

# Tenacres First School

**S**pecial

**E**ducational

**N**eeds



**A whole school policy**

**January 2015**

**SENCO**

**Mrs J Oakes**

**SEN Governor**

**Mrs M Gardiner**

## **Review Date**

This document has been revised in response to the new Code of Practice (2014) and is a working document. It will also be presented to staff and amended where needed according to their feedback

The next review will take place in January 2016 unless new legislation would make a review necessary before this date.

# TENACRES FIRST SCHOOL

A whole school policy for Special Educational needs.

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## **Definition**

The code of practice (2014) defines SEN as:

A child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school.

At Tenacres the children on the SEN register will be those that meet the criteria outlined above. They may either have a diagnosed special educational need, undergoing diagnosis or require assessment and/or support from outside agencies.

Those children who are working below age related expectations but do not have an identified special educational need will be supported through what is ordinarily available within the educational setting,

## **Aims**

- ✓ For the class teacher to identify pupils with Special Educational Needs with support from the SENCO.
- ✓ To provide necessary provision through use of Provision Maps and/or Pupil Passports.
- ✓ To involve parents in setting and reviewing SMART (Specific, Measurable, Achievable, Accurate, Targets).
- ✓ To monitor provision across the school using a Whole-School Provision Map.
- ✓ To refer children for specialist assessment and support when necessary.
- ✓ To provide an inclusive curriculum and environment regardless of a child's special educational needs.

## **Objectives**

- ✓ To use the school's procedures to identify pupils with special needs.
- ✓ To identify and employ appropriate teaching strategies in order to meet the differentiated needs of all pupils.
- ✓ To create an individual pupil passport for those on the SEN register.
- ✓ To ensure children have provision in place when identified as having a special education need. This provision should be recorded on individual or group provision maps and on their pupil passport.

- ✓ To involve all staff, parents and the child in planning and monitoring provision and targets for a child identified as having a special educational need.
- ✓ To review the progress and update the pupil passport at least each term (more often if required).
- ✓ To inform parents regularly of their child's progress, share pupil passports and enlist their support.
- ✓ To monitor whole-school provision and success of interventions each term.
- ✓ To consult with outside agencies where necessary.
- ✓ To inform governors of pupils who have Special Educational Needs, the provision made for these children and their progress.

### **Role of Governors**

- ✓ To fulfil their duty in ensuring that the necessary provision is made for any pupil who has a special need.
- ✓ To ensure all pupils have access to the curriculum.
- ✓ To liaise with the SENCO regarding numbers of children on SEN register, provision made and resources.

### **Role of the SEN Co-ordinator (SENCO)**

- ✓ To monitor the school policy and SEN information report (available on the school website)
- ✓ To help and advise staff in identifying and providing provision for pupils with Special Educational Needs.
- ✓ To oversee and monitor the records of pupils with Special Educational Needs.
- ✓ To support and monitor the delivery of interventions and provision through the individual, group and whole-school provision maps.
- ✓ To monitor progress of those children identified as having SEN.
- ✓ To consult with the Head Teacher and enlist the help of support services where necessary.
- ✓ To maintain specific resources for assisting class teachers, TA's and parents.
- ✓ To ensure smooth transition of all children with SEN and share information when/where necessary.
- ✓ To work with outside agencies to ensure children are benefitting from targeted support, expert advice and are making good progress in their area of need.
- ✓ To liaise with the following where necessary:-

HeadTeacher  
Class Teachers

Support Staff  
Parents/carers  
Governors  
Feeder Schools  
Outside agencies

### **Admission Arrangements**

Pupils are admitted to school at the beginning of the school year in which their fifth birthday will fall. The SENCO and/or class teacher visits pre-school settings and the home of children identified as having SEN prior to the children starting in Reception. Where a pupil is known to have a special need prior to admission, the school would seek further information from the relevant assessment and support services.

### **Identification and Assessment.**

It is the class teacher's responsibility, in the first instance, to identify pupils who may have a Special Educational Needs, to inform the SENCO and monitor the progress and needs of the child,

The school is informed when new starters are already identified as having a Special Education Need and support will be put in place according to these needs. Observation and school based assessment procedures (see assessment and reporting policy) are key in identifying children with difficulties and those not making expected progress.

