



11. LIST OF APPENDICES

- I. SENCO Job Description
- II. Contact List
- III. Standard Letters
- IV. Standardised Tests
- V. Resource List
- VI. Adequate Progress
- VII. Glossary
- VIII. Useful Publications
- IX. Useful Websites
- X. Definition of Special Educational Needs
- XI. Role of Governing Body
- XII. Summary of SEN Code of Practice 2001
- XIII. Yearly Timetable



I. SENCO JOB DESCRIPTION

Molescroft Primary School

Name: Julie Hakner

Post Held: Special Educational Needs Co-ordinator

Date: April 2007

Special Education Needs Co-ordinator (SENCO)

SENCOs with the support of the headteacher and governing body, take responsibility for the day-to-day operation of provision made by the schools for pupils with SEN and provide professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.

1. **Have knowledge and understanding of:**

- The characteristics of effective teaching and learning styles, including the main strategies for improving and sustaining high standards of pupil achievement and promoting their spiritual, moral, social and cultural development and their good behaviour, and how those strategies can be used to support pupils with SEN;
- How information and communication technology can be used to help pupils gain access to the curriculum, as an aid to teaching and learning and as a means of communication between those teaching pupils with SEN;
- Relevant research, national inspection evidence and legislation, including the SEN Code of Practice and equal opportunities legislation and how these apply to pupils with statements as well as those without;
- The requirements to communicate information effectively to LEAs, external agencies, parents and other schools or colleges on transfer;
- How to contribute to the professional development of other staff in relation to pupils with SEN; including how to recognize and deal with stereotyping in relation to disability or race;
- The purpose of individual education plans, including leading their formulation and planning their implementation and review.

2. **Planning and Setting Expectations**

- Analyse and interpret relevant national, local and schools data plus research and inspection evidence to inform the SEN policy, practices, expectations, targets and teaching methods.



20 May 1994

Updated November 1994, October 1995, July 1997, October 1998, May 2002, September 2006, January 2007

- Work with pupils, subject leaders and class teachers with tutorial/pastoral responsibilities to ensure that realistic expectations of behaviour and achievements are set for pupils with SEN.

3. **Teaching and Managing Pupil Learning**

- Identify and disseminate the most effective teaching approaches for pupils with SEN.
- Monitor the effectiveness of appropriate teaching and learning activities and target setting to meet the needs of pupils with SEN.
- Support the development of improvements in literacy, numeracy and information and communication technology skills to support pupils in their ability to work independently and learn more effectively.
- Identify and develop study skills to support pupils in their ability to work independently and learn more effectively
- Lead and develop effective liaison between schools to ensure there is good continuity in terms of support and progression in learning when pupils with SEN transfer.

4. **Assessment and Evaluation**

- Collect and interpret specialist assessment data gathered on pupils and use it to inform practice.
- Devise, implement and evaluate systems for identifying, assessing and reviewing pupils' SEN in relation to the school's SEN policy.
- Provide regular information to the Headteacher and Governing Body on the evaluation of the effectiveness of provision for pupils with SEN, to inform decision making and policy review.

5. **Pupil Achievement**

- Support staff in understanding the learning needs of pupils with SEN and the importance of raising their achievement.
- Monitor the progress made in setting objectives and targets for pupils with SEN, assist in the evaluation of and the effectiveness of teaching and learning and use the analysis to guide further improvement.
- Ensure the establishment of opportunities for themselves, learning support assistants and other teachers to review the needs, progress and targets of pupils with SEN.

6. **Relations with Parents and the wider community**

- Develop and maintain effective partnerships between parents and the school's staff so as to promote pupils' learning; communicate effectively; providing information to parents about targets, achievements and progress.
- Develop effective liaison with external agencies in order to provide maximum support for pupils with SEN.

7. **Managing own Performance and Development**



- Chair reviews, case conferences and meetings effectively.
- Judge when to make decisions, and when to consult with others including external agencies.
- Prioritise and manage their own time effectively, particularly in relation to balancing the demands made by administrative duties, teaching and acting as a resource for colleagues.
- Take responsibility for their own professional development.

