

CULLODEN PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY

Issued: May 2013

1. Introduction

This document is a statement of the aims, principles and procedures for provision for children with Special Educational Needs (SEN) at Culloden Primary School.

Children have SEN if they (a) have a significantly greater difficulty in learning than the majority of children of the same age or (b) have a difficulty which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age, other than solely by reason of having English as an additional language (EAL).

Local Authority's Education Support Pack, which includes guidance on SEN, and the Department for Education Code of Practice, January 2002 (the Code), have been taken into consideration in the formulation of this policy.

A copy of this policy is available to parents/carers on request. A leaflet explaining SEN issues is also available for parents/carers.

2. Governors

The governing body has appointed the chair of governors to be the SEN governor. S/he takes the role of 'responsible person' and has overall responsibility for the school's SEN policy and practice. S/he holds a copy of the school SEN list and is given regular updates. Governors are provided with and consider reports on pupils with SEN.

3. Admissions

Priority for admission will be given to pupils with a statement of SEN, naming the school on the statement in line with the school's and the LA's admission policy.

Admission arrangements for other pupils with SEN are the same as for any prospective pupil. Close liaison will take place between the SEN managers, the executive headteacher, the family and other agencies to discuss admission arrangements for the pupil. In the case of pupils with SEN transferring from another school close by, liaison will take place between the two schools.

In some cases priority can be given, at the executive headteacher's discretion, to pupils with an exceptional medical need or disability need. These applications must be supported by more than one report and advice from a professional, e.g. a doctor or speech therapist.

4. Deaf Support Base

Culloden Primary School has a deaf support base (DSB) that can accommodate up to 26 hearing impaired pupils. Pupils are allocated a place in the DSB on the basis that the school is named on their statement of SEN in line with the school's and the LA's admission policy.

5. Principles

We regard each of our pupils as unique individuals with a variety of strengths. We will promote these strengths in order to build a positive self-image and to provide opportunities for each pupil to achieve.

We will support pupils who need extra help to become independent and be equipped with appropriate life skills.

The needs of most pupils will be met within the environment of the classroom through a differentiated curriculum.

We are committed to the principle that all pupils, whatever their needs, are included in every aspect of school life, including playtimes, assemblies and educational visits.

No pupil is excluded from any activity because of his/her special need(s), although a pupil may be excluded temporarily from an activity due to unacceptable or dangerous behaviour.

6. Objectives

We aim to ensure that:

- every pupil who needs special consideration to support his/her physical, social, emotional or intellectual development is identified;
- all pupils have access to a broad and balanced curriculum;
- all practice is inclusive, whilst giving access to specialist provision for those pupils that need it;
- any pupil having difficulties is promptly identified;
- pupils with SEN are able to make the greatest possible progress in the context of the national curriculum, by providing timely and productive intervention for their particular needs;
- parents/carers are told when the school first starts giving extra or different help to their child because s/he has SEN and they and their child are consulted at all stages about progress and provision;
- we make effective assessments and provision, in partnership with parents/carers, pupils and external agencies;
- there is a continuum of SEN provision;
- additional support is allocated appropriately;
- we promote a collaborative multi-agency approach for particular groups of pupils;
- a pupil with EAL is not considered to have SEN unless additional assessment raises other indicators; and
- staff are aware of the school's procedures for making SEN provision and are actively encouraged to attend relevant training.

7. Roles of the SEN manager and the DSB manager

At Culloden Primary School the management responsibilities for all SEN pupils is divided between the DSB manager (for all pupils within the DSB) and the SEN manager who works alongside the assistant headteacher (AHT) inclusion. The common responsibilities of the AHT inclusion, the SEN manager and the DSB manager are:

- liaising with support agencies, including regular meetings with the school's educational psychologist; specialist teachers, audiologists and speech therapists;
- meeting with parents/carers and teachers together to discuss appropriate strategies;
- contributing to in-service training of all staff;
- offering advice on and providing appropriate training for parents/carers of pupils with specific needs;
- seeking and taking account of the ascertainable views of children with SEN;
- ensuring that SEN pupils are effectively included in the life of the school;
- attending National and Borough led training;
- ensuring teaching staff and SEN/DSB teaching assistants (TAs) have access to relevant or specific training for 1 to 1 pupil support;
- keeping staff informed of recent SEN literature/research and courses;
- reporting to the governing body, so that it is promptly made aware of all matters, concerning SEN pupils or any of them, of which it should be aware;
- convening, chairing and minuting the annual review of statement meetings; and
- keeping the executive headteacher and AHTs informed of all SEN matters.

