

# Special Educational Needs Policy

20 May 1994

Updated November 1994, October 1995, July 1997, October 1998, May 2002, April 2006



## 1. INTRODUCTION

This policy document is written after consultation with the teaching staff and the Governor with responsibility for Special Educational Needs and is presented to the Local Education Authority and the Governing Body in the Summer term 2002.

It is a working document, which reflects the ethos and practice within the school in relation to children with Special Educational Needs.

It has been written with due regard to the requirements of the SEN Code of Practice and the *Special Educational Needs and Disability Act 2001* and it will be monitored and evaluated according to changes within these Codes of Practice as and when they arise

The SEN coordinator: Andrew Dolman

The role of the co-ordinator: *See Appendix I SENCO Job Description*

## 2. FUNDAMENTAL PRINCIPLES

The whole ethos of Molescroft Primary School is to provide every child with a happy, caring, learning environment in which he or she can develop their full potential - whatever their needs and irrespective of ability, race or gender.

Molescroft Primary school believes that :

- a child with SEN should have their needs met
- a child with SEN should (where it is in the child's interests) have the opportunity to learn and play with typically developing peers of the same age
- a child with SEN should have the chance to participate fully in the extra-curricular life of the school
- the SEN of children should be met in a mainstream school
- the views of the child should be sought and taken into account
- parents have a vital role to play in supporting their child's education
- children with SEN should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.



## 3. ROLES AND RESPONSIBILITIES

**The governing body** should, in cooperation with the head teacher, determine the school's general policy and approach to provision for children with SEN, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work. **If the school acts in an unlawful way with regard to the SEN and Disability Act 2001 an appeal against the school governors may be made to The Special Educational Needs and Disability Tribunal (SENDIST).** (<http://www.sendist.gov.uk/>)

**The governing body must** report to parents annually on the school's policy on SEN.

**The head teacher** has responsibility for the day-to-day **management** of all aspects of the school's work, including provision for children with SEN. The head teacher should keep the governing body fully informed and also work closely with the school's SEN Co-ordinator or team.

**All teaching and non teaching staff** should be involved in the development of the school's SEN policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN.

**The SENCO**, working closely with the head teacher, senior management and fellow teachers, should be closely involved in the strategic development of the SEN policy and provision. The SENCO has responsibility for day-to-day **operation** of the school's SEN policy and for coordinating provision for pupils with SEN, particularly through *School Action* and *School Action Plus*.

## 4. PRACTICE

### 4a INITIAL IDENTIFICATION OF SPECIAL NEEDS

The early identification of children with Special Educational Needs and the diagnosis of their problems is facilitated by close observation by teachers and by reports from parents, nursery school or playgroups and from medical reports and by the monitoring of children's progression through **Foundation Curriculum**, National Curriculum programmes of study and Standard Assessment Tasks.

When a child with Special Educational Needs has been identified, a process of formal assessment will be undertaken. The assessment will depend on the age of the child and the perceived needs of the child. *See Appendix IV – Standardised Tests*

# Special Educational Needs Policy

20 May 1994

Updated November 1994, October 1995, July 1997, October 1998, May 2002, April 2006



**At this stage the school has a duty to inform the child's parents / carers that special educational provision is being made for the child because the child has SEN.**

The child's Special Educational Needs must be discussed with the parents / carers before an official notification of their child being placed on the SEN Register is sent to them. [A record of this notification will be kept by the SENCO.](#)

At this point the parents / carers should also be provided with a copy of :

**Special Educational Needs (SEN) A guide for parents and carers.**

## [Details of Parent Partnership](#)

*See Appendix VIII – Useful Publications*

The parents / carers must be given the opportunity to have access to a copy of the **Special Educational Needs Code of Practice** and the school's SEN policy.

Following consideration of assessment data and other evidence by the SENCO, class teacher, SENSS teacher, Parent, Child and Educational Psychologist a decision will be made about the degree of SEN provision for the child.

If it is felt that the child's needs can be met within the normal range of differentiation within the classroom then the child will be placed on the school's **SEN Register**<sup>1</sup> as a cause for concern. Their progress will be then monitored and reviewed regularly.

## **4b – FURTHER CAUSE FOR CONCERN**

The key test of the need for further action, whatever the level of pupils' difficulties, is evidence that the pupil is not making adequate progress. Not all pupils will progress at the same rate. A judgement has to be made in each case as to what is reasonable for a particular pupil to achieve. Where progress is not adequate, some **additional** or **different action** will need to be taken to enable the pupil to learn more effectively. Further information about adequate progress is in *Appendix VI* .

If it is felt that the child is not making adequate progress then the child will be placed at the **School Action** stage of the school's SEN Register. At this stage a child will have an

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<sup>1</sup> There is no longer a requirement to keep a Special Educational Needs Register, however the effective management of SEN requires the continued use of a Special Educational Needs Register.

