



**“The aim of St Peter’s have access to their e inclusive setting.”**

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### **Introduction**

This policy is constructed in line with the requirements set out in Schedule 1 of Statutory Instrument 2506 (1999) which sets out 17 prescribed elements under three headings. The policy is fully compliant with the 2001 Code of Practice for special educational needs and is firmly based on the Local Authorities “Model Policy”

1.1 Here at St Peter's CE Junior School our aim is to support all children. We understand that all children may need SEN at some time during their school career and that these needs may be of a temporary nature. Resources will be targeted to learning difficulties as they are identified.

1.2 The School employs a part-time qualified SENCO supported by a number of Learning Support Assistants (LSAs). We have a fully equipped classroom and specialised teaching material. Quiet areas and practical areas are available whenever needed. Much of the SEN work is carried out with children within their own classrooms.

1.3 The school was opened in 1992 and was designed to accommodate disabled students, with the provision of a disabled toilet and wheelchair access to all areas.

### **Definition**

A child has *special educational needs* if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

A child has 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 the child 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 five and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

*Special educational provision* means:

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

Education Act 1998 Section 312

## **Principles**

- a child with SEN should have their needs met
- the views of the pupil 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

## **Objectives**

- The school will manage resources to ensure all children's needs are met
- A pupil's special educational needs will be identified early
- All those responsible for or involved in SEN provision take into account the views and wishes of the child
- The school and parents will work in partnership in identifying and meeting individual needs
- Provision and progress will be monitored and reviewed regularly
- The school will involve outside agencies when appropriate
- Statements will be reviewed annually in line with regulations
- Appropriate training will be provided for those involved in the implementation of the policy

## **How the policy will contribute to meeting the objectives**

The effectiveness and appropriateness of the policy will be continuously monitored by the SENCO in conjunction with the SEN representative from the Governing Body using the criteria listed elsewhere. The use of resources, identification, programme planning, IEP effectiveness and quality, pupil progress, pupil participation, parents as partners, statutory reviews, referrals for statutory assessment, the identification of training needs and the use made of support services will be monitored and evaluated regularly.

In addition the school will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and development.

*The name of the person who is responsible for coordinating the day to day provision for pupils with SEN at the school and who is the schools' part time SENCO is Mrs Jane Hodgett*

The teaching time of the SENCO is divided between the year groups so that those children with statements and other pupils with identified needs are given additional support.

We recognise that the more able children may also have SEN. The identification and needs of these children are met within the classroom environment; the assessment and monitoring of their work being carried out by the class teacher.

## **ARRANGEMENTS**

Our provision for SEN meets the needs of children in terms of classroom work and the National Curriculum and is structured to the ability of the individual child. Where possible the child's needs will be met within the classroom, but due to lack of space or pupil preference, some children may be withdrawn.

The responsibility for the Individual Education Plan (IEPs) is the class teacher, the SENCO will be available to provide advice, training and practical support.

The school is committed to a home/school partnership in meeting the needs of all children with SEN and will endeavour to discuss their programmes of work with parents at the twice yearly consultation evenings and if needed at additional review meetings.

Procedures outlined in the Revised Code of practice 2001 are followed for identification, assessment and review.

The current and governor approved and signed copy of this policy is held in the Headteacher's Office in a file "Current School Policies"

## **Role of the SENCO**

- Strategic development of SEN policy/provision (with head teacher and governing body)
- Day to day responsibility for policy/provision
- Professional guidance to teachers
- Developing effective ways of overcoming Barriers to Learning
- Sustaining effective teaching through analysis/assessment of needs/monitoring quality of teaching and standards and by target setting
- Collaborate with curriculum coordinators
- Managing LSAs
- Overseeing records
- Liaising with parents
- Contributing to continuing professional development (CPD)
- Liaising with external agencies

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### TRAINING AND SUPPORT

The SENCO, class teachers and Learning Support Assistants will be encouraged to make full use of training opportunities and attend appropriate courses that will be funded from the Standards Fund Allocation.

Full use is made of outside facilities and agencies, eg. IPS (Inclusion and Pupil Support), school doctor and nurse and peripatetic specialist teachers. Links are made with special schools as and when required.

Contact is made with any requisite Local Authority services when required for the well-being of any child in the school. Responsibility for this is taken by the Headteacher. The Headteacher is the contact person for children in public care and the designated person for child protection.

### ADMISSION ARRANGEMENTS

The school does not refuse to consider entry to any child on the grounds of their special needs.

Admission for all children is on an equal basis and their needs will be assessed and catered for unless it is to the detriment of other children.

