



Special Educational Needs and Disability Policy

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Revised			
Author/Owner	Curriculum Committee		

1. Aims

- 1.1 At St Thomas Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition of disability but this policy covers all of these pupils.
- 1.2 'Children have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.'
- 1.3 'Children with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area '.
- 1.4 In making provision for children with special educational needs and disabilities, St Thomas Primary School aims to:
 - (a) identify children with special educational needs and disabilities and ensure that their needs are met;
 - (b) ensure that children with special educational needs and disabilities join-in with all the activities of the school;
 - (c) encourage and support all learners in making the best possible progress and reaching their full potential;
 - (d) fully support children who may have a variety of special educational needs and disabilities, including educational, sensory, behavioural, emotional, physical and social, into the academic and social life of the school;
 - (e) enhance the inclusion of children with special educational needs and disabilities by informing other children, where appropriate, about their strengths and reasons for their difficulties;
 - (f) to ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school
 - (g) to ensure that learners express their views and are fully involved in decisions which affect their education
 - (h) to promote effective partnership and involve outside agencies when appropriate.
- 1.5 In this way the aims in making provision for children with special educational needs and disabilities complement the school aims.
 - create a positive atmosphere where everyone feels proud to contribute and worth together in making our school a happy and safe place;
 - ensure that every child receives the best possible start to school life by providing broad and balanced teaching and learning opportunities;

- support individuals in being responsible for their own actions, to learn acceptable behaviour and understanding right from wrong;
- encourage individuals to respect and value other points of view in preparation for living in an ever-changing society
- deliver the best possible education through inspiring and challenging every individual's potential to feel motivated in achieving their best;
- recognise that we work in partnership with parents and others, to encourage the excitement of continued lifelong learning;
- identify and celebrate every individual's strengths so that they are confident in building on their achievements, and sharing them with others.

2. Responsibility

- 2.1 The person responsible for co-ordinating the day-to-day provision of education for children with special educational needs and disabilities at St Thomas Primary School is the SENCO.
- 2.2 The Governing Body of St Thomas Primary School has delegated its responsibilities for special educational needs and disabilities to the SEN and Disability Governor.

3. Co-ordinating Provision

- 3.1 The SENCO is responsible for:
 - (a) the day-to-day operation of the school's "SEN and Disability Policy", including the resources;
 - (b) liaising with, and advising fellow teachers and learning support assistants;
 - (c) co-ordinating provision for children with a variety of special educational needs and disabilities;
 - (d) maintaining school systems and records for children with special educational needs and disabilities;
 - (e) liaising with parents as necessary;
 - (f) liaising with external agencies, including the educational psychologist and other support agencies, health, social services and voluntary bodies;
- 3.2 The SEN and Disability Governor is responsible for:
 - (a) liaising regularly with the SENCO;
 - (b) reporting to full Governing Body Meetings;
 - (c) ensuring that the school's "SEN and Disability Policy" is being effectively addressed.
- 3.3 Children with special educational needs and disabilities are generally initially identified by class teachers, supported by the SENCO. Advice is available from the Learning Support Team, Educational Psychologists, the Communication and Interaction Difficulties Team, Advisory Teachers and others with specialist knowledge. The school liaises with professionals from the Health Service, usually making initial contact through the School Nurse or School Doctor. We also work with Social Services and our Educational Welfare Officer, where this is necessary.

4. Admissions arrangements

- 4.1 Admission to all schools is dealt with by the Local Authority (Devon County Council). This applied equally to children with statements of special educational needs, those with special educational needs without statements, and children with disabilities.
- 4.2 Parents or carers of a child with mobility problems that is to be admitted to the school are advised to approach the school well in advance, so that consultations can take place. The school's Accessibility Policy is appended to this policy.

5. Specialisms

- 5.1 St Thomas Primary School does not have any specialist units. Children identified as having special educational needs or disabilities are catered for in mainstream classes, sometimes with additional support, sometimes in a withdrawal situation. When admission is requested for a child with a specific need or disability, the school takes advice from the Local Authority regarding those needs and the suitability of the school in catering for them.
- 5.2 Our SENCO has an Early Years degree and has recently undertaken the Devon training for new SENCOs. We also employ a HLTA as assistant SENCO who has a Foundation Degree for Teaching Assistants.

6. Resources

- 6.1 Funds are delegated to the school for children with special educational needs in two ways.
 - (a) Firstly there are **exceptional arrangement funds**, which are held centrally by the Local Authority. The money here is given to the school to be specifically targeted at supporting the needs of individually named children. These children have a statement of educational need, although not all children with statements receive exceptional arrangement funding. The SEN Governor ensures that this funding supports provision as specified in statements by discussing provision with the SENCO and reporting back to the full Governing Body as necessary. The level of exceptional funding is reviewed annually by the Local Authority in consultation with the school. Exceptional funding for children ceases if children transfer to other education settings.
 - (b) Secondly there are **detailed arrangement funds** which are delegated to the school through the school budget share. It is entirely at the discretion of the Governing Body, in consultation with the Headteacher and SENCO, as to how this money is allocated. The use of such money is a matter for the school in the light of the Governing Body's statutory duties, their SEN and Disability Policy and the SEN Code of Practice. These funds can be used to support children with a range of educational needs and disabilities. The allocation of resources is outlined each year in the School Profile.

