



- 1.1 The Special Needs Policy takes careful account of the Education Act 1996; The Code of Practice 2001; the Special Educational Needs and Disability Act; "Every Child Matters" 2004; DERBYSHIRE LA's policy and the aims of the school as outlined in school documentation. Definition of Special Educational Needs (Code of Practice 2.1): "A child has special educational needs if s/he has a learning difficulty which calls for special educational provision to be made." A child has a learning difficulty if s/he:
  - has a significantly greater difficulty in learning than the majority of children of the same age.
  - has a disability that either prevents or hinders him/ her from making use of educational facilities
- 1.2 Grange Primary School values every child as an individual and recognise that all children, whatever their academic ability, can achieve. It has an established inclusive policy and aims to help all children gain access to the curriculum and reach their full potential. The name of the Special Needs Coordinator (hereby referred to as The 'SENCo') is Mrs. Rachel Fletcher
- 1.3 Children with disabilities – some children with disabilities may also have special educational needs, but not all will have special educational needs. They have rights under the Equality Act 2010 and we ensure the curriculum is accessible to all. For example, a child with a visual impairment may need adapted materials, but does not have a learning difficulty. We will assess each child as required, and make the appropriate provision, based on their identified needs. Provision will be made in consultation with the Headteacher, SENCo and relevant staff.
- 1.4 Looked After Children (LAC) may also come under the umbrella of special needs. Consultation and liaison with appropriate agencies is made by the Head

## 2.1 Grange Primary School firmly believes that:

- ✓ All children should be entitled to a relevant, broad, balanced and rich education designed to enable individuals to participate fully in society, being able to contribute to and benefit from it.
- ✓ Every child is unique in terms of characteristics, interests, abilities, motivation and learning needs.
- ✓ Every child should be supported wherever necessary and by whatever reasonable means in order to gain full access to the curriculum. This may be facilitated

through a range of access technologies including trained staff, specialist equipment and/ appropriate resources.

✓ ·Children thought to have special educational needs should be assessed as early as possible in their school career and access to relevant specialist advice sought when and where appropriate.

✓ ·Children with special educational needs should enjoy the same opportunities and experiences as others.

✓ ·Individual educational programmes (IEPs) should be designed to maximise opportunities for independent learning.

✓ ·Children should be encouraged to develop their self- esteem, to take pride in their progress and to celebrate achievements.

✓ ·All pupils should be entitled to a happy, secure, caring and stimulating environment where children feel able to develop their full potential – social, emotional, intellectual and physical.

### 3.1 . The SENCO is responsible for:

✓ Coordinating the provision for pupils with special educational needs.

✓ ·Maintaining the school's SEN register and overseeing all records of the children on the register.

✓ ·Ensuring the progress of the children with special educational needs is regularly monitored and reviewed.

✓ ·Ensuring that annual reviews for statemented children are carried out effectively. (With Mid-Year reviews if required)

✓ ·Ensuring that termly IEP reviews are carried out effectively for School Action Plus Children (and School action if required)

✓ ·Liaising with parents, seeking their views at all times.

✓ ·Liaising with outside agencies and ensuring their advice is carried out effectively within the school.

✓ ·Liaising with teaching staff and giving advice when appropriate.

✓ ·Liaising with the Headteacher and governing body.

✓ ·Liaising with all SEN TAs and Intervention Managers giving advice and training when appropriate.

✓ ·Overseeing records kept by the SENTAs and Intervention Managers and

making sure all record keeping is accurate.

- ✓ ·Providing up-to-date information for all teaching staff, TAs, parents and governors. Providing effective training when necessary.
- ✓ ·Organizing/leading staff meetings if needed.
- ✓ ·Buying suitable resources for the school from the SEN budget
- ✓ ·Teaching of individuals and small groups.
- ✓ ·Assessing of children, either analysing the individual's preferred learning style or using standardised tests.
- ✓ ·Providing a stimulating environment where children feel safe, secure and able to learn.
- ✓ Providing reports to the governing body when requested. The SENCo at Grange Primary School is currently Mrs. Rachel Fletcher.