8. **Managing and Developing Staff and other adults**

- Encourage all members of staff to recognize and fulfil their statutory responsibilities to pupils with SEN.
- Advise, contribute to and, where appropriate, co-ordinate the professional development of staff to increase their effectiveness in responding to pupils with SEN and provide support and training to trainee and newly qualified teachers in relation to pupils with SEN, understanding their needs and importance of raising their achievement.
- Support staff by ensuring that all those involved have the information necessary to secure improvements in teaching and learning, disseminating good practice in SEN across the school in relation to standards for the award of Qualified Teacher Status, Career Entry Profile and standards for induction.
- Support staff in developing pupils' understanding of the duties, opportunities, responsibilities and rights of citizens.
- Support staff in developing constructive working relationships.

9. **Managing Resources**

- Establish staff and resource requirements to meet the needs of pupils with SEN, advise the headteacher, senior management team and governing body of likely priorities for expenditure and allocate resources made available with maximum efficiency to meet the objectives of the school and SEN policies to maximize pupils' achievements and to ensure value for money.
- Deploy, or advise the headteacher on the deployment of staff involved in working with pupils with SEN to ensure the most efficient use of teaching and other expertise.
- Organise and co-ordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.

10. **Strategic Leadership**

- Contribute effectively to the development of a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum and which contributes to pupils' spiritual, moral, cultural, mental and physical development and in preparing pupils for the opportunities, responsibilities and experiences of adult life.

Special Educational Needs Policy Appendices



20 May 1994

Updated November 1994, October 1995, July 1997, October 1998, May 2002, September 2006, January 2007

- Ensure the objectives of the SEN policy are reflected in the school development plan, that effective systems are in place to identify and meet needs and that they are co-ordinated, monitored, evaluated, and reviewed.
- Set standards and provide examples of best practice for other teachers in identifying, assessing and meeting pupils' SEN.



II. CONTACT LIST

SENSS (Manager)	Claire Simpson	01482 392180	
SENSS (Teacher)	Sharon Aherne		
School Nurse Epilepsy Nurse	Chris Ackam Chris Morley	Manor Road Health Centre Beverley	
Educational Psychologist	Andrew Eastwood	01482 392254 Educational Psychology and Behaviour Support Team County Hall Beverley HU17 9BA	
Behaviour Support Team	Bernie Reed	01482 392254 Educational Psychology and Behaviour Support Team County Hall Beverley HU17 9BA	
KIDS		01482 213030	
Education Service for Physical Disability	Dominic Boyes	01482 804766	
Education Service for the Visually Impaired	Alan Muse The Coleford Centre Coleford Grove Bransholme HU7 4QA	01482 507906	
Hearing Impaired Service	Mrs J Stallard	01482 634738	
Parent Partnership officer	Amanda Ward	01482 392197	Amanda.ward@eastriding.gov .uk
Speech Therapist	Helen Bowland	01482 886634 Archway Offices Westwood Hospital Beverley HU17 8BU	
Hearing Impaired Physiotherapist Beverley Westwood Hospital	Sue Searle Anne Anderson	01482 886616	
Dyslexia Teacher	Susan Maddox	01377 217297	
Occupational Therapist	Claire Pharoah	01482 886617 Paediatric Occupational Therapy Dept Westwood Hospital Beverley HU17 8BU	
SEN and Inclusion Manager	Glynn Jones	01482 392406	
CPM for Inclusion	Joanna Stuart		
SENCO –Longcroft	Sue Sutcliffe	01482 862171	

Molescroft Primary School

Special Educational Needs Policy Appendices



20 May 1994

Updated November 1994, October 1995, July 1997, October 1998, May 2002, September 2006, January 2007

SENCO – Beverley Grammar	Alison Doolan Kathy Smith	01482 881531	
-----------------------------	------------------------------	--------------	--



III. STANDARD LETTERS

1. School Concern – letter to inform parents that child has been placed on the SEN register at School Concern
2. School Action – letter to inform parents that child has been placed on the SEN register at School Action
3. School Action – letter asking parents for comments about child's progress
4. School Action + – letter inviting parents to IEP review meeting
5. School Action + – letter to accompany IEP to parents
6. Statemented – letter inviting interested parties to annual statement review
7. Statemented – Review meeting Agenda
8. Statemented – Review meeting note taking proforma
9. SEN pupil tracker
10. SEN Register
11. SEN Register Summary
12. Educational Psychologist Referral Form
13. SEA 3



14.

