



# Fenstanton Primary School

**Building a Community of Learners**

## **SEN Policy**

|                                 |               |
|---------------------------------|---------------|
| Policy Owner                    | Paula Hillman |
| Date ratified by Governing Body | 14/05/2007    |
| Date to be reviewed             | 13/05/2010    |

## Developing a Policy for Special Educational Needs

### Introduction

The Code of Practice, 2001 states that Schools **must** have a written SEN policy and that the policy **must** contain the information as set out in the The Education (Special Educational Needs) (Information) (England) Regulations 1999, Code of Practice, Annex A, (2001).

The regulations state,

*3. (1) The governing body of every maintained school shall publish information about the matters set out in Schedule 1.*

*Schedule 1* of the regulations lists 17 points of information, which must be included in a school policy for special educational needs.

This guidance provides a framework for a SEN Policy and outlines the information, which should be included.

It is important to remember that policies should relate to practice and, although the end result of this development will be a written policy document, this document should impact upon the experiences of pupils with special educational needs in all schools.

Schools will choose to organise the development and review of their policies for special educational needs in a variety of ways. The approach adopted will be determined by the size of the School and the complexity of its organisation.

However the School chooses to organise this work, there are some key principles, which will contribute significantly to the overall effectiveness of policy and practice for special educational needs:

- ◆ The work should be overseen by senior managers;
- ◆ The work should draw on the wider community as much as possible;
- ◆ The work should involve all staff.

At the start of the development of the policy for special educational needs it is essential that Schools identify who will lead the development work, who will be involved at different stages and timescales for the development process.

## **Fenstanton School Special Educational Needs Policy**

A Fenstanton School we recognise that all pupils including those with special educational needs have an equal right to become a member of our school.

- At Fenstanton School we welcome pupils with special educational needs as part of our community and we will ensure that all pupils have an equal opportunity to engage in the curriculum.
- We recognise that we will need to consider the individual needs of pupils when planning our curriculum. We will provide a curriculum, which is accessible to the individual needs of our pupils.
- We recognise that some pupils will need additional support to ensure access to the whole curriculum. We will ensure that the needs of pupils are identified and assessed and we will provide appropriate support strategies. If additional specialist advice and support is necessary we will contact the appropriate external agencies.
- We recognise the importance of early identification and assessment of pupils with special educational needs. We will develop practices and procedures, which will aim to ensure that all pupils' special educational needs, are identified and assessed and the curriculum will be planned to meet their needs.
- We recognise the vital role of parents/carers in the identification, assessment and response to their pupils' special educational needs. We will work in true partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.
- We believe in the involvement of the child and the importance of taking their views into account. We will make every effort to involve the child in the decision making about their special educational provision.
- We are committed to effective collaboration between all agencies working with a pupil and a multi-disciplinary approach to meeting pupils' special educational needs. We will actively support the establishment and maintenance of close links with all agencies working with the child.

### **2. Co ordinating the day to day provision of special education needs**

At Fenstanton School the person who is responsible for co-ordinating the day-to-day provision of education for pupils with special educational needs is the Inclusion Manager. The Inclusion Manager is responsible for co-ordinating and setting expectations for school staff. This includes coordinating the work of other staff including setting out the expectations of staff.

### **3. Arrangements for coordinating for special education needs**

The Inclusion Manager will:

- Take responsibility for establishing and overseeing individual SEN records and profile for pupils with SEN
- Liaise with other staff about pupils' SEN, including maintaining records, and timetabling extra support or resources for pupils with SEN.
- Advise staff on strategies for meeting pupils' special educational needs by establishing a profile for pupils, support and advice from outside agencies and social services where appropriate through initial meetings and parent consultations.

Expectations from all staff supporting and working with pupils with special educational needs will include:

- Writing IEPs
- Maintaining pupil records
- Attending relevant meetings
- Contributing reports for statutory assessments, annual reviews and other reviews as appropriate.

### **4. Admissions of pupils with special education needs**

The enrolment procedures at Fenstanton School for pupils with special educational needs who do not have a statement are the same as other pupils. Our enrolment procedure ensures that any information given at the time of enrolment about a child's special educational needs are recorded and acted upon by the Inclusion Manager. Pupils with special educational needs but who do not have statements do not have a different admissions procedure from other pupils.

### **5. Additional facilities for pupils with physical disabilities**

At Fenstanton School there are facilities for pupils with special educational needs, which increase or assist access by pupils who are disabled.

- These facilities include a disabled unit which includes a toilet, shower and changing bed to provide a degree of privacy for individual pupils
- Staff training is updated at regular intervals according to need.
- Information about the school's policies for the identification, assessment and provision for all pupils with special educational needs.