# Special Educational Needs Policy

20 May 1994

Updated November 1994, October 1995, July 1997, October 1998, May 2002, April 2006



Individual Education Plan that lists the provision being made for the child that is additional or different from that provided for all pupils through the differentiated curriculum.

If the child is still not making adequate progress then they may be placed on the **School Action Plus** stage of the school's SEN Register. At this stage an external agency has to be involved in the assessment and / or planning of provision for the child.

**At all stages the child and the parents must be involved in the decision making process about the child's needs and provision. The child will be involved in the evaluation and creation of IEP targets and these will be recorded on the child's page of the IEP. Parents/ carers will be shown a copy of the draft IEP at the Parent's Consultation Evening by the class teacher and asked for their input and comments. Following the Parent's Consultation Evening meeting with the class teacher, parents / carers will have the opportunity to discuss their child's needs with the SENCO. They will also be offered an appointment with the SENCO. The SENCO will also see parents / carers as the need arises. IEPs will be updated by the classteacher and monitored by the SENCO in OCTOBER and FEBRUARY each year so that the IEPs are ready to show to parents on Consultation Evening.**

The external agency is likely to be one of those listed in the contacts list. *See Appendix II.* Most often it will be a member of the Special Educational Needs Support Services (SENS) or the Educational Psychologist. The outside agency will help in the drawing up of programmes of work, target setting and reviewing progress.

## 4c SCHOOL REQUEST FOR A STATUTORY STATEMENT

Where a request for a statutory assessment is made by a school to an LEA, the child will have demonstrated significant cause for concern. The LEA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried, or the reasons why this has not occurred. The LEA will need information about the child's progress over time, and will also need clear documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. In some cases there will be existing reports or written advice from external agencies that should be included in the documentation, however where there is no such evidence LEAs should not require it in order to decide whether an assessment is needed.

The evidence that the LEA will need to examine in deciding whether to make a statutory assessment is described in Chapter Seven ( SEN Code of practice 2001). The criteria, which LEAs may adopt in deciding whether to issue a

# Special Educational Needs Policy

20 May 1994

Updated November 1994, October 1995, July 1997, October 1998, May 2002, April 2006



statement for a particular child, are set out in Chapter Eight ( SEN code of practice 2001).

Regular liaison between the LEA and schools should ensure that there is clarity about the information required by the Authority when an assessment is requested.

By the time the head teacher considers asking for statutory assessment of a child's special educational needs, the school should be able to provide written evidence of 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
- the pupil's health including the child's medical history where relevant
- National Curriculum levels
- attainments in literacy and mathematics
- educational and other assessments, for example from an advisory specialist
- support teacher or an educational psychologist
- views of the parents and of the child
- involvement of other professionals
- any involvement by the social services or education welfare service.

The description of the child's learning difficulty and progress together with information about the special educational provision made will form the basis on which the LEA can consider whether a statutory assessment is necessary. If the LEA's support services and, in particular, the LEA's educational psychologists have already been involved in assessing the child and reviewing provision, the LEA should be able to decide relatively quickly whether a statutory assessment is necessary. In the meantime – and whilst any subsequent statutory assessment is being made – the child should continue to be supported through *School Action Plus*.

## 4d SCHOOL TRANSFER

When children move schools, either at phase transfer or at any other time, primary schools are required to transfer school records for all pupils within 15 school days of the child ceasing to be registered at the school. However when transfer arrangements are made in advance it is good practice for information to be provided in time for appropriate planning by the receiving school. Secondary schools or a new primary school should receive the school records of all pupils identified by their primary schools as having special educational

needs. When such a pupil is admitted to a new school, the school should be in possession of a good deal of useful information about the child, including any detailed background information collated by the primary school SENCO; copies of IEPs prepared in support of intervention through *School Action* or *School Action Plus*; and any statements of special

# Special Educational Needs Policy

20 May 1994

Updated November 1994, October 1995, July 1997, October 1998, May 2002, April 2006

educational needs. **Where possible, the SENCO will meet with the SENCO from the receiving or previous school.**



## 4e WORKING WITH CHILDREN WITH STATEMENTS OF SPECIAL EDUCATIONAL NEEDS

All children with statements of special educational needs, whether in mainstream or Special schools should have short-term targets set. In the majority of cases the strategies to meet these targets will be set out in an IEP. As at *School Action* and *School Action Plus* the IEP should record only that which is additional to or different from the differentiated curriculum plan.

## 4f ANNUAL REVIEW

The procedures to be followed during annual reviews of statements are explained in Chapter Nine ( SEN code of practice 2001). There are however particular points in a child's school career when the arrangements for annual reviews might need to be varied.

All concerned with the child should give careful thought to transfer between phases. Advance planning is essential. The move should initially be considered at the review meeting prior to the last year in the current school. Thus consideration of transfer from primary to secondary education would need initial consideration at the review in year 5.

At the review in year 5 it should be possible, in most cases, to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the same or similar timescales as other parents.

