

**Lingfield Primary School**  
**Special Educational Needs Policy**

‘All children have the right to a good education and the opportunity to fulfil their potential.’  
(Removing Barriers to Achievement. 2004)

**Aims and Objectives:**

- To ensure those children with SEN are identified and assessed.
- To ensure those children with SEN are supported and their progress is monitored and evaluated.
- To ensure children with SEN receive an inclusive education and have full entitlement to the National Curriculum

**SEN Co-ordinator**

The SEN Co-ordinator will be responsible for the day-to-day provision of education for pupils with special educational needs. See previous section for the role of the SENCo.

**Identification and assessment**

The Staff at Lingfield use the following criteria when identifying and assessing children with special educational needs:

- The child has significantly greater difficulty in learning than the majority of children of the same age.
- The child has a medical problem, which affects their use of educational facilities provided for a child of their age and this affects their learning.
- The child’s behaviour in school is affecting their learning or seriously affecting the work of other pupils.
- The child is exceptionally able/talented in a curriculum area. (A separate Gifted and Talented Policy has been formulated within our school.)
- Children need to be identified as soon as possible and given appropriate help and support.

**The Code of Practice**

The code of practice is designed to be a graduated approach.

**1. Identification of areas of weakness**

It is the role of the classroom teacher to identify the child’s difficulties through classroom observations, past and present records, National Curriculum attainment and information from parents. They will then be able to identify the immediate educational concerns, which will be monitored closely.

At this stage an 'areas of weakness' form will be filled in by the classroom teacher and SENCo regarding discussions about the child and action to be taken. The parents will be informed of the concerns and whether any further movement through the code of practice is necessary.

## **2. School Action**

Children identified, as having SEN will be registered. The SEN Coordinator and class teacher will inform the parents of the continuing concern and will gain the parent's views through the parental questionnaire. Then staff complete a SEN Registration form, which includes details of their cause for concern and subsequently recording any changes that may occur. This information will be stored in a file in the filing cabinet in the resource room.

The SEN Co-ordinator then organises any special educational provision necessary and ensures that an Individual Educational plan (IEP) is drawn up, working with the child's teacher to devise school-based intervention. The IEP Writer 3 CD-ROM should be used for this process and the SEN co-ordinator will provide support for staff using this facility, where appropriate.

The IEP should include:

- The child's learning difficulty.
- The stage they are at.
- Specific targets to work on.
- Activities, materials and equipment to support the targets.
- Activities parents can work on.
- A review date.
- The outcome of the targets. E.g. achieved/not achieved.

The IEP will be discussed with the child and the parents of the child to ensure everyone is clear about the targets to be worked on. A copy of the completed IEP is given to parents, the class teacher retains one and another should be placed in the child's file in the filing cabinet in the resource room.

Monitoring and assessment will take place continually, but the child's progress will be reviewed formally as part of the termly review cycle. If targets have been achieved a new IEP will be written setting new targets. Alternatively it may be decided that enough progress has been made to remove from the SEN register. However if the child is still not considered to be progressing they will move on to School Action Plus.

### **3. School Action Plus**

Once the child has reached this stage the SEN Co-ordinator will involve outside agencies. This could be the Learning Support Service, Educational Psychological Service or Behavioural Support. The SEN Co-ordinator has a comprehensive list of these support agencies. These agencies will firstly assess the child and may offer advice on targets, activities and classroom management or advise that the child be withdrawn for extra help. Copies of any reports written by outside agencies are sent home to parents and also placed in the child's file in the filing cabinet in the resource room.

A new IEP will be formulated, including any advice from the support services and any new targets, activities and materials and then discussed with parents.

Monitoring and assessment will take place continually, but the child's progress will be reviewed formally as part of the termly review cycle, as at the previous stage. If targets have been achieved a new IEP will be written setting new targets, or the children may be moved back on to School Action if sufficient progress has been made. However, if the child has not achieved their targets and there is insufficient progress they may move on to Statutory Assessment.

### **4. Statutory Assessment**

Statutory Assessment should be made on the recommendation of the school, parents and outside agencies, although one of these parties may request referral alone. The LA will gather all the available information and evidence from all parties involved, before making a decision on whether to statement a child. To apply for Statutory Assessment the SEN co-ordinator and class teacher must work together to complete the Statutory Assessment forms and collate relevant reports.