## **6. Identification of pupils with special educational needs.**

Interventions for pupils with SEN are, additional to or different from' those provided as part of the school's usual curriculum. (See appendix 2)

### **Initial Identification**

Identification would be with regard to the information as outlined in the Code of Practice: 'The triggers for intervention through School Action could be the teachers or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- \* Makes little or no progress
- \* Shows signs of difficulty in developing literacy and numeracy skills
- \* Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school
- \* Has sensory or physical problems and continues to make no progress despite having specialist equipment

Information is then gathered via:

- \* Liaison with the teachers / support assistants
- \* Liaison with pre-school/previous school
- \* Liaison with parents/carers
- \* Liaison with external agencies where pupils may have been known to their service

Pupils giving cause for concern are placed on the SEN Profile at School Action. Appropriate provision is put into place and recorded on the Pupil Profile/ class profile and provision map.

Pupils who continue to make little progress or no progress are then referred to an appropriate external agency. The pupil is then placed at School Action Plus and an Individual Education Plan is drawn up

### **Individual Education Plan (IEP) for pupils at School Action Plus:**

The Inclusion Manager discusses the child's needs with the child (where appropriate), the parent/carer, the class teacher and the Learning Support Assistant (where appropriate). Appropriate targets are set and placed in an IEP. The IEP is reviewed twice yearly for pupils at School Action Plus. In all cases whether parents/carers attend the meeting or not, a copy of the IEP will be sent home.

## **Statutory Assessment/Statement of Special Educational Need**

### **Identification**

As identified in the Code of Practice, 'Where a request for statutory assessment is made by a school to an LEA, the pupil will have demonstrated significant cause for concern.' The school will provide evidence from:

- \* The school's action through School Action and School Action Plus
- \* IEPs for the pupil

- \* Records of reviews and their outcomes
- \* Pupil's health and medical history where relevant
- \* National Curriculum levels
- \* Educational and other assessments, for example from an educational psychologist
- \* Involvement from other outside agencies and professionals including Social Services

A pupil who has a Statement of Special Educational Need will have their IEP reviewed three times a year. The statement will be reviewed annually at an Annual Review. At the annual review, progress is discussed and either:

- \* Maintain the statement
- \* Request an amendment to the statement
- \* Request ceasing the statement and revert back to School Action Plus.

## **7. Resources**

Resources are allocated annually depending upon the need of the pupils.

Additional financial resources are allocated for pupils with a Statement of Special Educational Need. Each pupil is allocated funds according to their individual need as presented on their statement. Provision Map

## **8. Access to the curriculum**

Arrangements are made for providing access by pupils with special educational needs to a balanced and broadly based curriculum. All support and targets aim to provide pupils with special educational needs to a balanced and broadly based curriculum, the curriculum is further modified on a short term planning basis to meet specific individual needs. Targets for pupils with a statement are clearly set out in the statement. Class teachers and support staff (where appropriate) are responsible for the following to meet specific individual needs:

- Modifying and annotating planning
- Deployment of and use of a range resources
- Reference to targets set out in the pupils IEP
- Moderating and assessment

At Fenstanton Primary School we provide a range of intervention groups that respond to the differing needs of pupils. These include social skills groups, gifted and talented workshops, speech and language, occupational therapy, behaviour support, talking and drawing, literacy and numeracy sessions.

**10.** Fenstanton Primary School wholeheartedly believes that the development of an educationally and socially inclusive community has positive outcomes for all.

We recognise that full inclusion will only be realised through a process that overcomes potential barriers to learning, in order for all pupils to attain and achieve to their full

individual potential. This process will engage all aspects of the school community, including external agencies and will challenge attitudes, preconceived ideas and stereotypes. We will aim to provide equal opportunities for all pupils, staff, parents and families attending our school as part of the local community, responding to individual needs.

## **11. Reviewing the Policy for Special Educational Needs at Fenstanton School**

The policy for SEN at Fenstanton School must be reviewed and evaluated annually. The responsibility for ensuring this review takes place rests with the governing body. The annual report to parents must include a review of the effectiveness of the school's policy for SEN.

**Annually the school must review and evaluate the effectiveness of :**

- Systems for identifying and assessing pupils with special educational needs
- The provision made to meet pupils' special educational needs
- The record-keeping for special educational needs
- The allocation of resources to and amongst pupils with special educational needs

## **12. Complaints from parents of pupils with special education needs**

At Fenstanton School concerns and complaints about SEN provision should be addressed to the Inclusion Manager, SEN Governor or a Senior Manager who will respond by meeting with the parents/carers to discuss the situation. If this does not resolve the situation then the complaint will be passed to the first level of the school's general complaints procedure.

## **13. In service training for staff**

At Fenstanton School we are committed to providing and facilitating attendance at in-service training in the area of special educational needs. Training needs of the whole school and of individual staff are reviewed annually

## **14. Links with Support Agencies**

At Fenstanton School we have built up links with a number of outside support agencies to support all staff in the school with pupils who are at School Action Plus or have a statement of education. The support agencies include the Educational Psychology Service, Speech and Language Service, Occupational Therapist Service, Larkhall Outreach Centre, Social and Health Services.