### ST. PETER'S CE JUNIOR ADMISSION POLICY

- St Peter's is a two-form entry, 240 place junior school able to admit 60 children in each year group. At present there are 6 classes with 30 pupils in each class. This arrangement started in September 2006 due to falling pupil numbers caused by a demographic trough.
- Preferential entry into Year 3 will be given to siblings of children already attending St Peter's and to children who have attended Park Infant School.
- If places are still available applications for entry at Year 3 will be considered from parents of children attending other infant schools.
- If places are available in Years 4, 5 and 6 applications will be considered from parents who wish to transfer their children at the beginning of a school year.
- Every effort will be made to accommodate the children of parents who have moved into Raunds and wish their children to attend St Peter's.

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## **SEN Funding**

SEN provision is funded largely from the schools overall budget and is allocated largely on the basis of individual need. Support is graduated according to needs, priorities and availability of resources. Additional funding is provided annually by the County Council on the basis of data submitted to them for their audit of sen arrangements.

Funding for SEN consists of:

- Approximately 5% of the pupil budget which includes:
  - Money from the LEA Special Needs Audit
  - Money to provide for children with Statements

At St.Peter's we are extremely fortunate to employ a specialist part-time SEN coordinator who is able to support children and staff.

The funding for the provision is allocated according to the needs of the identified children and may vary from term to term for the individual child.

## **Special need provision and assessment**

### The range of actions/provision

Appropriate arrangements will be determined for each individual pupils but may include one or more of;

- Assessment and planning
- Grouping for teaching purposes
- Human resources
- Curriculum and other teaching methods

In line with the 2002 Code of Practice the following graduated response will be made to pupils who have SEN.

Action by class teacher (prior to involvement of the SENCO, class teachers will be expected to have undertaken the following actions)

- Use existing information as a starting point
- Highlight areas of skills to support in class
- Use baseline assessment to identify what child knows, understands and can do
- Ensure ongoing observation/assessment provides feedback so assessment forms basis of next steps
- Involve parents
- Involve child
- Don't assume difficulties are within the child
- Use of National Curriculum programmes of study, effective management, ethos, learning environment and curriculum arrangements
- Differentiation, NNS and NLS provide efficient planning models
- Records should be kept
- Arrangements should be monitored to identify those not making sufficient progress, at which point the SENCO is consulted.

### School Action

- Trigger is concern, underpinned by evidence, that despite differentiation and other arrangements, makes little progress due to underachievement, behaviour sensory/physical or communication/interaction difficulties
- Class teacher/SENCO discuss, look at existing and collect additional information, SENCO takes lead in further assessment and planning future support
- Interventions may include different materials or groupings, adults developing interventions – this may not mean extra time with the SENCO.
- Should be speedy access to LA service for one-off discussions
- IEP should be crisp with 3 to 4 targets, discussed with parents, record targets, teaching strategies, provision, review date, outcome
- IEP should only record what is additional and should be reviewed twice a year or termly, in a process that should not be unduly formal. Monitoring will be undertaken continuously

### School Action Plus

- Should be considered when pupils are unable to make appropriate progress and involves experts advising on new IEP targets, specialist assessment, advice on new strategies, additional support

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- Triggers – little progress over time, NC levels below age expected level or serious behavioural/physical/sensory/communication/ interaction difficulties
- External agency contacted and will need to see existing records
- SENCO/teacher/LY coordinator consider range of approaches/materials including ICT
- IEP reviewed and links made to pupils difficulties (see SA)

#### Individual Education Plans

- As indicated above arrangements which are **additional to or different from** that which is normally available will be recorded on IEPs, which will achieve the following
  - Raise achievement of pupils with SEN
  - Be seen as a working document
  - Use a simple format
  - Detail provision 'additional to' or 'different from' that generally available for all pupils
  - Detail targets which are 'extra' or 'different' from those for most pupils
  - Be jargon free
  - Be comprehensible to all staff and parents
  - Be distributed to all staff as necessary
  - Promote effective planning
  - Help pupils monitor their own progress
  - Result in good planning and intervention by staff
  - Result in the achievement of specified learning goals for pupils with SEN
- They will focus on
  - Up to three or four key individual targets set to help meet individual needs and particular priorities
  - Targets should relate to key areas in communication, literacy, mathematics, behaviour and physical skills
  - Strengths and successes should underpin targets and strategies
- They will consist of
  - Short term targets set for or by the pupil
  - Teaching strategies to be used
  - Provision to be put in place
  - When the plan is to be reviewed
  - Success and/or exit criteria
  - Outcomes (recorded when IEP is reviewed)
- When reviewed the following will be considered
  - Progress made
  - Parents' views
  - Pupil's views
  - Effectiveness of the IEP
  - Any specific access issues that impact on progress
  - Any updated information and advice
  - Future action, including changes to targets and strategies
- As part of the process 'progress' will be defined as;
  - 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 pupil's previous rate of progress
  - Ensures access to the full curriculum
  - Demonstrates improvement in self-help, social or personal skills
  - Demonstrates improvements in the pupil's behaviour
- Reviews of pupils with statements will be carried out in accordance with advice from Children and Young People's Service - Inclusion

Where pupils do not make sufficient progress, despite the school making purposeful and relevant interventions, in this case it may be appropriate to ask the County Council to carry out a statutory assessment of their needs. 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. 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 preparing a request the school will involve the parents, pupils and outside agencies and refer to Chapter 7 of the Code of Practice.

