

# Rock Ferry

## Primary School

Headteacher: S Radley, Bed (Hons) NPQH



*The Headteacher, senior leaders and governors have successfully developed a culture of high ambition for the pupils of the school. Pupils relish learning. Ofsted 2016*

# Special Educational Needs Policy September 2018

Date Agreed/Adopted by Governors:

Signed: \_\_\_\_\_

Date Shared with Staff: \_\_\_\_\_

Web Link to LA Health & Safety area: <https://wescom.wirral.gov.uk/service-level-agreements/health-and-safety/h-s-policies-guidance>

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## **Every Child Matters**

1. Be healthy
2. Stay safe
3. Enjoy and achieve
4. Make a positive contribution
5. Economic well being

# **Special Educational Needs (SEN) & Disability Policy**

## **1 Introduction**

1.1 At Rock Ferry Primary School, we provide a broad and balanced curriculum for all children.

*"We recognise the diversity of our pupils in terms of their intellectual, emotional and social development. Diversity is valued and equal opportunities ensured."*

The National Curriculum is our starting point for planning that meets the specific needs of our individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.

1.2 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

1.3 Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child, including the gifted and talented child. See also our school Inclusion Policy.

## **2 Aims and Objectives**

2.1 The aims of this policy are:

- To implement the "Every Child Matters" agenda
- To create an environment that meets the special educational needs of each child
- To ensure that the special educational needs of children are identified, assessed and provided for
- To make clear the expectations of all partners in the process
- To identify the roles and responsibilities of staff in providing for children's special educational needs
- To enable where possible all children to have full access to all elements of the school curriculum

### **2.2 Special Educational Needs (SEN)**

The code states a child has learning difficulties if he or she:

- Has significantly greater difficulties in learning than the majority of children of the same age
- Has a disability which prevents or hinders the child from taking use of Education facilities

All children have special needs at some time in their lives.

Special Education Provision means "Educational provision which is additional to, or different from, the Educational provision made generally for children of the same age"

### **3 Educational Inclusion**

3.1 Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experience

3.2 Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy
- Planning to develop children's understanding through the use of all available senses and experiences
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning
- Liaison with SENCo and outside agencies

3.3 Every Child Matters

The five outcomes of the ECM agenda state that children have a right to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Enjoy economic well being

At Rock Ferry Primary School, in order to meet these outcomes, we ensure that:

- We are a health promoting school
- All children are listened to
- Children are included, as far as it is appropriate, in decision making
- Children are comfortable being included in decision making
- Children are aware of opportunities to be involved
- Children are treated with dignity and respect

3.4 Disability

In order to meet the needs of physical or sensory disabled children, we will adapt our environment as much as it is feasible to, and involve the appropriate outside agencies. See also our school Accessibility Policy

### **4 Roles and Responsibilities**

4.1 In our school, we have a Special Education Needs team led by the SENCo and including our SENCo, Foundation Co-ordinator and the Key Stage 1 co-ordinator.

Our SENCo:

- Manages the day to day operation of the policy
- Co-ordinates the provision for, and manages the responses to, children's special needs
- Supports and advises colleagues
- Maintains the school's SEN register
- Contributes to and manages the records of all children with special educational needs, in liaison with the special needs team
- Manages and accesses the school-based special needs assessment, and completes the documentation required by outside agencies and the Local Authority, in conjunction with the class teacher and Head Teacher.
- Acts as the link with parents, as and when appropriate
- Orders resources and a range of teaching materials to enable appropriate provision to be made
- Acts as link with external agencies and out support agencies
- Monitors and evaluates the special educational needs provision and reports to the named SEN governor
- Writes an annual school improvement plan for SEN, with the Head Teacher, for resources – human and material.

#### 4.2 Role of the Governing Body

The governing body does its best to secure the necessary provision for any pupil identifies as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the Local Authority and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs through the annual report to parents and the school prospectus.

#### 4.3 Schools working in partnership with parents

The school will inform parents when their child is first identified as having special educational needs; parents are involved in all school based responses and understand any Intervention or programme of action. We will inform them by booklet of the local parent partnership scheme or any other initiative. We communicate special educational needs concerns with parents through:

- Letters for parents to respond to individual annual school reports
- Invitations to reviews
- Open door policy to discuss concerns
- Termly parents evenings
- Homework links to support learning
- Home/school partnership contracts
- School Prospectus / Annual meeting for Parents
- Pupil participation

4.4 Class teachers will discuss the provision of differentiation with children who need support, explaining the reasoning behind differentiation so the child understands the purpose and can take part in the process. At School Support, the pupil's feelings will be recorded on an individual record sheet (see appendix 1)

#### 4.5 Supporting parents through statutory assessment

4.6 The Head Teacher and the SENCo meet annually to agree how to use funds directly related to statements and children requiring outreach support.