### **15. Role of parents of pupils with special educational needs**

At Fenstanton School we recognise that parents and carers' of pupils with special educational needs know their pupils best and have a great deal to contribute. Parents can approach the school whenever they have a concern and time will be made for them through informal and scheduled meetings for them to meet and discuss their child's progress and where appropriate opportunities are made for parents/carers to come and work or observe their child in the school. We have a good partnership with parents/ carers, whose views and contributions are valued and listened to. Parents and carers' are involved in the early intervention of their pupils through a consultation process and when it is identified that their pupil does have a special educational need they are involved in implementation and reviewing their child's IEPs. When the school receives details of local and national support groups they are passed on to parents/carers who are encouraged to make contact.

### **16. Links with other schools.**

Fenstanton has formed links with other schools to support the transition of pupils with special educational needs between schools or between school and the next stage of life or education. These include Lansdowne Special School, Primary Pupil Referral Unit and Braidwood to support pupils who are on a part time placement.

### **17. Links with Health, Social and Educational Welfare Services**

At Fenstanton school if a pupil has a special educational need we have not encountered before, such as hearing impairment, we would contact the relevant organisations. A list of National Support Agencies is attached as appendix 3.

## Appendix 2

Effective intervention can be described in terms of three 'waves' of intervention.

- Wave 1 - The effective inclusion of all pupils in a daily and high quality curriculum.
- Wave 2 - Additional small group intervention for pupils who can be expected to catch up with their peers as a result of the intervention. The intervention maybe for fixed periods of time.
- Wave 3 - Specific targeted approaches for pupils identified as requiring SEN support. ( School Action, School Action Plus or with a Statement of Special Educational Needs)

### **Appendix 3**

#### **Useful National Contacts**

ACE (Advisory Centre for Education)

1b Aberdeen Studios

22 Highbury Grove

London N5 2DQ

Tel. 01271 354 8318

Guidance on all aspects of education. They will forward a publications list on request.

AFASIC (Association for all Speech Impaired Children)

347 Central Smithfield Markets

London,

EC1A 9NH

Tel. 0171 236 3632/6487

ASBAH (Association for Spina Bifida & Hydrocephalus)

42 Park Road

Peterborough

Cambridgeshire PE1 2UQ

Tel. 01733 555988

British Association of Early Childhood Education

111 City View House

463 Bethnal Green Road

E2 9QY

Tel. 0171 739 7594

CLAPA (Cleft Lip & Palate Association)

134 Buckingham Palace Road

London

SW1W 9SA

Tel. 0171 824 8110

Contact a Family

170 Tottenham Court Road

London W1P 0HA

Tel. 0171 383 3555

General support for families who care for children with special needs including contact with other families, information factsheets and a newsletter.

Council for Disabled Children  
National Children's Bureau  
8 Wakely Street  
London EC1V 7QE  
Tel. 0171 843 6061

Information, training, co-ordination and publications including: fact sheets on services and facilities for disabled children.

Down's Syndrome Association  
155 Mitcham Road  
London  
SW17 9PG  
Tel. 0181 682 4001

HAPA  
Pryor's Bank  
Bishops Park  
London SW6 3LA  
Tel 0171 736 4443  
Advice on play for disabled children, magazine and publications.

IPSEA (Independent Panel for Special Educational Advice)  
22 Warren Hill Road  
Woodbridge  
Suffolk IP12 4DU  
Tel. 01394 382814 (parent's advice line)  
Consists of independent experts who give advice to parents who are uncertain about, or disagree with, the local education authority's interpretation of their child's special educational needs.

Mencap Early Years Project  
London Division  
115 Golden Lane  
London  
EC1Y 0TJ  
Tel. 0171 696 5581  
Information, training and support for families with young disabled children and associated professionals.

National Autistic Society  
393 City Road  
London  
EC1V 1NE  
Tel. 0171 833 1114

National Deaf Children's Society  
15 Dufferin Street  
London EC1Y 8PD  
Tel. 0171 250 0123

National Portage Association  
127 Monks Dale  
Yeovil  
Somerset  
BA21 3JE  
Tel. 01935 471641

British Dyslexia Association  
98 London Road  
Reading  
Berkshire  
RG1 5AU  
Tel. 01734 668271

National Society for Epilepsy  
Chalfont Centre  
Chalfont St Peter  
Gerrards Cross  
Buckinghamshire SL9 0RJ  
Tel. 01494 601300

Pre-school Learning Alliance  
69 Kings Cross Road  
London WC1X 9LL  
Tel. 0171 833 0991

Royal National Institute for the Blind  
224 Great Portland Street  
London W1N 6AA  
Tel. 0171 388 1266

Royal National Institute for Deaf People  
19 - 23 Featherstone Street  
London EC1Y 8SL  
Tel. 0171 296 8000

SCOPE

6 Market Road

London N7 9PW

Tel. 0171 636 5020

Society for children who have cerebral palsy

SENSE

National Deaf/Blind & Rubella Association

11-13 Clifton Terrace

London N4 3SR

Tel. 0171 272 7774