

Ogmore Vale Primary School



'We all say we can and we do'

POLICY DOCUMENT ***SPECIAL EDUCATIONAL*** ***NEEDS***

The Welsh Assembly has developed an SEN Code of Practice for Wales. This document provides advice on the Identification, assessment and provision of Special Educational Needs. The Welsh Code of Practice was effective from the 1st of April 2002, and is used as the basis for our Policy.

There are changes that affect the primary sector from the original code.

These are:

- ❖ A stronger right for all pupils to be educated at mainstream schools.
- ❖ New duties for the LEAs to provide advice and support to parents, in order to resolve disputes.
- ❖ An emphasis on parental partnerships.
- ❖ An emphasis on pupil participation.
- ❖ An emphasis on partnerships with other agencies.

Throughout the Code, there is an emphasis on inclusive education. Similarly, A Disability Rights Code of Practice states that from September 2002, schools will be required not to treat pupils less favourably for a reason relating to their disability.

FUNDAMENTAL PRINCIPLES

The fundamental principles of the Code are that:-

- The needs of all pupils who may have special educational needs either throughout, or, at any time during their school careers, must be addressed. The Code recognises that there is a continuum of needs and a continuum of provision, which may be made in a wide variety of different forms.
- The Special Educational Needs of children will normally be met in mainstream schools or in early education settings, and without a statutory assessment or statement of special educational needs. Children with special educational needs, including children with statements of special educational needs, should, where appropriate and taking into account the wishes of their parents, be educated alongside their peers in mainstream schools.
- Children with special educational needs require special educational provision to ensure the greatest possible degree of access to a broad and balanced education, including the maximum possible access to the National Curriculum, and an appropriate curriculum for the foundation stage.
- Even before he/she reaches compulsory school age, a child may have special educational needs requiring the intervention of the L.E.A. as well as the health service.
- The knowledge, views and experience of parents is vital. Effective assessment and provision will be secured where there is the greatest possible degree of partnership between parents and their children, schools, L.E.As. and other agencies.
- Children who are capable of forming views have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to age, maturity and capability.

CRITICAL SUCCESS FACTORS

The Critical Success Factors stated in the Code, are:-

- The culture, practice, management and deployment of resources in a school are designed to ensure all children's needs are met.
- LEAs, schools and settings work together to ensure that any child's special educational needs are identified early.
- LEAs, schools and settings exploit best practice when devising interventions.
- Those responsible for SEN provision take into account the wishes and views of the child.
- Professionals and parents work in partnership.
- Professionals take account of parents' views, in respect of their child's particular needs.
- Provision and progress is monitored and reviewed regularly.
- There is co-operation between all agencies involved, and a multi-disciplinary approach to the resolution of issues.
- LEAs make assessments in accordance with the prescribed time limits.
- Statements are clear and detailed, specify monitoring arrangements and are reviewed annually.

GRADUATED RESPONSE

In order to help children who have special educational needs, schools in the primary phase should adopt a graduated response that encompasses an array of strategies. This approach recognises that there is a continuum of special educational needs and, where necessary, brings increasing specialist expertise to advise and support a child, and the difficulties they experience.

Schools should fully utilise school and classroom resources before calling upon outside agencies.

The graduated approach is based on two fundamental principles:

- ✓ Provision for pupils with an SEN should match the nature of their needs
- ✓ There should be regular recording of a child's special educational needs, the action taken and the outcome.

SPECIAL EDUCATION NEEDS CO-ORDINATORS

School Action

The basis for intervention at this stage will be teacher concerns, and these must be underpinned by evidence.

When a teacher identifies that a pupil has an SEN, the class teacher devises interventions which are additional to or different from the usual differentiated curriculum.

The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme. The SENCO will plan future interventions, based on discussion with colleagues.

An IEP can be put into place.

School Action Plus

The basis for School Action Plus could be because :

- a pupil is making little progress,
- is working well below NC levels,
- continues to have difficulty with numeracy and literacy skills,
- has EBSD, which interferes with learning, despite an individualised behaviour programme,
- has sensory or physical needs,
- has communication or interaction difficulties.

The SENCO and class teacher consult parents, and ask for help from external services. The class teacher and SENCO are provided with advice and support from outside agencies. Strategies which are additional to or different from those at School Action are implemented. An IEP is written.

The SENCO will lead any further assessment of the pupil, plan future interventions, based on discussion with colleagues, and monitor and review the action taken.

INDIVIDUAL ACTION PLANS

Strategies employed to enable a pupil to progress should be recorded within an Individual Educational Plan (IEP). Within Bridgend Borough, these documents are called Individual Action Plans (IAPs).

There have been slight changes to IAPs in the revised code.