IV. STANDARDISED INDICATOR TESTS

	Test	Publisher
Key Stage 1		
Pre-school Reception Year 1	Boehm Test of Basic Concepts Table 12 for Autumn & Spring Terms Table 13 for Summer Term	Psychological Corporation (available from Supplies)
Year 2 Reading	Group Reading Test (Young) Table 1 (Third Edition)	Hodder & Stoughton
Year 2 Mathematics	Group Mathematics (Young) Table 1 (Third Edition)	Hodder & Stoughton
Key Stage 2		
Years 3 – 6 Reading	Group Reading Test (Young) Table 1 for Year 3 Table 2 for Years 4 - 6 (Third or Fourth Edition)	Hodder & Stoughton
Years 3 – 6 Mathematics	Group Mathematics (Young) Table 1 for Year 3 Table 2 for Years 4 - 6 (Third or Fourth Edition)	Hodder & Stoughton
Years 3 – 6 Spelling	Spar Spelling Test Tables 3 and 4	Hodder & Stoughton



V. RESOURCE LIST

RESOURCE	NUMBER	USE	LOCATION
Active Literacy Kit	2	Phonics Reading Maths Sequencing	
The Teodorescu Perceptuo – Motor Programme Bk1	1	Developing fine motor & perceptual skills for effective handwriting.	
The Teodorescu Perceptuo – Motor Programme Bk2	1	Developing fine motor & perceptual skills for effective handwriting.	
The Teodorescu Perceptuo – Motor Programme Teacher's Bk	1	Developing fine motor & perceptual skills for effective handwriting.	
Fuzzbuzz <ul style="list-style-type: none"> • Letters 1 • Words 1 • Letters 2 • Letters 3 • Letters 4 • Letters 4 • Looking at books 2 • Words for Fuzz Buzz Facts 2 • Words 2 	<ul style="list-style-type: none"> • 2 • 1 • 3 • 3 • 3 • 3 • 4 • 4 • 1 	<ul style="list-style-type: none"> • onset/rime • 1st 100 list • Initial Con Blends • Vowel digraphs • Vowel digraphs • Magic e • • 	
Easy Type <ul style="list-style-type: none"> • Top row module • Bottom row module • Consolidation 	1	Touch typing course	
Phonological Awareness Training <ul style="list-style-type: none"> • Beginners 	1	Phonics	



<ul style="list-style-type: none"> • 1 • 2 • Syllables level 1 • Syllables level 2 • Syllables level 3 • Syllables level 4 • Syllables level 5 			
Dyslexia screening & assessment materials	1	Assessment	
Special Needs action programme (SNAP)	1	Assessment	
Duncan Dragon <ul style="list-style-type: none"> • Workbook 2 • Workbook 3 • Workbook 4 	<ul style="list-style-type: none"> • 2 • 4 • 4 	Simple comprehension (To be used with reading books)	
Kushti-bet	1	Alphabet rhyme colouring book aimed at Travellers	
Paget Gorman signed speech	1	Hearing impaired	
Maths made easy <ul style="list-style-type: none"> • Book 1 • Book 2 	1	Basic maths skills	
File 1 <ul style="list-style-type: none"> • Keywords • Phonics • Sentences • Paragraphs 	1	Phonics	
File 2 <ul style="list-style-type: none"> • Phonic progression • Phase 6 	1	Phonics	
File 3 (ERLSS) (SENSS) <ul style="list-style-type: none"> • Initial clusters • Er/ir/ur & soft c&g 	1	Phonics	



<ul style="list-style-type: none"> • Syllables & awkward word families • CVC booklets • Final clusters & sh/ch/th • Final e • Vowel digraphs • Crossword - assorted 			
<p>File 4</p> <ul style="list-style-type: none"> • Early Learning <ol style="list-style-type: none"> 1. picture writing book 2. visual perception 3. writing patterns 	1	comprehension	
<p>File 5</p> <ul style="list-style-type: none"> • Early English Skills <ol style="list-style-type: none"> 1. book 2 2. book 3 3. book 4 4. book 5 5. book 6 	1	<ul style="list-style-type: none"> • word recognition • word endings • rhyme/word endings • comprehension • comprehension 	
<p>Easy Learn Phonics</p> <ul style="list-style-type: none"> • 2 • 3 • 5 • 6 	1	<ul style="list-style-type: none"> • CVC • BDP differentiation • Con blends • Con digraphs & long con blends 	
<p>Code Cracker</p> <ul style="list-style-type: none"> • Notes for teachers • 2 	1		

Special Educational Needs Policy Appendices

20 May 1994

Updated November 1994, October 1995, July 1997, October 1998, May 2002, September 2006, January 2007