### **5. Statement**

If the LA decides to statement a child they will then provide a precise educational plan for the child based on their needs. This usually includes extra resources or staffing support. A new IEP will be written and monitoring and assessments will take place as before. A yearly review will take place once the child reaches this stage. This will involve The SEN coordinator, class teacher, any outside agencies, the child's parents and, for part of the review, the child. At the review the following should be discussed:

- The progress the child has made during the year according to all the parties present, including the child.
- Identification of the child's difficulties from all the parties present, including the child.
- An agreed action plan for the child (with the child present).
- Clear tasks/roles for each party present.

- An agreement of the content of the review is confirmed with the signatures of all participants including the child.

Results of the review will be placed in the child's file, distributed to parents and discussed with the child.

**It should be noted that if a child clearly has SEN at the admission stage then some stages of the code should be avoided to allow the child to receive the provision they require at an early stage.**

### **Balanced and broad curriculum**

All the children with SEN will have access to a broad and balanced education, which includes the National Curriculum. Children with SEN have a variety of different needs and there are a variety of different ways to meet these needs.

### **Teaching methods to support children with SEN within the Classroom**

The needs of the majority of SEN children will be met within school with the resources available. At present all the children are in mixed ability groupings of the same age. It is therefore the responsibility of the classroom teacher to ensure:

- SEN children follow a differentiated curriculum and tasks are relevant.
- SEN children engage in tasks, which match their needs.
- Resources are used appropriately.
- Teaching styles are varied and accessible, Assessment and monitoring is accurate and effective.
- Children with SEN feel valued as a member of a class or group.

### **Withdrawal methods of supporting children with SEN.**

There may be some withdrawal methods of support which some of the children with SEN may have the opportunity to access. These include:

- Working with the learning support assistant.
- Working with outside agencies.
- Attending the extra reading class.

It is the SEN co-ordinator's responsibility to inform staff of situations where withdrawal will take place to ensure a broad and balanced curriculum is received by all.

#### **Classroom support for children with a Statement.**

Once a child has received a Statement the LA may provide funding for extra staff to support children with SEN within the classroom. This will be an inclusive education where the teacher works together with the support member of staff to ensure the child receives a broad and balanced curriculum.

#### **Special facilities in the school**

Our school has facilities for the admission of children with physical disabilities.

#### **Allocation of resources**

The SEN Co-ordinator is allocated a budget at the beginning of the financial year. This amount is based on the need for resources identified by the SEN Co-ordinator and all the staff and is set out in the school development plan. The SEN Co-ordinator will then order the resources identified.

#### **SEN and the Governing Body.**

The effectiveness of the SEN policy will be discussed at the regular governors meetings and this information will be included in the Governing Body's Annual Report to Parents.

#### **Staffing and Partnerships with Bodies beyond the School.**

##### **In-service training.**

The SEN Co-ordinator regularly attends in-service training. He/she will also provide training, help and advice for other members of staff throughout the school.

##### **Links with outside agencies**

The SEN Co-ordinator has a list of names, addresses and telephone numbers of all the outside agencies, which may be able to provide help and support for children with SEN. The SEN co-ordinator and the Head teacher are responsible for liaising with these groups.

Copies of all reports and letters about each child from all outside agencies are sent home to parents and then placed in their SEN file in the filing cabinet in the resources room in order to maintain the central register. A copy of these documents is also passed on to the class teacher by the SEN Co-ordinator.

**Parents of children with SEN.**

We actively encourage the involvement of parents of children with SEN. This includes:

- The parental questionnaires when the child is registered at School Action stage, to gain their views.
- Regular meetings between class teachers and the parents to record and monitor children with SEN.
- Discussing targets identified on the IEP with parents.
- Discussing activities and tasks, which the parents could try at home to support their child.
- Inviting parents to the yearly reviews of children with SEN who have a statement.

**Links with Special Schools**

The SEN Co-ordinator and Head teacher have strong links with the local special school and autistic school and will actively help and support all those children who receive a statement and are transferred to those schools, as well as seeking advice regarding children in our own school.