- ❖ IAPs should be used at School Action and School Action Plus.
- ❖ IAPs should include short term targets, teaching strategies, provision, review date, success and/or exit criteria and outcomes of intervention.
- ❖ Group Education Plans can be used when pupils in the same group or class have common targets, and therefore require common strategies.
- ❖ IAPs will be reviewed every term

THE ROLE OF THE GOVERNING BODY

The governing body must:-

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- secure that, where the 'responsible person' has been informed by the L.E.A. that a pupil has a special educational need, those needs are made known to all who are likely to teach him/her
- ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have special educational needs
- consult with the L.E.A. and other bodies when it seems necessary or desirable in the interest of S.E.N. provision in the area as a whole
- report annually to parents on the school's policy for pupils with special educational needs
- ensure that the pupils join in the activities of the school together with the pupils who do not have special educational needs, so far as is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources
- have regard to this code of practice when carrying out its duties towards all pupils with special educational needs.

OBJECTIVES OF SPECIAL NEEDS PROVISION

At Ogmores Vale the main objectives of the school's S.E.N. Policy are to ensure that:-

- ◆ pupils who are experiencing difficulty are identified at an early stage
- ◆ the needs of the child with S.E.N. are fully met
- ◆ the S.E.N. pupil is given a broad and balanced curriculum
- ◆ children with special educational needs are included within the school as a whole
- ◆ the school works closely with the parents providing support and valuing their opinions
- ◆ all available resources are fully used
- ◆ the school works closely with outside agencies

Special Educational Provision means:

- ⇒ for a child over 2, educational provision which is additional to, or
- ⇒ otherwise different from, the educational provision made generally for the children of the child's age in maintained schools, other than special schools in the area
- ⇒ for a child under 2, educational provision of any kind (Section 156).

Nationally, about 20% of children may have some form of special educational needs at some time. For the vast majority of children these needs will be met by their school, with outside help if necessary, and the school's governing body has statutory responsibilities to ensure that those needs are met. Only in a small minority of cases, nationally about 2% of children, will have special educational needs of a severity or complexity which requires the L.E.A. to determine and arrange the special educational provision for the child.

IDENTIFICATION AND ASSESSMENT

It is crucial that there is early identification, assessment and provision for any child who may have special educational needs. The earlier the action is taken, the more responsive the child is likely to

be. If the child's difficulties prove less responsive to provision by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

The school will make full use of assessment banks and strategies as they are developed. The Assessment Activities employed will focus on the specific learning objectives being taught, and have been developed to assess each child's progress. We will, where necessary, use appropriate screening or assessment tools when considering progress. We will also make full use of the information passed to us from previous schools.

All pupils will have been screened in Year 1 of the infant department, and those pupils experiencing difficulty will have been recommended for, and received, additional language support in Year 2 of the infant phase.

At Ogmere Vale we have a detailed system of assessment and record keeping which enables us to be fully informed of each child's progress and we aim to ensure that our planning identifies the steps taken to meet the differing needs of the child. Records of pupils' progress will be kept. These records will identify the child's attainment of learning objectives based on the programmes of study of the National Curriculum.

Skills Teach Diagnostic Test/YARC pre-reading test will be used to assess phonic development and word recognition skills for pupils who are identified by the class teacher as experiencing difficulty.

NFER standardised English and Mathematics tests will be used to assess the attainment of all pupils in all year groups during the year.

Other tests, appropriate to the difficulties being experienced, will be used on an individual basis when necessary. For example:-

- ⇒ Neales diagnostic Reading Test
- ⇒ YARC reading/comprehension Test
- ⇒ Schonell graded Spelling Test

If a teacher becomes concerned about a child's progress in any area, then the class teacher must report this concern IMMEDIATELY to the SENCO. This means that the graduated approach, mentioned earlier, will be implemented. Pupils may not progress onto School Action, if sufficient progress is made through differentiation in the classroom.

Teachers can record their concerns on the appropriate form.

The cycle of detailed planning, teaching and assessing which we have developed, takes into account the wide range of abilities, aptitudes and interests of the children within the school. The majority of children will learn and progress within these arrangements but those who have difficulty doing so may have SPECIAL EDUCATIONAL NEEDS.

A child has SPECIAL EDUCATIONAL NEEDS if he/she has a LEARNING DIFFICULTY which calls for special

educational provision to be made for him/her.

A child has a LEARNING DIFFICULTY if he/she:-

- 1 has a significantly greater difficulty in learning than the majority of the same age
- 2 has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the L.E.A.
- 3 is under 5 and falls within the definition at 1 or 2 above or would do if special education provision was not made for the child.