7. Identification and assessment of special educational needs

- 7.1 The school is committed to early identification of special educational need and adopts a graduated response to meeting special educational need in line with the Code of Practice 2002. Such early identification is vital if all children are to flourish and progress at their own level in our school environment. However, it

is important to clarify the term 'special educational needs' in the context of this school and its identification procedures.

- 7.2 We work on the principle that all children are entitled to a balanced and broadly based curriculum, including the Foundation Stage and National Curriculum. Teaching arrangements. Teaching arrangements and strategies are fully inclusive at this school, which means that for the majority of children, needs are met through classroom arrangements and curriculum differentiation. This could include short-term support such as Additional Literacy Support Programme, the Early Literacy Support Programme or the Springboard Mathematics Programme, Movement groups, SEAL support groups, Speed-Up, communication groups. All staff are responsible for identifying children with special educational needs, and the SENCO works with staff to ensure that those children who may need additional or different support are identified at an early stage.
- 7.3 Children entering the school may have already had special educational needs or disabilities identified through a pre-school or medical setting. If this is the case, the school liaises closely with the pre-school or medical setting and contacts the relevant agencies concerned with this early diagnosis and identification, such as educational psychologists, speech and language therapists, Health and Social Services.
- 7.4 Prior to entry into the reception class, all parents and children are invited to take part in an eight-week induction programme, where parents are encouraged to discuss any concerns, which could include concerns about special educational needs or disabilities. Teachers and learning support assistants working with the children at this time are also in a position to observe children and make any initial concerns known.
- 7.5 On entry to the reception class all parents are invited to a parent interview with the class teacher. This affords the opportunity to discuss any special educational needs or disability issues.
- 7.6 During the reception year all children are observed and assessed in line with the Foundation Stage Profile. The results of these observations give an indication of areas in which children may experience difficulties. Observations are discussed with parents.
- 7.7 Key Stage 1 & 2 SATs results, Years 3, 4 & 5 optional SATs results and other annual tests also help in the identification of difficulties being experienced by children.
- 7.8 A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the learner is not making the expected progress, the class teacher will consult with the SENCO in order to decide whether additional and / or different provision is necessary.
- 7.9 There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action for them.**
- 7.10 Through differentiated curriculum planning all teachers cater for the range of abilities within their classrooms. The progress of children is regularly monitored and reviewed. However, if a child is not making adequate progress at their own level, he or she will be initially identified by the class teacher, who will discuss with the SENCO the differentiation strategies already employed.
- 7.11 The SENCO will then support the class teacher by suggesting further strategies that could be employed to support the child. If, after this initial intervention the child is not making the expected progress, the class teacher will consult the SENCO, sharing the range of evidence collected through normal classroom

assessment and monitoring procedures. This discussion will decide whether additional or different provision is necessary for the child.

- 7.12 If additional or different provision is needed, then the child will be placed on the school's SEN Register at School Action. In consultation with teachers, the SENCO will write an Individual Education Plan (IEP). This may also involve consultation and advice from external agencies. The IEP will detail:
- the short-term targets set for or by the child
 - the teaching strategies to be used
 - the provision to be put in place
 - when the plan is to be reviewed
 - success and/or exit criteria
- 7.13 The IEP will be reviewed at least twice a year and the outcomes will be recorded. Parents / carers will be invited to participate in the target-setting and review process, and where possible children will participate as well according to their age and abilities.
- 7.14 If the school has evidence that a pupil is making insufficient progress despite significant support and intervention at School Action, further advice and support from other professionals is sought. These professionals will be invited to contribute to the monitoring and review of progress. Parents will be kept fully informed and involved as part of the on-going process.
- 7.15 The range of support at School Action Plus will be similar to that made at School Action, but will typically be more intensive, individualised and sustained. In addition, advice from outside professionals will be incorporated into the IEP and these professionals will be invited to contribute to the monitoring and review process.
- 7.16 Children may proceed to having statements of special educational need. In addition to the regular review of their IEPs, their progress and the specific support outlined in their statement will be reviewed annually and a report provided to the Local Authority.
- 7.17 When pupils are due to transfer to another phase planning for this will be started in the year prior to the year of transfer. Advanced planning for pupils in Year 6 will allow appropriate options to be considered. The SENCO will liaise with the SENCO of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.
- 7.18 When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000. If a pupil makes sufficient progress a statement may be discontinued by the Local Authority.

8. Access to the curriculum

- 8.1 Children with special educational needs and disabilities follow the same broad and balanced curriculum as their peers. Children with special educational needs and disabilities are integrated fully into the life of the school. Where there are specific problems, which make this difficult, the child will be appropriately resourced, either with additional adult support or differentiated resources, including ICT. ICT assessments are arranged for those children who, it is considered, would benefit from improved access to computers.