<ul style="list-style-type: none"> • 3 • 4 • 5 • 6 • 7 • 8 		<ul style="list-style-type: none"> • CVC • Initial con blend • Ck/ee/oo/sh/ch/th/wh/qu • Word endings • Silent e • Vowel digraphs • Vowel digraphs /soft c&g 	
Cloze ages 5-8	1	Comprehension	
Reading for meaning 3	1	Comprehension	
Cloze encounters Bk1	1	Comprehension	
Find the syllables	1	Proof reading	
Put it right	1	Proof reading	
Phonic study kits	1	Proof reading	
Holmes Mcdougall spelling 3	1	Phonics	
Collins primary dictionary workbook	1	Dictionary work	
Number connections:		Basic numeracy	
<ul style="list-style-type: none"> • Copymaster blue • Textbook 1 	<ul style="list-style-type: none"> • 1 • 1 		
Child ed – maths fun & games	1	Basic No games	
Lotto	1	Word matching	
1 st & 2 nd 100 words bingo games	1	Word matching	
Breakthrough to literacy:		Word & sentence building	
<ul style="list-style-type: none"> • Project folders • Blank word tiles 	<ul style="list-style-type: none"> • 5 • 3 		
ALS:	1	Literacy skills	
<ul style="list-style-type: none"> • Module 1 • Module 2 • Module 3 • Module 4 • ALS Video 			
Oxford Reading tree:		Reading scheme	
<ul style="list-style-type: none"> • Stage 2 • Stage 3 • Stage 4 	<ul style="list-style-type: none"> • 6 • 11 • 10 		

Special Educational Needs Policy Appendices

20 May 1994

Updated November 1994, October 1995, July 1997, October 1998, May 2002, September 2006, January 2007



<ul style="list-style-type: none"> • Tape 	<ul style="list-style-type: none"> • 1 		
The mad sad glad game	1	Social awareness	
What else is in the square	1	Logic & Matrix games	
Match & rhyme dominoes	1		
Switch card games: <ul style="list-style-type: none"> • Set 1 Pack 1 • Set 1 Pack 2 • Set 1 Pack 3 • Set 1 Pack 4 • Set 2 Pack 3 • • Set 2 Pack 4 	<ul style="list-style-type: none"> • 1 	<ul style="list-style-type: none"> • initial sounds tapin • initial sounds ldgfh • initial sounds myrecuk • initial sounds bjwqvzx • initial blends sw st sp sl sm sn • initial blends dr sc sk sh ch th 	
Doubles card game	1	Sight & sound of word beginnings	
Two alike card games	1	Consonant digraphs	
One & one card game	1	Word endings	
All change card game	1	Silent e	
Plunder (game)	1	Silent e	
Scoop (game)	1	Vowel digraphs	
Change the word (game)	1	Letters & syllables	
Pencil Grips: <ul style="list-style-type: none"> • Triangular • Toggle • "Nuggets" 	<ul style="list-style-type: none"> • 6 • 4 • 2 	Handwriting – fine motor skills	
Coloured Sleeves		Dyslexia	
Richmond phonogram picture & word grouping cards: <ul style="list-style-type: none"> • Box 1 • Box 2 			
Symmetry & reversal pairing cards: <ul style="list-style-type: none"> • Box 2 • Box 3 			



<ul style="list-style-type: none"> Box 4 			
<p>Oxford picture & word matching cards:</p> <ul style="list-style-type: none"> Box 1 Box 2 Box 3 Box 4 	1	Word Matching	
<p>Letter discrimination inset boards:</p> <ul style="list-style-type: none"> Set B 	1		
ERRS Basic skills index	2	Assessment	
<p>Sound Sense:</p> <ul style="list-style-type: none"> Bk 1a Bk 1b Bk 2a Bk 2b Bk 2c Bk 3a Bk 3b Bk 3c Bk 4a Bk 4b Bk 4c 		Reading books	
<p>Sound Sense:</p> <ul style="list-style-type: none"> Bk 1 Bk 2 Bk 3 Bk 4 Bk 5 Bk 6 Bk 7 Bk 8 	<ul style="list-style-type: none"> 0 5 3 1 4 2 3 3 	<ul style="list-style-type: none"> cvc ee oo silent e er or ar all sh ch wh vowel digraphs word endings 	
100 keywords flashcards	1	Word recognition	
Easy special vowels card game	1	Vowels	