### **5 Identification and Assessment**

5.1 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

5.2 The class teachers assess and monitor the children's progress in line with existing school practices.

5.3 The SENCo works closely with teachers who plan an appropriate programme of intervention and support.

5.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and SENCo use five criteria to identify the needs of the child. There are two levels of provision. These are :

5.5 Identification Criteria, our triggers for the identification of SEN include:

- Concern of teacher
- Evidence from starting baseline assessments and development of written work
- Talking to child and parents
- Involvement of other professionals
- Looking at and being made aware of social and/or health problems
- Lack of National Curriculum progress
- Low achievements on specified standardised test results
- Reports and information from previous schools and settings

5.6 Our screening tools include:

Foundation and First Term of Year 1:

- Teacher observation, monitoring and recording
- Early Years criteria / Wirral Foundation Records
- Behaviour checklist
- Involvement of outside agencies
- WELCOMM Screenings
- Social / health concerns
- Parental concerns

Year 1, terms 2 &3, and Years 2 to 6:

- Teacher observation, monitoring and assessment
- Attainments in relation to peers
- NLS keywords
- Salford reading test (as necessary)
- Vernon spelling test (as necessary)
- Assessment in Reading, Mathematics and non-verbal reasoning (NFCRS)
- National Curriculum progress and assessment – optional SATs
- Progress through IEPs / IBPs

- Social / Health concerns
- Behaviour checklist
- Single word spelling
- Letters & Sounds – phonics assessments

## **6 Curriculum Provision for all Mainstream children with SEN**

6.1 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately and we use assessment to inform the next stage of learning.

6.2 At New Terms, class teachers plan differentiated activities to support these children's learning using support staff and intervention programmes. We do offer Wave 3 (i.e. individual) intervention programmes, but also offer small groups carefully planned giving targetable support, Wave 3 Numeracy.

6.3 At New Terms, class teachers plan extra differentiated tasks to fulfil children's IEPs.

6.4 IEPs / IBPs only record what additional to / different from work that is already differentiated.

6.5 Differentiation is approached using:

- Use of appropriate teaching and learning strategies
- Resources given
- Support
- Response
- Outcome

6.6 Support is given for small groups and individual IEP work using a wide range of targeted interventions are used such as time to talk outside the classroom.

6.7 Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children at school achieve and have an IEP.

6.8 Provision maps are currently being piloted for children at School Action. These list interventions by Area of Need and are also used to identify any gaps in our provision for our SEN children. They are regularly reviewed and updated.

## **7 Monitoring and record keeping**

7.1 The school structures children's needs into four categories:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health issues
- Sensory and/or physical needs

A child may have one or more of these needs.

7.2 Register. A register of children with learning difficulties, behaviour difficulties or medical concerns is kept by the SENCo. Each class teacher keeps a SENCo file containing relevant and up to date information on special needs children in their class. NB We consider our SENCo files and register to be a working document, updated by teachers and SENCo.

7.3 Emotional and behaviour problem children causing concern because of emotional and behaviour difficulties are maintained closely using behaviour management systems of zones. Staff use a full range of strategies to support emotional and behaviour children. Further concerns result in children IBPs/Behaviour Checklists which are maintained and reviewed regularly. The school works closely with outside agencies to support children and families e.g. Child and Family, EP requests, School nurse / doctor, ESWO. In some cases, the child might have to be put forward for formal assessments.

7.4 File checks are done by SENCo twice yearly to ensure staff are following all agreed school SEN procedures.

7.5 New staff or any members of staff requiring extra support with SEN have regular meetings with the SENCo.

7.6 At the end of each year, the previous teacher closes all documentation and ensures all information is passed onto receiving class teacher to maintain continuity.

7.7 SENCo and Head Teacher hold regular meetings to review the provision of SEN and detailed notes are given to the Head Teacher weekly by SENCo.

7.8 The SENCo meets the SEN governor to discuss SEN on a termly basis.

## **8 Evaluation**

8.1 SENCo and team review success criteria on annual school improvement action plan for SEN using the following criteria:

- What kind of assessments are made and how frequently
- Whether assessments support learning through the provision of IEPs where applicable
- Whether assessments of pupils are comprehensive and accurate
- Whether there is a clear whole school approach and staff adherence to assessment identification and provision for SEN

8.2 The governing body reviews SEN procedures annually and considers any amendments needed.

8.3 SEN Governors report on SEN at termly meetings.