



**Special  
Educational Needs  
Policy  
2014-17**

This Policy was reviewed by the Curriculum and Standards Committee of Canonbury Primary School on 10.11.14

The policy was adopted by the Governing Body on 24.11.14

To be reviewed 3 years from this date.

Review Frequency: 3 Years

Approval: Full governing body

### **Aims and Objectives**

This policy accepts the definition of SEN as set out in the SEN Code of Practice. It reflects the new approach to and arrangements for SEN outlined in the Children and Families Act 2014

At Canonbury Primary School, all staff and governors are aware of the importance of identifying and providing for children who have SEND. Therefore we aim to:

- Provide an inclusive environment, where children are able to access a curriculum that meets the needs of all learners;
- Meet individual needs through a wide range of provision;
- Map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention leads to good learning outcomes;
- Narrow the gap in attainment between vulnerable groups of learners and others.
- Identify the roles and responsibilities of staff in providing for children's needs;
- Work in partnership with the Local Authority and other outside agencies, including outreach support from Special Schools, to ensure there is a multi-agency approach to meeting the needs of all vulnerable learners;
- Work in partnership with parents and carers to ensure that parents are kept informed and are able to play their part in supporting their child's education.
- Inform parents annually on the policy and effectiveness of the school's work for pupils with SEND

This policy complies with the guidance given in the following documents and legislation:

SEN Code of Practice 2014 (which takes account of the SEN provisions of the SEN and Disability Act 2001) The Education (Special Educational Needs) (Information) Regulations 1999:SI1999/2506

Ofsted Section 5 Inspection Framework 2009

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Education Bill 2011

SEN Green Paper 2011 "Support and Aspiration: A new approach to Special Educational Needs and Disability"

### **Responsible Persons**

The “responsible person” for SEN is the Headteacher. The person coordinating the day to day provision of education for pupils with SEND is the SENCO –Caroline Needham.

### **Admission and Inclusion**

All the teachers in the school are teachers of children with Special Educational Needs. As such Canonbury adopts a “whole school approach “to SEND that involves all staff adhering to a model of good practice based on the Quality First Teaching Model. Within this model teachers, with the support of relevant agencies, respond to children’s needs by:

- Providing differentiated learning opportunities and materials appropriate to children’s interests and abilities.
- Planning to develop children’s understanding through the use of all their senses and of varied experiences;
- Planning for children’s full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is given a high priority in this policy in line with the policies of Islington Local Authority. We respect the fact that children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.
- Special Educational Need might be an explanation for delayed or slower progress and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success and strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs.
- It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Therefore:
- Schemes of work for pupils within class and year groups will reflect whole school approaches and learning and will take account of SEND.
- There will be flexible grouping of pupils so that learning needs may be met in individual, small groups or whole class contexts.
- Curriculum tasks and activities may be broken down into a series of small achievable steps for pupils who have marked learning difficulties and may be supported with visuals.

- Children with significant learning needs will be supported during lunch breaks where appropriate.

### **Providing the graduated response: SEN Support**

The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy, presenting persistent behaviour emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the school follows an “Assess, Plan, Do, Review” approach. Assessments will allow the child to show what they know, understand and can do; as well identify any learning difficulties. The assessments may be very specific e.g. dyslexia screening tool, or may take the form of teacher assessments within class. Following assessment we will put a plan in place (Provision Mapping or a pupil passport) detailing appropriate interventions e.g. Power of 2 (numeracy programme) Word Wasp (Literacy programme) Touch Typing, Direct Phonics, Speech and Language groups, Social Skills groups, handwriting groups, in class support by teacher, use of specialist equipment, alternative teaching strategies, etc.

The plans will be outcome focussed.

The resources deployed to help the child achieve the agreed outcomes will be captured in the provision map or pupil passport.

The plan will also set out review arrangements

Where more than one agency is involved, the school, in discussion with the parents and other agencies will meet and a CAF may be drawn up to assist assessment and planning,

Identification, assessment, planning, intervention and review of children with SEN will be undertaken by all staff with advice and support from the SENCO where needed. Appropriate records will be maintained, including continuous assessment, standardised tests, and Key Stage attainment tests.

Additionally, the progress of any child receiving exceptional needs funding or with a Statement/Education Health and Care Plan will be reviewed annually.

### **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning;
- Identify their own needs and learn about learning;
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them;
- Self-review their progress and set new targets; (for some pupils with special educational needs) monitor their success at achieving the targets.

## **Parent Participation**

The school aims to work in partnership with parents and carers and encourages an active partnership through an on-going dialogue. We will:

- Work effectively with all other agencies supporting children and their parents.
- Give parents and carers opportunities to play an active and valued role in their child's education.
- Encourage parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Have regular meetings to share the progress of vulnerable groups of learners with their parents/carers, focusing on the child's strengths as well as areas of additional need.
- Keep parents updated about the provision /interventions their child receives
- Consult parents before seeking support from external agencies
- Agree targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets.
- Provide all information in an accessible way, including, where necessary translated information for parents with English as an Additional Language.