#### **Arrangements for providing access by pupils with special educational needs to a balanced and broadly based curriculum (including the National Curriculum).**

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### Differentiation of the Curriculum

Planning for differentiation can involve;

- ensuring the child's strengths are used to build confidence and maintain motivation
- using a multi-sensory approach to give pupils the opportunity to learn effectively in a way suited to their ability
- helping pupils overcome learning difficulties by, for instance, supplying frequent spoken instructions for children with reading difficulties
- including work recorded in alternative formats
- employing active learning strategies giving pupils first hand experience
- matching demands to levels of attainment
- providing a range of activities to ensure participation
- providing similar work for a group but allowing different outcomes
- using a clearly defined step by step approach promoting gradual development of concepts and skills
- using jargon free, unambiguous language starting from the child's own language, introducing words as needed
- explaining new words regularly to ensure understanding and use
- allowing sufficient repetition to consolidate skills
- allowing time for reflection
- ensuring that the pace of the lesson takes account of the differences between individuals

### Options for Differentiation

#### Presentation

- simplifying verbal instructions
- demonstration
- writing down and leaving instructions up after saying them
- reading aloud key text/instructions before child reads them
- putting up a glossary of word meanings for difficult vocabulary
- simplifying written workcards and texts
- supplementing information in books with tapes, video, pictures, charts, diagrams

#### Approach to learning

- choosing more motivating activities by linking tasks to children's interests
- dividing longer pieces of classroom work into shorter tasks each with own endpoint
- increasing use of active learning approaches - brainstorming, drama, role play, card sorts, making posters, display, group discussion, group problem solving
- providing opportunities for repetition and reinforcement - same activity presented in different ways, reviewing earlier learning regularly

#### Response

- using alternatives to written recording, oral presentation, tape, video, dictation to helper, drama, picture-diagram-flow chart, PC-aided recording
- providing prompt sheets for writing, questions to answer, key words for each section. sentences or paragraphs to put in correct order
- cloze procedure
- cooperative writing, groups or pairs

### **Implementation of the National Curriculum statement on Inclusion**

The statement sets out the following principles;

- a) Setting suitable learning challenges
  - Choosing, knowledge, skills and understanding from previous key stages so that individuals can make progress and show what they can achieve, focusing on key aspects where there are time constraints
  - Identifying any gaps in pupils' learning and making arrangements to deal with them
  - Providing a much greater degree of differentiation in planning work to fit in with the programmes of study
  - Where pupils' attainments are significantly low, schools will have to demonstrate that they have planned sufficiently challenging work within each subject
- b) Responding to pupils' diverse learning needs
  - Schools will have to demonstrate that they have set high expectations and provided opportunities for all pupils to achieve
  - Teachers need to demonstrate that they are aware that pupils bring to school different experiences, interests and strengths and that consideration of these has been reflected in their planning
  - Teachers should provide evidence that they have planned their approaches to teaching and learning so that pupils can take part in lessons fully and effectively
  - Teachers should demonstrate that they have taken specific action to respond to pupils' diverse needs by
    - a) creating effective learning environments
    - b) securing their motivation and concentration

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- c) providing equality of opportunity through teaching approaches
- d) using appropriate assessment approaches
- e) setting targets for learning
- c) Overcoming potential 'Barriers to Learning' and assessment
  - This section deals specifically with pupils with special educational needs
  - Curriculum planning and assessment should show that account has been taken of the type and extent of difficulty that is experienced by the child
  - Where appropriate there needs to be evidence that pupils have access to specialist equipment, teaching approaches or alternative or adapted activities, as advised by external specialists
  - Teachers should demonstrate that they have taken specific action to provide access to learning by
    - a) providing for pupils who need help with communication, language and literacy
    - b) planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences
    - c) planning for pupils' full participation in learning and in physical and practical activities
    - d) helping pupils to manage their behaviour, to take part in learning effectively and safely, and, at key stage 4, to prepare for work
    - e) helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

### **Arrangements for the inclusion of SEN pupils**

#### The inclusive practices of the school

The school will ensure, in line with the principle of inclusion that;

