make progress. They should be passed on at the end of the academic year. Information is vital for the teacher to decide what is the next step forward and of great importance when a child is referred to an outside agency such as the School's Psychological Service must be accessible both in terms of its location and its content to parents and all support agencies.

### **The Role of the Support Team**

SENCO

Learning mentor

Pastoral support

School councillor

2 nurture group leaders

2 nurture TA

Speech and language specialist TA

EAL specialist TA

x Teaching assistant Level 4

x Teaching Assistant Level 3

x Teaching Assistant Level 2

x Teaching Assistant Level 1

The agreed role of the inclusion team is to support the work of class teachers by offering specific and general support to children who are experiencing learning difficulties in either the long or short term.

The SEN nominated Governor, meets regularly with the SENCO to discuss SEN issues. The team will have regard to the Code of Practice. We will work closely with and support class teachers in the early recognition, assessment and testing of children. We will work closely with parents meeting as and when necessary.

We will coordinate the writing of Individual Education Plans, Behaviour plans and action plans and all contributions of those involved. We will regularly test and set new targets (long and short term) when appropriate and work with the named children within the class, a group or 1-1 as appropriate.

The objectives are:

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1. To help children to cope with broad-based curriculum and to make progress through the National Curriculum by:-
    - a) testing, assessing and reviewing the needs of the individual child at least twice a year and the writing of the IEP/IBP
    - b) setting achievable targets in a 'small steps' approach
    - c) working in partnership with child, parent, staff and any relevant outside agency
    - d) giving access to appropriate resources and encouraging independent use
    - e) giving support in the classroom with a variety of tasks where appropriate
    - f) providing additional encouragement and praise to promote self-esteem, motivation and concentration
    - g) monitoring children by using a system of awards (praise, stickers, certificates, individualised reward systems etc.)
    - h) offering counselling to both children and parents when needed.
    - i) offering a place in our Nurture provisions when needed.

### **The role of the SENCO**

- ❖ overseeing the day-to-day operation of the school's SEN policy
- ❖ coordinating provision for children with special educational needs
- ❖ liaising with and advising teachers
- ❖ managing inclusion team
- ❖ overseeing the records of all children with special educational needs
- ❖ liaising with parents of children with special educational needs
- ❖ contributing to the in-service training of staff
- ❖ liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies
- ❖ attend appropriate training to support the role, to disseminate to staff and to use the school development plan to implement new developments
- ❖ work closely with the nominated Special Needs Governor
- ❖ overseeing the nurture group and liaising regularly with nurture group staff
- ❖ monitor, evaluate and review the special needs budget in relation to provision for individual needs and deployment of support staff.

### **Planning the Curriculum**

It is vital that children with special needs do not have a narrow curriculum, particularly with the demands of the National Curriculum. Effective management, school ethos and the learning environment, curricular, pastoral and behaviour management arrangements can help prevent some special educational needs arising, and minimise others. Differentiation of learning activities within the curriculum framework will help us meet the learning needs of all children.

### **Classroom Organisation**

It is important to ensure that this facilitates learning for all children, but particularly for those with special educational needs.

This can be achieved by:-

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1. Flexible grouping arrangements, to allow children variety and the stimulus of working with different children. Children with learning difficulties benefit from mixing with their peers and must be encouraged to do so.
  2. Peer support and in some cases peer group tutoring can be valuable, although its implications need to be carefully considered.
  3. Children with special needs should be encouraged to be active not passive learners, and given as much responsibility as possible for their own learning and classroom environment. It may mean that the class teacher needs to re-assess the physical classroom organisation depending on the size and make up of the class.

### **Managing Children**

Social, emotional and mental health difficulties are usually complex. Poor work attitudes and under-achievement, poor concentration levels, miss-match of work to child, personal and home problems, lack of appropriate resources, movement around the room/school, unstructured days, constant change are some of the factors that need to be addressed.

### **Code of Conduct**

Whole school expectation by all who work in our school is that we all should accept responsibility for our own actions and learn/choose to act in an acceptable way. Children have a right to learn and staff have a right to teach.

### **Class Rules**

All teachers have classroom rules which have been generated with the class. These should be few in number and on display in the classroom. Staff remind the whole class of their commitment to these regularly and involve them in decisions about class life.

### **Managing the classroom/resources**

Make task demands specific and realistic, so that children know exactly what is expected of them. Ensure that work is challenging but not daunting.

