



# COLNEY HEATH SCHOOL

  

## SPECIAL EDUCATIONAL NEEDS POLICY DOCUMENT

### **Introduction**

This policy takes into account the new rights and duties of the Special Education Needs Code of Practice 2001 and the SEN and Disability Act 2001. It has been written in order to offer guidance to staff and parents about the identification and monitoring of Special Educational Needs at Colney Heath J.M.I School. The policy incorporates a statement of inclusion by providing effective opportunities for all children. We are committed to promoting the highest possible levels of achievements for all members of our school community, to valuing all learners equally and to developing their enthusiasm for learning, as well as the five strands of Every Child Matters. This policy has been reviewed and updated in September 2010, by the SEN Co-ordinator in consultation with the Headteacher, all members of staff and the governing body. It will be reviewed annually by the Governing body and SENCO. This policy will be available to parents on request.

### **The definition of Special Educational Needs, as outlined in the SEN Code of Practice:**

A special education need arises when a child is experiencing a difficulty for whatever reason and calls for special educational provision to be made for them. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age

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.

## **The Assessment and Monitoring Process**

All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. Early identification of special educational needs is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined as progress which:

- Closes the attainment gap between a child and their peers
- Prevents the attainment gap growing wider or narrows the gap
- 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 rates 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

Termly meetings are held between the teacher, SENCO and SLT to monitor all children's progress. If a child is identified as having difficulties within the class it will be placed on the Initial Concerns List and will be monitored. If these difficulties persist and adequate progress is not being made it may be the child has a learning difficulty and the child will be placed on the SEN register at School Action. This level of support is when the child's class teacher will offer interventions and are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Co-ordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

The triggers for intervention through School Action will be when a child, who despite receiving differentiated learning opportunities makes:

- Little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skill which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not eased by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

When additional strategies are used to support the child they are recorded on an Individual Education Plan (IEP). The IEP should only record that which is additional to or different from that which is recorded in differentiated curriculum planning. IEPs are written by the class teacher with contributions from parents and pupils. We aim at making the targets SMART (specific, measurable, achievable, relevant and time specific). IEPs are monitored by the SENCO. The IEP will include short term targets, teaching strategies to be employed, provisions to be put in place, when the plan is to be reviewed and the outcomes. TA's are made aware of the targets on the IEPs. Liaison between teachers and TA's to record successes necessary changes in pupil's plans and to aid teachers future planning. Pupils IEPs are reviewed every term Parents and pupils discuss with the teacher how the IEP has aided learning.

Triggers for School Action Plus will be that despite receiving individualised support under School Action the child:

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of similar age
- Continues to have difficulty in developing literacy or mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional or different strategies to those at School Action. This enhanced level of support is called School Action Plus. External support services will provide information, training and support for the child's fresh IEP.

Pupils' progress continues to be monitored by the class teacher/SENCO and senior management, if after receiving outside help sufficient progress is made the pupil may return to receiving support at School Action level.

#### *School Request for a Statutory Assessment (ST)*

If all the additional support and strategies employed by the school result in continued lack of progress and the pupil has demonstrated significant cause for concern, a request for a statutory assessment will be made by the school the L.E.A Parents will be informed at all stages.

Regular liaison between the LEA and the school will examine evidence to decide if there are adequate grounds to request a statutory assessment. Any request for statutory assessment is applied for using LEA guidelines. Statements of pupils are

reviewed within 12 months of the date of issue and a further review is carried out every 12 months. At all stages of the statutory (formal) assessment process, there will be a named LEA officer to whom the parent may go to for reference and help. The 'named' person can be approached concerning the statement process for their child, in any review of the statement and in respect of any complaint. During the process the school will continue to support the pupil through School Action Plus.

All pupil records will be transferred when the pupil leaves Colney Heath. Liaison with the next school is vital, because the transference of SEN records will ensure adequate SEN support.

**L. Hinton**

<b>Devised</b>	<b>Next Review</b>	<b>Governor Adopted</b>
<b>September 2010</b>	<b>October 2011</b>	