Special Educational Needs Policy Appendices

20 May 1994

Updated November 1994, October 1995, July 1997, October 1998, May 2002, September 2006, January 2007



Word picture dominoes	1	Matching	
Association cards pack	1	Consonants Vowels Memory Spelling	
Track Pack: • 1 • 2 • 3	1	<ul style="list-style-type: none"> • initial letters / sounds • common cvc words • silent e 	
Clicker	14	Word processing package	Computer suite
Starspell	2	Phonic awareness software	Computer suite
Dyslexia – A Reading Guide	1	Teacher’s guide	
New Phonic Blending: • 1 • 2	• •	<ul style="list-style-type: none"> • Phonics • Tape 1 missing 	



VI. ADEQUATE PROGRESS

The key test for action is evidence that the child's current rate of progress is inadequate. There should not be an assumption that all children will progress at the same rate. A judgement has to be made in each case as to what it is reasonable to expect that particular child to achieve. Where progress is not adequate, it will be necessary to take some additional or different action to enable the child 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. It might, for instance, be progress that:

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



VII. GLOSSARY

LEA	Local Education Authority
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
Standard Assessment Tasks	National tests given to children in the summer term of years 2 and 6.
Formal Assessment	Standardised tests given to children to measure their progress.
SENSS	Special Educational Needs Support Service
Educational Psychologist	
SEN Register	Register kept of all children who meet the East Riding's criteria for being considered as being a child with special needs.
Differentiated Curriculum	Curriculum that is altered so that it is accessible to children of differing abilities.
Differentiation	The process whereby teachers meet the need for progress through the curriculum by selecting appropriate teaching methods to match an individual child's learning strategies, within a group situation. (Visser 1993)
External Agency	People who assess, plan work for and give advice about provision for children with special educational needs. They are not directly employed by the school.
SENDA	Special Educational Needs and Disability Act
SEN Code of Practice 2001	Code of practice that ensures that schools meet the requirements of the SENDA
IEPs	Individual Education Plans written for children who are at school action, school action plus or statemented. They show the work that is provided for the child over and above the normal curriculum.
National Curriculum Levels	The National Curriculum is split into 8 levels. Level 2 is the expected level at Year 2, Level 4 is the expected level at Year 6.
National Curriculum Attainments	The National Curriculum level attained by a child in SATs at Year 2 or Year 6.
Transfer	Moving from one school to another. E.g. Nursery to Primary or Primary to Secondary.
Progress	The improvement shown by a child over a set period of time.
Targets	Short term indicators of expected progress



VIII. USEFUL PUBLICATIONS

Further reading

The materials listed below may provide further support for teaching pupils with learning difficulties.

Lorenz S, *Psychobabble A parents' guide to Psychological reports*

DfES, *SEN code of practice on the identification and assessment of pupils with special educational needs*, DfES, London (forthcoming)

DfES/QCA, *Curriculum guidance for the foundation stage*, QCA, London, 2000

DfES/QCA, *Supporting the target setting process*, DfES, London, 1998

DfES/QCA, *The National Curriculum: Handbook for primary teachers in England*, HMSO, London, 1999

SCAA, *Planning the curriculum at key stages 1 and 2*, SCAA, London, 1995

SCAA, *Planning the curriculum for pupils with profound and multiple learning difficulties*, SCAA, London 1996

QCA, *Maintaining breadth and balance at key stages 1 and 2*, QCA, London, 1998

Aitken, S & Bultjens, M, *Vision for doing*, Moray House Publications, Edinburgh, 1992

Brown, E, *Religious education for all*, David Fulton, London, 1996

Byers, R & Rose, R, *Planning the curriculum for pupils with special educational needs*, David Fulton, London, 1996

Coupe O'Kane, J & Goldbart, J, *Communication before speech: Development and assessment*, David Fulton, London, 2nd edition, 1998

Farrell, P, Balshaw, M & Polat, F, *The management role and training of learning support assistants*, DfES, London, Research Report RR161, 1999

Lacey, P, 'Multidisciplinary work', in C Tilstone, L Florian & R Rose (eds), *Promoting inclusive practice*, Routledge, London, 1998

Lawson, H, *Practical record keeping*, David Fulton, London, 2nd edition, 1998

Marvin, C, 'Individual and whole class teaching', in C Tilstone, L Florian & R Rose (eds), *Promoting inclusive practice*, Routledge, London, 1998



McInness, J M & Treffry, J A, *Deaf-blind infants and children*, University of Toronto Press, 1982