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

Special educational provision means:

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

ACCESS TO THE CURRICULUM

The school is committed to providing a broad, balanced and differentiated curriculum for all its pupils, including those with special educational needs. Pupils with SEN will receive differentiated work within all subjects of the National Curriculum. Learning objectives will be set in all N.C. subjects and Religious Education. Activities and resources will be provided by the school in order to achieve these objectives.

Where a child or children are withdrawn from class for Language Support, the class teacher will aim to ensure that the class timetable is such that the child is able to gain from the extra language support session and take part in all other subject activities.

INCLUSION

The needs of pupils with SEN will be met by the class teacher within the class situation with the support of the SENCO, the Language Support Teacher, the Learning Support Assistants and Outside Agencies where appropriate. This will ensure that the SEN child is fully included within the school.

Where the child needs additional facilities, then these will be provided.

SEN SPECIALISMS, SPECIAL UNITS AND SPECIAL FACILITIES

The School has two special classes which cater for children with special needs. An Observation Class and Junior Special Needs Class.

The children come from the Bridgend county area and not the school catchment.

ADMISSION ARRANGEMENTS

All pupils including those with special education needs, are admitted to the school via the Local Education Authority admission arrangements. Pupils with specific special needs may be admitted in order to access the Observation or Special needs classes.

SUPPORT SERVICES

The school will use the Child Health Services also support services such as:-

- * educational psychologist**
- * visually impaired services**
- * hearing impaired services**
- * peripatetic support teacher**
- * behaviour support agencies**
- * advisory teachers for SpLD**
- * advisory teachers for motor impairment**
- * advisors and advisory teachers with knowledge of I.C.T. suitable for SEN children.**

TRANSITION

The school will ensure that all relevant information, e.g. reviews, I.A.Ps, etc., relating to the child's special education needs will be transferred when the child leaves the school.

The school will also ensure that the appropriate advisory teachers or agencies visit the new school to assess the needs of the child within the new school, prior to admission.

S.E.N. IN-SERVICE TRAINING

Staff at Ogmores Vale are fully informed of the school's Special Educational Needs Development Plan and Policy which includes the graduated approach. Staff receive support and information from the SENCO on procedures for:

- ◆ **assessment of pupils using assessment banks and strategies**
- ◆ **the identification of special educational needs**
- ◆ **the development of an I.L.P. and I.A.P.**
- ◆ **liaising and informing parents of their child's S.E.N. review.**

It is the responsibility of new and existing staff to notify the SENCO of any areas in which they need further training or information.

It is the responsibility of the staff to request additional information from the SENCO on any specific learning difficulties e.g. dyslexia, which the child within the class or school may be experiencing.

Mr P. Davies is the designated co-ordinator for Special Educational Needs at Ogmore Vale Primary School. The assistant SENCO is Mrs Julie Edwards.

They are responsible for:

- ◆ **keeping the school's SEN policy under review, and ensuring that it is being implemented effectively, efficiently and equitably, in a manner consistent with pupils' individual needs and the requirements of the governing body**
- ◆ **keeping under regular review and informing the headteacher on how the school is fulfilling its legal requirements in meeting S.E.N.**
- ◆ **advising and supporting colleagues, and participating in the identification and assessment of S.E.N.**
- ◆ **co-ordinating and monitoring S.E.N. plans of action**
- ◆ **advising and supporting colleagues in developing and implementing S.E.N. I.A.Ps. and resources to meet the S.E.N. of individual pupils**
- ◆ **monitoring and evaluating the provision being made to meet S.E.N**
- ◆ **advising and supporting colleagues in ensuring that pupils with S.E.N gain access to a broad, balanced and relevant education**
- ◆ **keeping colleagues informed of pupils whose S.E.N. require special provision, and respond to concerns expressed by colleagues regarding the possible S.E.N. of pupils**
- ◆ **advising and supporting colleagues in their liaison with parents/carers of pupils who are receiving or require special educational provision**
- ◆ **liaising with outside agencies to ensure that the special needs of pupils are being met**
- ◆ **bringing to the attention of the headteacher, pupils who are likely to need a statutory assessment of their S.E.N.**
- ◆ **co-ordinating the work of Support Assistants and any other staff who may be contributing to the S.E.N. of pupils, including the organisation of timetables and planning**
- ◆ **maintaining and developing the school's resources for meeting S.E.N, and liaise with curriculum leaders to ensure that the school's general resources are consistent with meeting the wide range of pupils' individual needs**
- ◆ **keeping the headteacher and colleagues informed of new developments in meeting S.E.N.**
- ◆ **co-ordinating school-focused professional development programmes on meeting S.E.N., and liaise with the school INSET co-ordinator on such programmes**
- ◆ **co-ordinating the school's S.E.N. Development Plan and to report as agreed to the headteacher on its progress.**

Reviewed by Phill Davies /Julie Edwards 2012

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