## **Roles and Responsibilities**

The roles and responsibilities within our school community are as follows:

### **Our Headteacher will:**

- Have overall responsibility for monitoring and evaluating the progress of all pupils and for making strategic decisions, which will maximise learning opportunities for all.
- Have due regard to the Code of Practice and Equality Act when carrying out its duties toward all pupils with Special Educational Needs and vulnerable learners.
- The Inclusion governor/Head teacher will ensure that all governors are aware of the school's inclusion provision, including the deployment of funding, equipment and personnel.

### **Our Governing Body will:**

- Have due regard to the Code of Practice and Equality Act when carrying out its duties toward all vulnerable learners.
- Identify an Inclusion governor to have specific oversight of the school's provision for vulnerable learners.
- The Inclusion governor/Head teacher will ensure that all governors are aware of the school's inclusion provision, including the deployment of funding, equipment and personnel.

### **Our Deputy Headteacher will:**

- In consultation with the Headteacher, staff and governors, develop and keep under constant review all relevant policies.
- Help lead and manage the creation and implementation of the school strategic plan, which identifies priorities and targets for ensuring vulnerable learners achieve high standards and make progress.
- Support the evaluation of the effectiveness of the School's policies and developments and analyse their impact on vulnerable learners.
- Liaise with the SENCO to ensure that appropriate provision is made for vulnerable learners across all areas of the curriculum.

- Be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
  - analysis of the whole-school pupil progress tracking system
  - maintenance and analysis of a whole-school provision map for vulnerable learners
  - pupil progress meetings with individual teachers
  - regular meetings with the SENCO/Senior Teachers
  - discussions with pupils and parents

#### **Our Special Educational Needs Coordinator will:**

- Produce a whole-school provision map for vulnerable learners.
- Maintain of a list of pupils with Special Educational Needs.
- Co-ordinate provision for children with Special Educational Needs and vulnerable learners.
- Liaise with and advise teachers.
- Manage TAs and other classroom staff involved in supporting vulnerable learners.
- Oversee the records on all children with Special Educational Needs.
- Liaise with parents of children with SEN, in conjunction with class and Senior Teachers.
- Contribute to the in-service training of staff.
- Implement a programme of Annual Review for all pupils with a statement of Special Educational Need.
- Carrying out referral procedures to the Local Authority to request multi-professional involvement when it is suspected, on strong evidence arising from previous intervention and support, that a pupil may have a Special Educational Need.
- Oversee the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map;
- Monitor the school's system for ensuring that Individual Education Plans have a high profile in the classroom and with pupils.
- Evaluate regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- Meet **at least** termly with each teacher/senior teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map.
- Liaise with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress.
- Attend SENCO network meetings and training as appropriate.
- Liaise with the school's Inclusion Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- Liaise closely with a range of outside agencies to support vulnerable learners.

#### **Our Class Teachers will:**

- Liaise with the SENCO/parents to agree :
  - which pupils in the class are vulnerable learners
  - Which pupils are underachieving and need to have their additional interventions monitored on the class provision map and maintain this class provision map.
  - which pupils require additional SEN support. Some of these pupils may require advice/support from an outside professional and, therefore, a pupil passport to address their educational needs will be written
- Secure good provision and good outcomes for all groups of vulnerable learners by :

- providing differentiated teaching and learning opportunities,
- Ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets, which are genuinely “additional to”, or “different from” the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in their area.
- Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

### **Multi-Agency Working**

Regular Liaison is maintained with the following agencies

- Out Reach Support Services
- Educational Psychology
- Child and Adult Mental health Services
- Education Welfare Service
- Health Service(School nurse, occupational therapists physiotherapists speech and language therapists)
- Families First

### **Arrangements for the Treatment of Complaints**

If you have a complaint about SEN provision, please tell us promptly by contacting the following people in this order;

- the class teacher
- the SENCo (details below)
- The head teacher – using the main school number
- The SEN governor (a letter can be submitted through school office)

The SEN Governor will then refer to the complaints procedure to try and address the issue.

### **Workforce Development**

In service training needs related to special educational needs will be identified by the Head teacher in consultation with SENCO and staff and will be incorporated into the staff development plan.

### **Evaluating Success**

This policy will be kept under review. The governors will gauge the success of the policy by the achievements of the outcomes outlined in individual plans. In addition evidence will be gathered regarding:

- Staff awareness of individuals needs
- Success of early intervention
- Academic progress of pupils with SEN
- Improved behaviour of the children , where this is appropriate
- Pupil attendance
- Consultation with parents

- Children's awareness of their targets and achievements

#### **Inclusion of Vulnerable Learners**

- All pupils at Canonbury have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:
- understand the relevance and purpose of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

We use a range of strategies to meet the needs of vulnerable learners. We strive to ensure that:

- All learners have access to quality first teaching.
- Assessments are used to inform the next stage of learning.
- Language acquisition is promoted through a range of good, inclusive strategies, interventions and differentiation of the usual school curriculum.
- Intervention and support is provided for underachieving pupils to accelerate their progress.

Written By:

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Canonbury Primary School

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