### 3.2 The class teacher:

- All of the teaching staff have responsibilities for every child in their class but there are additional ones in respect of the provision of meeting special educational needs. The class teacher should enhance the effectiveness and the implementation of the SEN policy by:
  - ✓ Identifying any child who may need to be placed on the school's SEN register and subsequently informing the SENCO of any concerns.
  - ✓ ·Writing IEPs/IBPs ( Individual Behaviour Programme) and MEPs (multi-element plans) for the children who are at School Action Plus, (and School Action if required) with/out SENCO's help and advice.
  - ✓ ·Ensuring that planning links to the IEP/IBP.
  - ✓ ·Evaluating and reviewing IEPs/IBPs.
  - ✓ ·Attending any Annual Review meetings or interim meetings that the SENCO deems necessary.
  - ✓ ·Writing reports for these meetings.
  - ✓ ·Working alongside all outside agencies, adapting teaching methods if necessary, in order to fully implement any advice given to the school.
  - ✓ ·Liaising with and preparing work for SENTAs where necessary, who are working with children within their class.
  - ✓ ·Liaising with previous and future teachers to ensure a smooth transition

from class to class.

### **3.3 Governors :**

- . The Governing Body will appoint someone responsible for monitoring special educational needs who will liaise closely with the SENCO and report back to the Governing Body. The current SEN Governor is Mrs. Caryl Woolly. A report to the Governing Body will comment on the school's effectiveness and implementation of the SEN policy. Particular emphasis will be placed on :
  - . ✓ Identification and assessment of special needs.
  - . ✓ The provision of an inclusive environment.
  - . ✓ Methods of monitoring, recording and reporting back to parents.
  - . ✓ SEN funds and spending.
  - . ✓ Deployment of equipment, resources and personnel.
  - . ✓ The use made by the school of outside agencies and support services.
  - . ✓ SEN as an integral part of school development/ school Self-Evaluation
  - . ✓ Any significant changes in policy.

### **3.4 The Headteacher:**

Governors have responsibility, as set out in the Code of Practice, to ensure that adequate provision is made for the children with special educational needs. They have delegated the day-to-day- management of this to the Headteacher, in partnership with the SENCO.

#### 3.4 Parents:

Parents are viewed as partners in their child's education and their views are sought at every opportunity. They will be contacted directly should there be any change in their child's progress, behaviour or educational provision within school. The process for contact with parents in respect of pupils with special educational needs will be :

- ✓ ·The class teacher or SENCO will meet with parents to discuss the pupil's placement at School Action (SA) and School Action Plus (SA+) levels.
- ✓ ·Part of the cycle of reviews will take place at scheduled Parents' Evenings.
- ✓ ·The SENCO will initiate any additional meetings deemed necessary to further inform parents or where there may be concerns over the pupil's progress or where a child no longer requires SEN provision.
- ✓ ·The SENCO with/out Educational Psychologist, will meet the parents where

a request for formal assessment is to be made.

- ✓ ·Parents of a child with a Statement of special educational needs will be invited to interim and Annual Review meetings.

- 3.6 The school also operates an open door policy where parents are encouraged to request the opportunity for informal discussion whenever they feel it appropriate or when they have further concerns. Parents are actively encouraged to help implement the IEP written specifically for their child, in consultation with the SENCo and class teacher. Parents also have the right to access SEN records for their child and any school documentation they may feel is pertaining to them. Leaflets from Parent Partnership are freely available from the SENCo and the school's representative is welcome to attend any meeting at the parents' request.
- 3.7 Parents are welcome to query decisions made by the school through the school's designated channels as laid down in school's documentation. If still not satisfied with the school's response, they can seek advice and/or assistance from the LA and, further, have the right to appeal to the LA's SEN tribunal.