Mencap, *On a wing and a prayer: Inclusion and children with severe learning difficulties*, Mencap, London, 1999

Nind, M & Hewett, D, *Access to communication*, David Fulton, London, 1999

Norwich, B, '*Special needs education or education for all: Connective specialisation and ideological impurity*', *British Journal of Special Education*, 23(3), 100-104, 1996

Rose, R, '*A jigsaw approach to group work*', *British Journal of Special Education*, 18(20), 54-57, 1991

Tilstone, C, Lacey, P, Porter, J & Robertson, C, *Pupils with learning difficulties in mainstream schools*, David Fulton, London, 2000

Uzgiris, I C & Hunt, J M, *Assessment in infancy: Ordinal scales of infant development*, University of Illinois Press, Urbana, 1975

Ware, J, *Creating a responsive environment*, David Fulton, London, 1996



Links

The following sites provide further support for teaching pupils with special needs.

The ACE Centre - North

Aiding Communication in Education

Supports the learning and communication of learners with physical and communication difficulties.

Afasic

A parent-led organisation that helps children and young people with speech and language impairments and their families. Provides information for parents and professionals and produces a range of publications.

Association of Workers for Children with Emotional and Behavioural Difficulties (AWCEBD)

Promotes excellence in services for children and young people who have emotional and behavioural difficulties and supports those who work with them.

Inclusion and SEN

BECTa's links to inclusion and special educational needs websites.

The British Association of Teachers of the Deaf (BATOD)

Develops the professional expertise of association members, provides support for people working with deaf children and promotes the educational interests of hearing-impaired people.

The British Dyslexia Association (BDA)

Offers advice, information and help to families, professionals and dyslexic individuals.

Centre for micro-assisted communication (CENMAC)

A central resource for pupils with physical disabilities, supported by the inner London boroughs.

Deafax

Helps people with hearing impairments develop their communication, literacy and employment skills.

The Down's Syndrome Association

Support parents and carers of people with Down's syndrome and helps improve the lives of people with this condition

The Dyslexia Institute (DI)

Assesses and teaches people with dyslexia and trains teachers.

Special Educational Needs Policy Appendices

20 May 1994

Updated November 1994, October 1995, July 1997, October 1998, May 2002, September 2006, January 2007



The Dyspraxia Foundation

Support individuals and families affected by developmental dyspraxia and increases the understanding and awareness of this disability.

EQUALS

Organisation of schools and individuals that work on entitlement and quality education for pupils with severe learning difficulties.

Inclusion

The National Curriculum for England inclusion statement.

Inclusion

NGfL's catalogue of resources supporting individual learning needs.

The National Association for Special Educational Needs (NASEN)

Promotes the education, training, advancement and development of all those with special educational needs.

The National Autistic Society (NAS)

Encourages a better understanding of autism and pioneers specialist services for people with autism and those who care for them.

The Oxford ACE Centre

Focuses on the communication and educational needs of young people with physical and communication difficulties.

Royal National Institute for the Blind (RNIB)

Helps blind and partially sighted people in the UK.

The Royal National Institute for Deaf People (RNID)

Helps deaf and hard-of-hearing people in the UK.

Schemes of work

DfES's schemes of work site.

Scope

National disability organisation that focuses on people with cerebral palsy.

Special Educational Needs

DfES's SEN site.

The Standards Site

DfES site that offers on-line services for teachers in England and helps raise standards of achievement in schools.

Supporting the target setting process

DfES guidance for effective target setting for pupils with special educational needs.



IX. USEFUL WEBSITES

- *Special Educational Needs and Disability Act 2001*
<http://www.hms0.gov.uk/acts/acts2001/20010010.htm>
- *SEN Code of Practice 2001*
<http://www.dfes.gov.uk/sen/viewDocument.cfm?dID=260>
- *Contact a Family*
<http://www.cafamily.org.uk/>
- *Downs Syndrome Association*
www.dsa-uk.com
- *The British Dyslexia Association*
<http://www.bda-dyslexia.org.uk/>
- *The Dyspraxia Foundation*
<http://www.dyspraxiafoundation.org.uk/>
- *RNIB*
<http://www.rnib.org.uk/>
- *RNID*
<http://www.rnid.org.uk/>
- *MENCAP*
<http://www.mencap.org.uk/>
- *National Autistic Society*
<http://www.nas.org.uk/>
- *British Epilepsy Association*
<http://www.epilepsy.org.uk/>
- *Disability Rights Commission*
<http://www.drc.org.uk/drc/default.asp>
- *National Association for Special Educational Needs*
<http://www.nasen.org.uk/mainpg.htm>
- *The Centre for Accessible Environments*
<http://www.cae.org.uk/>



X. DEFINITION OF SPECIAL NEEDS

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- (c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- (a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
- (b) for children under two, educational provision of any kind.