In a very few cases the options may not be clear at the year 5 review, in which case it may be necessary to hold an interim or early annual review in the autumn of year 6. Very rarely a child's needs may change after the year 5 review to such a great extent that the recommendations as to the type of provision will need amendment. This should take place through an interim or year 6 review.

Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.

See Articles 12 and 13, The United Nations Convention on the Rights of the Child

# Special Educational Needs Policy

20 May 1994

Updated November 1994, October 1995, July 1997, October 1998, May 2002, April 2006



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.

LEAs must take whatever steps they consider appropriate to make parent partnership services known to parents, head teachers, schools and others they consider appropriate.

See Section 332A, Education Act 1996

## 4g PROVISION MAPPING

# Special Educational Needs Policy

20 May 1994

Updated November 1994, October 1995, July 1997, October 1998, May 2002, April 2006



## 5. A SUMMARY OF THE LEGISLATIVE FRAMEWORK

<b>Education Act 1944</b>	- education to suit age, ability and aptitude
<b>Education Act 1981</b>	- radical move from deficit model - integrated mainstream education - sharing same activities within classroom - responsibility of governors
<b>Education Act 1986</b>	- responsibility of LEA to produce 5-16 document - governors' responsibility to ensure SEN provision - Headteachers' responsibility to ensure curriculum for SEN
<b>Education Reform Act 1988</b>	- concept of "Entitlement for All" - LEA to review of SEN provision - schools responsible for production of brochure including provision for SEN
<b>Children Act 1989</b>	wider concept of children "in need" - identification and register of children - inter-agency collaboration - rights and responsibilities of parents
<b>Circular 22/ 89</b>	- designated co-ordinator for SEN - information to parents
<b>Education Act 1993</b>	- required to Secretary of State to issue Code of Practice - places responsibility on LEA's, schools, health services and social services
<b>The Code of Practice 1994</b>	- offers guidance designed to help schools make effective decisions - offers guidance to LEA's as to the circumstances in which assessments and statement might be made
<b>The Code of Practice 2001</b>	- offers guidance designed to help schools make effective decisions - offers guidance to LEA's as to the circumstances in which assessments and statement might be made
<b>SEN and Disability Act 2001 (SENDA)</b>	Improve educational choice & opportunity for disabled children and children with SEN. School's have an anticipatory duty to consider the needs of all their pupils, current and future.



## 6. DOCUMENTATION

Files Kept :

- Children who are a cause for concern
- Children who have been recently removed from the SEN Register
- School Action
- School Action Plus
- Statemented
- Children with a physical need who don't meet criteria for the SEN Register
- Children who are on a behaviour programme
- [SENCO files Parts 1 & 2](#)
- [SEN Fact finder](#)

## 7. SPECIAL FACILITIES

All areas of the school are now accessible to wheelchair users.  
Special Needs resources are kept in The Green Room.

## 8. INSET

The SENCO will attend courses organised by the S.E.N. advisers and inspectors in the East Riding of Yorkshire. These cover a variety of aspects of S.E.N.  
The SENCO will deliver INSET on changes to East Riding [and National](#) policy.

## 9. LIAISON WITH OTHER SCHOOLS

In the Summer term a meeting will be arranged with the SENCO of Manor Road Nursery to receive information about children on the stages who will transfer to Molescroft Primary School in September, January and Easter.

Similarly there will be a meeting with the SENCO from Longcroft School and Performing Arts College to provide information about the children on school action, school action plus and statements that will be transferring to them in September.

[The SENCO will attend Statement review meetings at Manor Road Nursery and other Pre-School settings.](#)

[The SENCO from Longcroft School or from other Secondary Schools that Molescroft feeds into will be invited to attend Year 5 and 6 statement review meetings.](#)

## 10. THE ROLE OF TEACHING ASSISTANTS

# Special Educational Needs Policy

20 May 1994

Updated November 1994, October 1995, July 1997, October 1998, May 2002, April 2006



- Each Teaching Assistant will be given a job description. There will be three different job descriptions that will cover the different expectations for the three Teaching Assistant levels of pay.
- Teaching Assistants will take part in the performance management process.
- Teaching Assistants will be given sufficient time to plan differentiated work and IEP work.
- Teaching Assistants will support IEP children in class for numeracy and literacy. IEP withdrawal will take place during the afternoon. The block system of planning and delivering Foundation subjects should ensure that no child will always miss the same subject.
- Teaching Assistants will be involved in differentiating materials to make lessons accessible for children with SEN.
- There will be less one to one support. Too much one to one support can result in the child failing:
  1. to benefit from the stimulation and models provided by the peer group.
  2. to learn to work co-operatively
  3. to learn how to work independently
  4. to develop social relationships with their peers
- No child will be reliant on one Teaching Assistant. (It is not advisable to have one CSA to support a child. This can create over-familiarity and over-dependency on one adult and is very intense for both the child and the CSA).

## 10. TARGETS TO BE MET BY JULY 2007

1. Provision mapping to be used a tool for planning SEN provision within the school.