



TOOTING PRIMARY SCHOOL

Special Educational Needs (SEN) Policy

**This policy was agreed on 29th September 2016.
To be reviewed in Summer Term 2017/18.**

Aim

At Tooting Primary School we believe that every child regardless of their ability or level of need, has the right to access a broad and balanced curriculum. We believe that every child can succeed in an environment where they feel safe and valued. To achieve well in their early years and continue this development through their education, we will ensure that effective provision is in place. The school will have an inclusive and flexible approach which encourages achievement and raises standards. Parents and carers, along with the children themselves, will be involved in decisions about their support and what they want to achieve.

All staff are committed to a positive attitude and are aware of their responsibility towards younger children in identifying and intervening at an early stage. The school will make every effort to meet the individual needs of any child with special educational needs.

We also have a resource base for pupils with ASD (Autistic Spectrum Disorders). Places within the base are allocated by Wandsworth Borough to children with a diagnosis of ASD and an Educational Health & Care Plan (EHCP).

Definition of Special Educational Needs

Children have special educational needs if they have a *learning difficulty* that calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them 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 (LA).
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

For children of two or over, special educational provision is that, which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

This SEN policy details how this school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. The school will endeavour to ensure that teachers in the school are able to identify and provide for those pupils who have SEN. We will ensure that pupils with SEN join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

The school will have regard to the **Special Educational Needs Code of Practice** when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Children and young people with special educational needs often have a unique knowledge of their own needs. Their views about what sort of help they would like are essential. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

ASPIRATIONS AND LIFE OUTCOMES

Children's and families viewpoints now have a greater bearing on SEN and outcome. Children should be given opportunities to express their opinions. As a school we should be using their opinions and interests to support their education in order for them to remain happy and develop their aspirations and self esteem.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the Special Educational Needs Co-Ordinator (SENCO) and all other members of staff have important day-to-day responsibilities. *All teachers are teachers of children with special educational needs.* Teaching such children is therefore a whole school responsibility.

At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Graduated Approach – In light of changes to the SEN code of Practice, we will as a school use: assess – plan – do – review.

This will ensure that all children with SEN receive personalised assessment linked to their needs rather than a prescriptive SEN framework.

Provision

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from the Early Years setting and the SENCO to the child's class teacher will use this information to:

- provide starting points for the development of an appropriate curriculum.
- identify and develop an individualised plan to support the child within the class
- use the assessment processes to identify any learning difficulties
- ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- involve parents to work in partnership with the school to enable positive life long outcomes
- Ensure that EAL language needs are not confused with SEN.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance. This will help to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used or arise from special educational needs. If we feel that a child with EAL may also have additional needs, we would work in partnership with our SALT and SENCO to assess what the root cause of the difficulty is.

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs. We will bring increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children. The SENCO has responsibility for ensuring that the records are kept and available as needed. If the school requests an EHCP, we will provide the LA with a record of our work with the child including the arrangements we have already made. The school will provide a paediatric report.

The role of the SENCO at Tooting Primary School

The SEN Coordinator (SENCO) responsibilities include:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- liaising with TAs in all classes but with a specific focus on SEN support
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.

Monitoring children's progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- 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 child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour.

Half termly standards meetings take place between the Headteacher, SENCO and class teachers to discuss and assess the progress and needs of children on the SEN register. This meeting is followed up with a half termly meeting between the HT and SENCO to discuss any relevant issues.

The SENCO will produce periodic reports that detail the SEN provision in the school. These will be shared with governors.

In some cases, outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO may contact them if the parents agree. The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Nature of intervention

The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include

- different learning materials or special equipment
- some group or individual support;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies.
- access to LEA support services for one-off or occasional advice on strategies or equipment

Personalised Learning Plans

Strategies employed to enable the child to progress will be recorded within an Personalised Learning Plan (PLP). The PLP will include information about:

- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- outcomes (to be recorded when PLP is reviewed)

PLPs will be reviewed at the end of each term so actions can be put in place for the start of the next term. All children will have access to a curriculum that is modified appropriately to meet their needs.

School request for a EHCP (Education & Health Care Plan)

Where a request for an EHCP is made by the school to an LA, the child will have demonstrated significant cause for concern. The LA will need a paediatric report as well as information about the child's progress over time. They will also need reports from external agencies involved with the child.

Parents will be invited to complete this paperwork in order to record their views as this makes a vital contribution to the proposed plan. When a request is made the final decision lies with the LA. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for a plan of the child's special educational needs. The LA may consult other agencies for more information as part of their assessment procedure.

Once a plan has been approved, parents and available professionals will meet together (TAC - Team around child meeting) to agree outcomes. Following this, the LA will send a draft copy to all stakeholders to agree before the final plan is produced.

Annual review of an EHCP

All EHCP plans must be reviewed annually with the parents, the pupil, the LA, the school and professionals involved. All will be invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHCP.

At the review in year 5, the aim should be 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 similar timescales as other parents.

Access Arrangements (Physical and Teaching & Learning)

Provision will be made in and around school to ensure that any child who requires additional access receives it. Classrooms and corridors will be organised to enable children to move around independently and safely.

Teachers will adapt and amend planning to ensure that the needs of all children are met, this may be in liaison with the school SENCO who will provide guidance and support on how to provide appropriate support.

The school will ensure that exit doors are appropriately designed to enable users of wheelchairs to access the building without hindrance.

Any child who requires additional audio/visual support in school will have their needs assessed and incorporated to ensure equality of learning access. High quality assessment will ensure that individual needs are met appropriately through curriculum provision.

Specific car park arrangements will be made available for vehicles that have disabled car parking entitlement.

Designated members of staff:

SENCO: Lisa O'Reilly
SEN Governor: Bunty (Apala) Dames