See Section 312, Education Act 1996

Definitions in the Children Act 1989 and the Disability Discrimination Act 1995

A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.

Section 1(1), Disability Discrimination Act 1995



A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

Section 17 (11), Children Act 1989



XI. ROLE OF GOVERNING BODY

The governing body of a community, voluntary or foundation school must:

- (a) do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- (b) ensure that, where the 'responsible person' – the head teacher or the appropriate governor – has been informed by the LEA that a pupil has special educational needs, those needs are made known to all who are likely to teach them ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- (c) consult the LEA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- (d) ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources report to parents on the implementation of the school's policy for pupils with special educational needs

See Section 317, Education Act 1996

- (e) have regard to this Code of Practice when carrying out its duties toward all pupils with special educational needs

See Section 313, Education Act 1996

- (f) ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

See Section 317A, Education Act 1996

(LEAs have these duties, where relevant, in relation to maintained nursery schools)



XII. SUMMARY OF SEN CODE OF PRACTICE 2001

Taken from East Riding Training : The New Code of Practice: Where now? Where next?

SENCOs may find it helpful to see a short summary of the changes due to take place with the arrival of the new SEN Code of Practice. It has been floating around in one draft form or another for over a year, and it is expected to be approved by Parliament any time now. The date for implementation is January 2002!!

Fundamental principles:

- The special educational needs of all children will normally be met in mainstream schools and settings;
- The views of the child should be sought and taken into account;
- The role of parents is crucial to SEN provision;
- Pupils should be offered full access to a broad, balanced and relevant education.

The LEA will be obliged to:

- Promote high standards for all children, including those with SEN;
- Ensure that special educational needs are identified and assessed quickly, and that provision matches need;
- Provide high quality support;
- Make arrangements for sharing good practice;
- Ensure coordinated provision and close partnership with parents, other agencies and the voluntary sector;
- Establish strategic planning and develop systems for monitoring and accountability;
- Secure training, advice and support for SEN staff;
- Clarify what schools' budgets should cover for non-statemented pupils, and what should be provided centrally.

Governors will be obliged to:

- Do their best to ensure that the necessary provision is made for pupils with SEN;
- Ensure that Performance management objectives include SEN;
- Make SEN provision an integral part of the school development plan.
- "Ensure that a pupil with SEN joins in the activities of the school with pupils who do not have SEN so far as is reasonably practical and compatible with (a) the child receiving the special educational provision their learning needs call for, (b) the efficient education of the pupils with whom they are educated, and (c) the efficient use of resources.

With regard to schools the Code states that::

- Provision for pupils with SEN is a matter for the school as a whole;
- All teachers are teachers of children with SEN.
- Some difficulties in learning may be caused or exacerbated by a school's learning environment or adult/child relationships. So the school should look carefully at classroom organisation, teaching materials, teaching styles, differentiation.



20 May 1994

Updated November 1994, October 1995, July 1997, October 1998, May 2002, September 2006, January 2007

- Schools should not assume that children's learning difficulties always result solely or even mainly from problems within the child. A school's own practices make a difference for good or ill.

With regard to the SENCO:

- Consideration should be given to the SENCO's status and seniority. The SENCO should be at least on the same level as a major subject coordinator, Head of Faculty, or Head of Year.
- Time should be designated for the SENCO's specialist role.
- Funding for the SENCO's specialist role should come from school's base budget, and not from additional SEN funding.

Early Years: The Code contains a major section on provision in Early Years education, including the maintained, voluntary and private sectors.

Phased Approach:

The current five stages will cease to exist. When a school's normal differentiated learning approaches have failed to ensure a pupil's adequate progress, special intervention will be initiated:

- *School Action* will draw in the additional resources of the wider school;
- *School Action Plus* will trigger the resources of wider LEA and other agencies.

IEPs:

IEPs will be written for pupils on School Action and School Action Plus. The guidance for IEPs is in line with ERYC's existing guidance: 3 or 4 targets focusing on the areas of Literacy, Numeracy, Communication and Behaviour. This simple document should only record "*what is additional to or different from the normal differentiated curriculum*".