- All pupils are achieving as much as they can, deriving the maximum benefit according to their individual needs
- If certain groups or individuals are not achieving as much as they can then they find out why this is
- They are aware of differences between groups and individuals in terms of teaching, learning and curricular access and can state clearly the action they will take
- The action taken will be monitored carefully to ensure that all pupils are included in all aspects of the school
- There should be specific action to promote racial harmony and to address racism, sexism and other forms of discrimination

Teachers should therefore;

- Be aware of the experiences of different groups and incorporate this in their planning. They should be clear about what they want different groups to learn.
- Learning targets and tasks should be adapted and modified to match lesson objectives, and learning should regularly be checked against these targets
- When working with pupils with learning difficulties they should use appropriate language, make sure reading materials are pitched at an appropriate level, and that tasks are modified or ICT is used to enable pupils to communicate what they want to say in writing
- When working with pupils from a variety of cultural backgrounds they should ensure that the work provides positive images of different cultures
- Challenge stereotypes and stereotypical activities
- Show respect to pupils by using culturally sensitive language and be aware of cultural differences
- Show that they don't condone racism bullying
- Notice and act upon spoken or physical tensions between groups or individuals

Make clear when a behaviour is inappropriate without subjecting pupils to shame, guilt, loss of dignity or unfair comparison

*How the governing body evaluate the success of the education which is provided at the school to pupils with special educational needs.*

#### **RESPONSIBILITIES**

The governor responsible for Special Education Needs is Mrs Sharon Goulbourn.

Arrangements for overseeing this provision are made by the Headteacher who delegates the responsibility to SENCO - Mrs Jane Hodgett.

The Finance Committee meets as required to discuss the allocation of staffing and other resources with the Headteacher and make their recommendations to the Governing Body.

As stated in Section 1 the school will continuously monitor and evaluate the working of the SEN policy gathering information on the following aspects

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- Number of pupils with SEN, expressed as a percentage of the school roll, and any changes to the level of support they receive
- The level of support pupils received and the amount of progress they make
- The 'value-added' data of pupil progress
- The success of resources
- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact and outcomes of the review process
- The development of pupil participation
- Relationships with parents
- The impact of the statutory process on pupil progress
- The success of involvement of outside agencies
- The success of liaison with other schools.

In conjunction with CYPs staff, this data will then be used to evaluate how successful the policy has been using locally developed descriptors of excellent/ very good/good and average practice to enable judgements to be made on the success of the policy and to set an agenda for further developments.

*Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.*

- This is the same as for complaints about the school in general,

### **Part 3 : Information about the school's staffing policies and partnership with bodies beyond the school**

#### **Arrangements made by the governing body relating to CPD for staff in relation to special educational needs.**

The professional development of all staff involved in meeting the needs of pupils with SEN is ongoing and continuous. A wide range of training opportunities is provided which includes;

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by staff from Inclusion - CPYS. These courses are tailored specifically to the needs of the school and reflect the changing needs and priorities of the school
- Attendance at courses organised by NIAS (Northamptonshire Inspection and Advisory Service) with whom the school has a service level agreement
- Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the SENCO.

#### **The use made of teachers and facilities from outside the school including links with support services for special educational needs.**

- The main source of outside agency support is CYPs – Inclusion. This could be from the Educational Psychologist, Additional Needs Teachers or Health Professionals e.g. speech and language therapists, physiotherapists etc.
- The SENCO meets IPS staff regularly to discuss individual cases and other issues.
- CYPs may provide support for schools at *School Action plus* and for statemented pupils through a consultation framework.
- Informed parental permission is required before such consultations can take place.

#### **The role played by the parents of pupils with special educational needs.**

##### **Parents**

All parents of children with special educational needs should be treated as partners. They should be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- have knowledge of their child's entitlement within the SEN framework
- make their views known about how their child is educated

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- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

To make communications effective professionals should:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the child'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

### **Pupils**

The pupil's views will always be ascertained, but this may not be through direct discussion with the pupil.

To participate in decision making children need information and support so that they can work towards

- Understanding the importance of the information
- Expressing their feelings
- Participating in discussions
- Indicating choices

Adults need to

- Give information and support
- Provide an appropriate and supportive environment
- Learn how to listen to children

Children should be enabled/encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to IEPs, discussions about choices of schools, contributions to the assessment of their needs and annual reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued

### **Links with other schools, including special school, and the provision made for the transition of pupils with special educational needs between schools or between the school and the next stage of education**

Liaison is undertaken with receiving and sending schools prior to transfer. Contact is coordinated by the SENCO.

### **Links with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of children with special educational needs.**

The school in contact with the following services and organisations.

EWO  
IPS  
PSA  
EP

Contact is coordinated by the SENCO.

**This policy will be reviewed and updated annually. The SENCO will also report annually to the Governing Body concerning the effectiveness of the policy.**

Signed

Date

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