Decide what is the minimum amount you expect from individuals. Some children may need the work broken into small challenges. Point of entry, differentiation in work and recording are key issues to be thought about when planning the lesson. Make sure that the child understands the value of the work for him as a learner, to encourage intrinsic motivation.

Use praise and a positive approach as much as possible with all children. Give children attention for behaving well, not just for behaving badly. Negative behaviour can often be discussed privately, not in front of the class.

Accept that some children find it particularly difficult to conform all the time and try to praise them for progress, however minimal. It is sometimes useful to praise behaviour which is nearly what you like, particularly in a child who finds it difficult to cope with classroom demands.

Praise positive behaviours, discuss inappropriate ones but avoid comments which suggest that you expect poor behaviour or work from a child.

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A few children may need some extrinsic motivation, and will benefit from receiving rewards for good work or behaviour. Rewards include:-

- ❖ Praise by staff/colleague
- ❖ Being given a responsible job
- ❖ Choosing an activity for himself or a group
- ❖ Choosing a story, poem or song for the class
- ❖ Showing work to another member of staff or parent
- ❖ Sticker or certificate (available in school)
- ❖ Use of "WOW" work in assembly
- ❖ Use of Dojo points

Rewards should be achieved on a session or daily basis, to make a success as immediate as possible.

Rewards are a more effective strategy than punishment.

### **Managing Challenging Behaviour**

It is very important that staff should enlist the help of the inclusion team or Head teacher before a child's needs become acute, in monitoring progress, counselling and reinforcing the positive approach. It may be appropriate to inform other members of staff including all support staff, when a particular effort is being made with a child. If the challenging/inappropriate behaviour persists then we will seek additional help and advice from the support services.

### **Control and Restraint**

The school receives regular control and restraint training. In the rare circumstances that a child has to be restrained it will be due to the following reasons-

- ❖ The child is in danger of harming themselves.
- ❖ The child is in danger of harming others.
- ❖ The child is destroying school property.
- ❖ If a child is disrupting the learning of the entire class they will be moved into a quiet area.

If a child is restrained the parents will be informed and there will be a follow up to the incident with the child.

### **Exclusion from school**

Occasionally, a child finds the following of our school rules very hard and continually behaves in an unacceptable way putting others or themselves at risk or disrupting others persistently. We will have worked closely with the parent/carer. The child may be excluded from school for a set number of days. The school follows Lancashire Education guidelines here. The Chair of Governors is informed as is the authority. Parents are given reasons for the exclusion and contact numbers.

### **Roles and Responsibilities**

The governing body has important statutory duties towards pupils with Special Needs as outlined below:-

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### **The SEN Register**

The school maintains a SEN register which contains details of all children identified as having special needs, SA, SAP and Statements. This can be found within the Head's room. This is confidential. The register is continually being revised and updated.

### **Access and Integration**

Our aim is for all children to have access to a broad and balanced curriculum, meeting their educational, emotional, social and spiritual needs. All will have access to all National Curriculum subjects at the appropriate stage and programme of study. All children within West Street Primary School are encouraged to be involved in the wider aspects of school life where individual skills and prowess can boost self-esteem and gain respect from peers.

### **Admission Arrangements**

Following LEA and our agreed admission and equal opportunities policies, a child will be offered a place within the family of West Street Primary School if it is available.

It is important when registering a child, that the parent/carer fills in the information sheet/medical information honestly and informs the school of any previously identified special needs.

### **Support Sources**

We have access to and benefit from a wide range of support services through Lancashire Education Inclusion Service together with other agencies with whom we aim to work in partnership.

- ❖ Educational Psychology Service
- ❖ Social Services
- ❖ School Nurse Team
- ❖ Speech therapists
- ❖ HI and VI specialists
- ❖ School Counselling Service
- ❖ Early help and wellbeing service
- ❖ Secondary school liaison
- ❖ OT and physiotherapy services
- ❖ CAMHS
- ❖ Police service
- ❖ Pediatrician
- ❖ Voluntary services
- ❖ SENCO Cluster group (East Area)

### **Whole School Staffing**

The class teacher accepts responsibility within their day to day management of their class for meeting the needs of all their children. We have Teaching Assistant support within all classes within the school who contribute greatly to the support of all children within the classes. They excel at helping develop skills in all areas.

### **Governor/Staff Training**

We will continue to develop staff/governors expertise by making full use of courses provided by the Education Authority, National conferences and other agencies or INSET drawing on staff specialisation. The needs are identified by the individual, the SENCO and through the School Improvement Plan. The school's Performance Management system will assist in highlighting training needs.