4.1 Parental permission is always required before other professionals become involved in the education of their child. The school works closely with other agencies and regards them as being part of a working relationship whose aim is to provide an integrated, high quality, holistic support focusing on the need of the individual. The following services/ agencies are currently available or involved with the school:

- ✓ ·Educational Psychologist
- ✓ ·Learning Support Service (SSSEN)
- ✓ ·Primary Inclusion Team (PI)
- ✓ ·Primary Behaviour Support Service (PBSS)
- ✓ ·Speech and Language (SaLT)
- ✓ ·Educational Welfare Service (EWO)
- ✓ ·Social Services
- ✓ Occupational Therapy (OT)
- ✓ Physiotherapy
- ✓ Physical Impairment
- ✓ School Nursing Team

- ✓ Community Pediatrician
- ✓ Child and Adolescent mental Health Service (CAMHS)
- ✓ Parent Partnership
- ✓ Autism Outreach
- ✓ Multi-Agency Team (MAT)

(And any other agency we feel we need to seek support and training from)

- 5.1 The school adheres to the LA admission policy and therefore has no special provision under admission arrangements for limiting or promoting access for pupils with special needs. The Headteacher and SENCo will liaise with both parents and any involved agencies in preparation for the child starting school. If a child is already attending a nursery school similar contact will be made. All children will formally visit the school for two half days and further informal visits, if thought to be appropriate and beneficial for the child, will be organised. We will do all we can to assist the admission to school of children who have SEN but do not have a statement, including liaison with parents and other agencies about start dates, phased or delayed entry if necessary and support once in school to ensure the child's needs are met as far as possible.
- 5.2 The school has one toilet adapted for the use of pupils with a physical disability. Concrete ramps and portable metal ramps provide access to all parts of the school.
- 6.1 The school undertakes assessments across all year groups to determine pupil progress. A Baseline Assessment is made in FS1 and FS2 with support of the EYFS small steps documentation after discussion with SSEN. Year 1 pupils take the Phonic Check up and SATS are undertaken in Y2 and Y6 with assessment in Y3,4 and 5.
- 6.2 In the spirit of the Code of Practice (2001) the school has developed a graduated three stage approach in response to children with special needs, these being School Action, School Action Plus and Statement of Special Educational Need, however we are aware that this will change in 2014 when the new legislation comes into force.

**a. Identification and assessment at School Action**

In the first instance, pupil needs may be identified through parental concerns or class teacher observation. Class teachers will seek to address needs through curricular differentiation and second wave literacy or numeracy programmes, if appropriate. If a child still makes little or no progress despite intervention, the SENCO may decide, in partnership with the class teacher and the parents, to place the child on the SEN register and will write an IEP or IBP giving specific targets to be met in the next term, over and above classroom targets. The IEPs and IBPs are reviewed every term . It may also be decided at the beginning of the cycle that the child will be withdrawn for teaching and further assessment from the intervention managers. If limited progress

has been made at the end of two cycles, it may be decided that the child is better placed at School Action Plus.

**b. Identification and assessment at School Action Plus**

The SENCO will now seek advice from outside agencies to see if the child meets the LA's current criteria for withdrawn individual teaching from an appropriate service. The SENCO will collate all information about the child and an IEP/IBP is written in consultation with the agency, formulating an action plan of support or provision outlining targets and strategies to be used. This plan is reviewed at the end of six months when it will be decided by all involved parties whether the child's needs could now be met by the school at School Action, whether to continue for a further six month cycle at with School Action Plus support, or whether to ask for Formal Assessment.

**c. Formal Assessment for a Statement of Special Educational Need**

The SENCO is responsible for collating all evidence relating to a child's progress through the preceding stages which will include attainment levels from outside agencies such as Educational Psychologist and evidence as to how the school has applied this, together with the views of parents and class teachers. This evidence is sent off to the LA for Formal Assessment.

Where a Statement of Special Educational Need is given by the LA, the SENCO is responsible for organising interim and Annual Review meetings for all concerned parties where the child's progress on the targets as outlined on the IEP or IBP is discussed. At the Annual Review meeting it will be decided if the current level of support is adequate, needs to be continued for a further year or if the child's needs could now be met at School Action Plus.