The additional role of the DSB manager is as follows:

- management of specially trained teachers and TAs;
- management of specialist resources and equipment;
- ensuring consistent implementation of the DSB communication policy; and
- monitoring and developing deaf pupils' language, listening and communication skills by overseeing the use of 'deaf specific' assessments by teachers of the deaf at identified times during the school year.

The AHT inclusion's and SEN manager's additional roles are to oversee the operation of the school's SEN provision for SEN pupils not in the DSB. This will include:

- maintaining the SEN administration and overseeing related record keeping;
- supporting class teachers/English and maths group teachers in identifying pupils who have SEN;

- leading SEN review days on a regular basis; working with class teachers on updating Individual Education Plans (IEPs) and SEN management paperwork;
- holding regular review meetings with SEN TAs;
- making observations twice a year;
- giving help and support to English group (registration group) teachers and maths teachers by suggesting appropriate strategies and resources for SEN pupils; and
- ensuring the SEN policy is adhered to.

8. Identification and assessment

It is hoped that pupils who have learning difficulties will be identified while they are in the foundation stage of schooling. It is expected that early identification will lead to targeted support being offered early. Many foundation stage pupils will have been identified by health service agencies, e.g. speech therapists or the child development team. Foundation staff do home visits prior to a pupil's entry to school.

Some pupils at Culloden may have mild hearing impairments, such as mild conductive hearing loss or 'glue ear'. These pupils do not attend the DSB but are on the caseload of the DSB manager. The overall responsibility for the provision for these pupils lies with the SEN manager.

SEN review meetings are held by the SEN manager twice a year. At these meetings English group (registration group) teachers, the SEN manager and the AHT inclusion discuss the pupils' IEP targets and assess the progress made by them. Other pupils in class may also be discussed.

Pupils' progress is tracked against the level descriptors in the national curriculum. Pupils' progress is monitored through termly pupil progress meetings, when arrangements for further support is considered.

9. Provision for SEN pupils not in DSB

The Culloden Primary School SEN provision map (staff/pupil allocation) lays out in detail the way in which resources are allocated to pupils with SEN. The AHT inclusion is responsible for ensuring that an up-to-date copy of this map is kept on the school's Managed Learning Environment.

In order to give specific help to pupils who have SEN, the Code sets out a 4 stage procedure that is to be followed to ensure that pupil's needs are met; School Action, School Action plus, Statutory Assessment and Statement.

10. Evaluation of procedures

The school's Leadership team is responsible for carrying out once a year, or more often if required, an evaluation of the effectiveness of this policy and its procedures. It will determine whether, or not, it would be helpful for a governor to be involved in such evaluation and, if so, make the necessary arrangements.

Following such evaluation, the Leadership team will provide a report to the next meeting of the governing body.

Our SEN procedure is deemed effective when there is evidence of:

- differentiation;
- appropriate allocation of additional help for SEN pupils; and
- pupil progress through tracking, IEPs, annual reviews and staff, pupil and parent/carer feedback.

The criteria for success are the following:

- the systems for identifying and assessing pupils with SEN are effective;
- the records for pupils with SEN are kept accurately and are up to date;
- the IEPs set clear achievable targets;
- there is sufficiently differentiated work and/or an adapted learning environment for those pupils with SEN;
- there is close liaison with parents/carers to ensure partnership with the school;
- information about SEN pupils is handed over effectively as pupils move through the key stages, including their transfer to secondary school; and
- the DSB manager and the SEN manager keep up to date on current SEN issues and ensure that all staff are clear on policies and procedures.

11. Parent/carer involvement

The school recognises the unique knowledge and information that parents/carers have about their child and will endeavour to work in partnership with them.

Parents/carers are informed and consulted at all times when a change in provision is being proposed.

Parents/carers have access to information and records that are maintained about their child. They will be given copies of IEPs and Pastoral Support Plans.

Parents/carers are able to get support from the Tower Hamlets Parents Advice Centre.

12. Transition to secondary school meetings

A dialogue is started with the parents/carers of statemented pupils about secondary school choices at the year 5 annual review meeting. Staff from secondary schools are invited to the year 6 annual reviews. These meetings identify pupils needing additional support for transition either for independent travel, behaviour, and attendance or learning needs. Pupils in the DSB visit prospective schools during year 5. In year 6 all statemented pupils would make transition visits to their respective secondary school.

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