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### **Partnership with Parents (all those with parental responsibility)**

"Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them."

(Special Educational Needs Code of Practice January 2002 p.16)

We actively encourage all of our parents to support their child through positive attitudes, giving user-friendly information and effective communication. However all staff should be aware of the pressures a parent may be under because of the child's needs.

To make communications effective professionals should:

- ❖ acknowledge and draw on parental knowledge and expertise in relation to their child
- ❖ focus on the children's strengths as well as areas of additional need
- ❖ recognise the personal and emotional investment of parents and be aware of their feelings
- ❖ ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- ❖ respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- ❖ respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- ❖ recognise the need for flexibility in the timing and structure of meetings.

We aim to inform parents as soon as a child is "flagged" as a cause for concern, so that they are fully involved in the school based response for their child and understand the purpose of any intervention or programme of action.

"A local education authority must arrange for the parent of any child in their area with special educational needs to be provided with advice and information about matters relating to those needs."

(Education Act 1996 Section 332A)

SENCO/Head, class teachers and SEN support talk both informally/formally to parents in school, may write, telephone or home visit if appropriate.

Parents also have a responsibility to communicate effectively with professionals to support their children's education. They should:

- ❖ communicate regularly with their child's school and alert them to any concerns they have about their child's learning or provision
- ❖ fulfil their obligations under home-school agreements which set out expectations of both sides.

We will ensure that parents are fully involved in any discussions leading up to a school's decision to request a statutory assessment.

### **Partnership with Pupils**

We will continue to work towards positive pupil involvement in decision-making related to their development. Most children have their own views on how they see their special needs which may give insight into the problems experienced by both pupils and teachers. From an early age, children with SEN should be actively involved at an appropriate level in discussions about their IEPs/IBP's, including target setting and review arrangements and have their views recorded. Children should be encouraged to share in the recording process and in monitoring and evaluating their own performance so that every achievement is given a sense of worth, developing confidence and self esteem. As all

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children are working towards setting achievable targets for themselves within the class then this can only be viewed as a natural extension.

### **Partnership with Other Schools**

The school liaises with all local feeder High Schools in order to ensure the easiest possible transition from primary through to the secondary phase. Planning for transition for some pupils may start as early as Year 5 when, working with parents, individual visits can be arranged to help inform the correct placement for their child. In Year 6, the Year 7 tutor and/or the SENCO visits our school for the transfer of information and to meet the children. The children have the opportunity to spend part of the day 'sampling' life in their new school. The Year 6 teacher and/or the SENCO discuss each child plus relevant information is passed on. Occasionally, a child may need to visit more often in order to prepare more fully - this is usually a statemented child with additional teacher support. We make flexible arrangements whereby the two can visit. All records - assessments, records of achievement and SEN records/IEP's/IBP's are passed on. If a Year 6 child holds a EHCP, a review is held in the Summer Term to bring together the family, child and all staff/support services involved. The strengths and areas of concern are looked at as are the needs of the child. The possible High School is also invited to attend. The wishes of the parents are considered carefully. The Area Special Needs Officer will guide and suggest a placement where the child's needs can best be met.

When a child transfers to another primary school, special school or unit, records are forwarded within 15 school days of the child ceasing to be registered at the school to ensure minimum disruption in educational progression and progress. The school always offers the SENCO as a person to contact if further information is needed.

### **Complaints Procedure**

Parents/carers are asked to speak to the class teacher, SENCO or the Headteacher in the first instance. If the matter is not resolved then parents should contact the SEN Governor or the Chair of Governors in writing. If following this action the matter remains unresolved then subsequent recourse can be taken through the LEA Area Office in Lancashire.

### **Evaluation of Success**

Evaluation of the success of this policy requires evidence of:

1. Increased parental and pupil involvement.
2. Careful monitoring of targets achieved against those set in the IEP/IBP
3. Early identification of SEN.
4. Improvement in standards of achievement by individual children as determined by formal and informal assessment.
5. Continued review of impact of all provision.
6. Staff/governor development with In-Service training.
7. Further developing links with other schools and agencies and within the community.
8. Increased points scores KS1 to KS2

### **Targets for Future Development**

1. Relevant staff training / INSET.
  2. Establish systems to further improve early identification.
  3. Maintain and further increase % of SEN pupils making expected progress
  4. Review SEN policy (annually).
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5. Continue to develop our successful nurture groups.
  6. Continue to regularly liaise with support staff and develop their CPD.
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