Continual assessment across the curriculum will highlight where age related progress is not being made and can support teacher and parents observations when highlighting an initial concern.

Diagnostic assessments and observations, carried out by personnel from outside agencies, assist in the planning of activities for individuals or groups of children who are on the SEN register.

(For further information see the Assessment Recording and reporting Policy.)

A child may be identified as having a particular Special Educational Need which affects particular aspects of learning and school life. (See Appendix 2 for a guide to identified needs).

The Language Link assessment tool helps to identify children who have a delay specifically in receptive language skills. These children will be given

extra support to enhance their receptive language skills before being re-assessed at the end of foundation stage. If a child is found to have significant delays they will be referred to the Speech and Language Team who work closely with school. The Worcestershire Speech, Language and Communication Needs Pathways can be used throughout school when a child is identified as having difficulties in these areas. This process will take place in discussion with and support from the SENCO.

When the child reaches KS2, where teachers have concerns about a child that highlight characteristics of Dyslexia, with discussion and support from the SENCO they should consider using the Worcestershire Dyslexia Pathway as guidance for intervention and support.

### **Monitoring and Review**

The school follows the Code of Practice for SEN (2014). When a child is identified as having a special educational need and is on the SEN register they will have a pupil passport that will outline the following for all those involved in the child's education:-

- ✓ Strengths and difficulties identified by parent and child.
- ✓ SMART targets
- ✓ Provision and resources needed
- ✓ Specific support and personnel involved
- ✓ Achievement criteria
- ✓ Review date

Pupil's progress towards meeting SMART targets and the effectiveness of provision will be **reviewed at least termly**. SMART Targets will come from outside agency assessments and reports as well as targeted areas within school such as behaviour and learning.

### **The SENCO will;-**

- ✓ Review Provision Maps and pupil passports at least termly.
- ✓ Give advice on new targets and resources needed.
- ✓ Ensure parents/carers are involved in the review process and have any necessary documents sent to them.
- ✓ Be available to parents regularly to discuss targets, progress and concerns.
- ✓ Monitor progress of children with SEN.
- ✓ Keep an up to date SEN register.

### **Teaching and Learning Styles**

The school consists of five year groups. Pupils are grouped according to age. Teaching Assistants support small groups and individuals under the supervision of the class teacher. This support may be within a lesson or as a separate intervention.

When supporting children with SEN, Teachers and Teaching Assistants are encouraged to take into account individual learning styles and adapt lessons and interventions accordingly. Children with SEN will often need to explore a concept in a number of ways and styles before embedding the concept being taught. This means that planning and resources may need adapting to cater for the individual child's learning needs.

Teachers, in their differentiated planning, devise activities that are appropriate to the needs of all pupils.

### **Support In and Out of School**

We currently have 16 TA's (10 full-time, 6 part-time) who are employed to support individual or groups of SEN children within the classroom. Parents of children who have been identified as having a Special Educational Needs will be informed of any specific action taken at school to help their child. During parent's evening support will be outlined and they would be encouraged to help in fulfilling targets that have been agreed upon. This may involve the child taking activities home. Parents should be kept informed about changes in support and advised on things they can do to continue this support at home. Positive relationships and communication between home and school should be maintained. The SENCO will also be available to discuss support arrangements with the parent.

### **Resources**

The resources for specific needs are located throughout the school in year groups or classes when specific to certain children.

The SEN resource cupboards are located in the SEN meeting room.

There are a variety of resources to support interventions which all staff can and return when it is no longer needed.

A central base of reference books and work booklets/activities is also available in SEN meeting room for use by all staff.

We have recently developed the Starlight room which is used to support children through specific interventions, primarily supporting language and



social skills. This room also offers sensory support and a calming environment for those children who need it.

Mrs Oakes oversees the organisation of the resources which are available for use by all staff. Resources are reviewed and upgraded annually or when a need arises.

J. Oakes

January 2015