Statements

Statutory assessment process can now be requested directly by a school or setting.

Parent Partnership

- The Code contains a strong emphasis on promoting a culture of cooperation between parents and schools and empowering parents to play a valued and active role.
- LEAs must set up a Parent Partnership Service at arm's length from LEA, offering advice, information and guidance.
- LEAs should also set up a Disagreement Resolution Service, pre-empting Tribunals by offering independent arbitration.

Children's Involvement:

Children should where possible participate in decision making processes. They should be involved in developing and reviewing their IEPs at an appropriate level. It is essential that they should understand what is happening and why.



XIII YEARLY TIMETABLE

September	<ul style="list-style-type: none"> • Visits to High Schools for TAs of YR6 (who have recently transferred) Pupils if necessary • Reminders about IEP reviews to TAs and Teachers • Reviewed IEPs and new IEPs to SENCO for monitoring • IEPs photocopied for parents, SENCO, Teachers, SENSS, TAs. • Start Analysis of data for SEN section of Standards report 	
October	<ul style="list-style-type: none"> • IEPs discussed with parents by class teachers, parents given a copy of the IEP by Class Teacher • Follow up interviews with SENCO if requested by parents • Follow ups to parental interviews • Ask for TA timetables – monitor against IEPs and SEN register • Ask for Staff meeting time to be booked to go through the monitoring of IEPs in Early February 	
November	<ul style="list-style-type: none"> • Publication of Standards report • Visit (where necessary) Pre-school settings to discuss / observe January Starters with SEN • 	
December	<ul style="list-style-type: none"> • Get info from SEN register ready for School Census Collection 	
January	<ul style="list-style-type: none"> • Reminders about IEP reviews to TAs and Teachers • Pupils in Year 6 who may need extra time in SATs tested by SENSS • SENCO meet with YR 5/6 Coordinator to discuss extra time tests. • SENCO start to gather information together from TAs and Teachers about children who are a cause for concern, but not yet on the SEN register • TAs test all SEN children and those listed as cause for concern with Spar spelling, Young's group Math's and Young's Group Reading test • Info for School Census Collection to Admin Officers 	
February	<ul style="list-style-type: none"> • Children who are a cause for concern and who score <85 in tests are looked at in more detail by SENSS teacher • Staff meeting – feedback monitoring of previous IEPs • SEN register updated by SENCO • Parents of children new to SEN register informed by SENCO (phone call followed up by letter, meeting offered) 	

Special Educational Needs Policy Appendices

20 May 1994

Updated November 1994, October 1995, July 1997, October 1998, May 2002, September 2006, January 2007



	<ul style="list-style-type: none"> • Reviewed IEPs and new IEPs to SENCO for monitoring • IEPs photocopied for parents, SENCO, Teachers, SENSS, TAs. • Visit (where necessary) Pre-school settings to discuss / observe Easter Starters with SEN • 	
March	<ul style="list-style-type: none"> • IEPs discussed with parents by class teachers, Parents given a copy of IEP by class Teacher • Follow up interviews with SENCO if requested by parents • Follow ups to parental interviews • Adjust IEP groups to reflect changes to SEN register • Ask for TA timetables – monitor against IEPs and SEN register • Yr 5/6 Coordinator to apply for extra time / readers for Yr 6 SATs 	
April	<ul style="list-style-type: none"> • 	
May	<ul style="list-style-type: none"> • Review SEN policy annually • Contribute to review of Inclusion policy annually • Contribute to review Accessibility plan annually • Arrange extra visits to High Schools for YR6 Pupils who need them 	
June	<ul style="list-style-type: none"> • SENCO start to gather information together from TAs and Teachers about children who are a cause for concern, but not yet on the SEN register • Meet with SENCOs from High Schools to discuss YR6 SEN pupils • Visit (where necessary) Pre-school settings to discuss / observe September Starters with SEN • Extra visits to High Schools for YR6 Pupils who need them 	
July	<ul style="list-style-type: none"> • TAs test all SEN children and those listed as cause for concern with Spar spelling, Young's group Math's and Young's Group Reading test • Children who are a cause for concern and who score <85 in tests are looked at in more detail by SENSS teacher • SEN register updated by SENCO • Parents of children new to SEN register informed by SENCO (phone call followed up by letter, meeting offered for September) • Extra visits to High Schools for YR6 Pupils who need them 	