In order to help all pupils who are considered to have special educational needs, the school provides:

- ✓ ·A comprehensive package of proved intervention programmes ( see provision map)
- ✓ ·10 hrs intervention support for Lower School (FS2 and Yr 1)– Mrs S Turner
- ✓ ·10 hrs intervention support for Middle School (Yrs 2 and 3) – Mrs C Keeton
- ✓ ·10 hrs intervention support for Upper School (Yrs 4 and 5) – Mrs C Sheppard
- ✓ ·32 hrs intervention / booster for Year 6
- ✓ ·18 hours specific Speech and Language Support (Mrs S Seabury)
- ✓ ·A total of 20 hours for FS2 children
- ✓ ·A total of 40 hours for KS1 children

- ✓ ·A total of 80 hours for KS2 children
- ✓ ·5 SENTAs who work with statemented children as required by their statement of special educational needs.
- ✓ ·A selection of dedicated rooms available for the withdrawn teaching of individual children/ small groups or assessment by outside agencies.
- ✓ ·Individual teaching programmes designed to meet the needs of a particular child
- ✓ Individualised timetables to accommodate specific needs
- ✓ Specialist equipment and resources, including ICT provision
- ✓ Toilet adapted to meet specific needs

There is a mixture of support, with pupils sometimes supported in class and at other points withdrawn for support. This will depend on the best method for achieving the desired aim.

All pupils will have the fullest access to the curriculum possible, given the child's needs and potential. High expectations should be expected for pupils with SEN, just as they are with other pupils. Levels of work may often need to be differentiated to ensure the work set is matched to need. The curriculum should be broad and balanced, as it is for all pupils.

In the spirit of inclusion and best practice, pupils with SEN may often work also alongside pupils who do not.

- 7.1 Training for everyone is seen to be important for all and can take two forms:
  - ✓ In-house response to the needs of individuals or groups led by either the SENCo, LA support or an external consultant.
  - ✓ Formal training for an individual from the LA or a recognised establishment.
- 7.2 The school budget will be used for course attendance and supply cover made available for professional development.
- 8.1 The regular tracking of pupil progress helps to contribute to the overall success of the additional needs and Special Needs policy. P scales tracking is used where appropriate.
- 8.2 Termly analysis of the progress of all children is made and alongside this the progress of SEN children is monitored closely. Discussions then take place between teaching teams and the SEN department about the next steps to support the children. Where appropriate baseline measures are taken and progress analysed against these so we



can evaluate the impact and cost effectiveness of our interventions. The Curriculum Committee of the Governing Body look at the progress of all significant groups

- . 8.3 The school also has an open door policy where other important issues such as pupil self-esteem, co-operation and friendship in school can be discussed informally. Small successes of individual pupils are always celebrated in assemblies and through school reward systems.
  
- . 9.1 The SEN policy is written by the SENCO in liaison with the SEN Governor, with whom informal meetings take place regularly to discuss any new adaptations that need to be made in response to change from the LA. There will also be an evaluation of current practice during each academic year.
  
- . 9.2 Any complaints regarding the provision of SEN should initially be referred to the Headteacher in line with the written policy of Grange. The governor with responsibility for SEN may need to be included where relevant and helpful.
  
- . 9.3 This policy will be reviewed every three years, or earlier if appropriate.

THIS POLICY HAS BEEN CHECKED BY THE HEAD AND FULLY COMPLIES WITH THE SCHOOL'S PRINCIPLES, SET OUT IN THE GRANGE AIMS

**Current staff from outside agencies:**

Lisa Ridley / Sian Smedley - SSEN

Megan Clarke – Behaviour Support

Claire Willott – Educational Psychologist

Cathie Keeley – Local Inclusion Officer

Rachel Gilkerson - SaLT

Jackie Danvers – Physio

Anna Fisher – OT

Louise White / Elly Essex / Gemma Shaw – MAT

Amanda Selby – CAMHs

Helen Hobbs – Autism Outreach

Paula Redfern / Chris Simpson – School Nursing Team