9. Evaluation

- 9.1 The Governing Body has nominated the SEN and Disability Governor to provide an evaluation of the success of the education which is provided at the school to children with special educational needs and disabilities.
- 9.2 Special educational needs is an agenda item at every full Governing Body meeting throughout the year. Special educational needs and disability are also reported annually in the School Profile.
- 9.3 The Governing Body will evaluate the success of the provision using the following arrangements:
 - (c) governor visits
 - (d) tracking individual children
 - (e) discussions with teachers and children
 - (f) funding allocations both from the LA and the School Budget Share
 - (g) liaising with parents.

10. Complaints

- 10.1 Any complaints are dealt with through the school's complaints procedure, which is available for all parents to see.
- 10.2 The class teacher should be the first port of call in case of any difficulty. Parents of pupils with SEN or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about this process available on request.

11. Training

- 11.1 The school makes every effort to develop the expertise of teachers and learning support assistants through in-service training.
- 11.2 The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development.
- 11.3 The school is allocated funding from the Standards Fund each year that it may use to meet identified needs either through individual Performance Management Reviews. Particular support will be given to NQTs and other new members of staff. The SENCO takes responsibility for prioritising the training needs of staff.
- 11.4 SEN and disability training for governors is also available through the local authority.
- 11.5 There are also termly meetings for all SENCOs in the West Exe Learning Community.

12. Links with other schools and outside agencies

- 12.1 Advanced planning for children in Year 6 with special educational needs and disabilities is essential to allow appropriate transfer arrangements to take place. Records will be transferred as required by *Education (pupil information) Regulations 2000*. In addition the school's SENCO liaises with the SENCO from West Exe Technical College on transfer to secondary education. If children with special educational needs or disabilities are transferring to schools other than the usual one from St Thomas Primary School, then the SENCO will adopt the same procedures.

- 12.2 St Thomas Primary School makes full use of a variety of external support services, and they can play an important part in helping the school identify, assess and make provision for pupils with special education needs and disabilities.
- 12.3 The school receives regular visits from the nominated Education Welfare Officer, Speech and Language Therapist and Educational Psychologist for the area. In addition the school may seek advice and support from specialist advisory teaching services for children with sensory impairment or physical difficulties.
- 12.4 Regular liaison meetings with the pre-school leaders are held to ensure a smooth start to school for children in the Foundation Stage
- 12.5 The speech and language therapist contributes to the reviews of children with significant speech and language difficulties
- 12.6 Multi-agency liaison meetings, with representation from Social Services, Health, and the Educational Psychology Service are held on a regular basis to ensure effective collaboration in identifying and making provision for vulnerable pupils.

13. Partnership with parents

- 13.1 There are four elected Parent Governors at St Thomas Primary School. Parents are encouraged to discuss with them, or the school, any concerns they may have. We aim to support parents, to listen to their concerns and, where appropriate, to the views of the children themselves.
- 13.2 Parents are able to receive independent advice and support through Parent Partnership Schemes. The partnership between home and school in the education of all children, and more particularly those with special educational needs and disabilities, is crucial.
- 13.3 The nominated SEN and Disability Governor is always available to discuss with parents concerns about special educational needs and disabilities.
- 13.4 A child's class teacher will work closely with parents at all stages in a child's education. Parents are encouraged to be part of the review process both for children with Individual Education Plans and those with statements of Special Educational Needs.
- 13.5 Through the Exeter Learning Community the school has strong links with Barley Lane, Southbrook and Ellen Tinkham special schools.

14. Success Criteria

- 14.1 The success of the school's SEN policy will be judged against the aims set out above. Annual success criteria will be reviewed and the School Profile will detail the successful implementation of the policy and the effectiveness of the provision made (see Supporting Document A). The head teacher and governors will set new success criteria (see Supporting Document B).
- 14.2 The Governing Body will ensure that it makes appropriate special educational provision for all children identified as in need of it. The range of support made in the school each year in response to identified need is detailed in the Provision Map (see Supporting Document D).
- 14.3 This policy will be reviewed annually as part of the Governing Body review process. The review of this policy is delegated to the Governor Curriculum Committee. The policy will be reviewed by its relevance to how special educational needs is expected to be delivered at the school from curriculum

documentation and guidelines, and in how well individual children with special educational needs and disabilities at St Thomas Primary School are making progress towards the targets set.

15. Supporting Documents

15.1 The following documents supporting this policy are available from the school:

- (A) Last SEN Action Plan
- (B) Flow chart, 'Supporting Children with Individual Needs'
- (C) Sample IEP
- (D) Provision map
- (E) Accessibility Policy

16. Document History

v3.2	Includes revisions by SENCO, Asst SENCO and SENCO Governor
v3.1	Reformatted and reconciled with DCC model policy (25 th January 2008)
v3	Update following Revised Code of Practice 2002 (September 2003)
v2	Update following SEN and Disability Act 2001 - DP/AR/MAR (November 2001)
v1	Legacy SEN policy regularly reviewed since 1994