



The Robinswood Academy Trust

Robinswood, Waterwells, Hunts Grove Primary Academies

SEN Policy

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Reference to 'school' applies to all schools within The Robinswood Multi Academy Trust.

1. Introduction

This policy is written in accordance with the Education Act (1996), the Special Educational Needs Code of Practice (2001), Inclusive Schooling (2001), the Special Educational Needs and Disability Act (2001) and the Every Child Matters publication (2003).

2. Vision Statement

The special needs policy supports the school's overall philosophy that each child is encouraged to develop to his or her potential in all areas. All children and young people with SEN are valued, respected and equal members of the school.

At Robinswood and Waterwells, we recognise that all teachers are teachers of pupils with Special Educational needs (SEN) and provision for SEN is a whole school issue. All members of staff have important responsibilities.

The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. The school will identify differing needs and respond with appropriate teaching strategies in a differentiated curriculum, recognising the rights of all children to a broad and balanced curriculum.

Children's talents are recognised and developed, whilst weaknesses are supported and individual needs are met as far as possible through a variety of means, including differentiation and/or extra support provided by the school or, if necessary through LEA support services and other professionals.

A structured approach to identification, assessment and monitoring is in place to support any child experiencing difficulties of any kind.

Parents/guardians are considered to be a vital part of the child's education, especially of those children with Special Educational Needs.

Children are encouraged to be actively involved in their learning, being able to discuss their views and consider their targets.

3. Objectives

We are committed to ensuring all children achieve their full potential in all aspects of the curriculum and do this by:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to achievement

The objectives of our SEN policy are:

- to identify pupils with SEN as early as possible and to ensure that their needs are met
- to ensure that all children with SEN are offered full access to a broad, balanced and relevant curriculum including the foundation stage and the National Curriculum
- to ensure that children with SEN have access to and join in with all the activities that the school offer
- to ensure that interventions are reviewed regularly to assess their impact and a child's progress
- to ensure that all learners, including those with SEN, make the best possible progress and maximise their achievements
- to work with and ensure effective communication between parents and school, allowing parents to be informed of their child's special needs, provision and progress, whilst enabling parents to make an active contribution to the education of their child
- to ensure that learners express their view and are fully involved in decisions which affect their education
- to promote effective partnership, and involve outside agencies when appropriate
- that there is adequate resourcing for SEN.

Due regard is given to the code of practice and every member of the Teaching and Support Staff has easy access to a copy of the code. (A copy is held in the SEN room, with easy access to all). Procedures for identifying children with SEN are known by everyone and all staff have the knowledge and understanding of this policy to ensure procedures adhered to, to allow all children to develop to their full potential. Staff awareness and expertise is enhanced through INSET and staff meetings.

Parents are kept fully aware of the school's SEN policy and procedures through annual/termly reports. All parents are invited to attend termly review meetings if their child has Special Educational Needs, to review and evaluate their child's progress.

Governors are kept fully aware of the school's SEN policy and kept up to date with SEN Register numbers and updates through termly/annual reports.

The privacy of children and parents is respected; all information gathered can only be viewed by staff (from Robinswood MAT working on behalf of the LA) with permission of the SENCo.

4. Definition of Special Educational Needs

A child has special educational needs if:

'They have a difficulty, which calls for special education provision to be made for them' (SEN Code of practice, 2001).

A Child has a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children the same age;
- They have a disability that either prevents or hinders them from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority;
- A child must not be regarded as having difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught.

Special Educational Needs is an umbrella term; it is not a euphemism for 'slow learner' and is much broader than literacy difficulties. It can mean a child who reads and writes well but who has trouble with numeracy work, it could be behavioural, emotional and social difficulties. (SEN Code of practice, 2001)

5. Role of the SEN Co-ordinator (SENCo)

SENCo – Julie Burgess

The above person can be contacted at Robinswood Primary Academy on 01452 530430.

The SENCo oversees the day-to-day operation of the SEN policy. The SENCo will:

- Oversee the running of the provision for pupils with special educational needs, through Early years action/school action, Early years action plus/school action plus and statements.
- Coordinate provision for children with special educational needs
- Oversee and keep records of pupils who have special educational needs, which are available when needed and that the pupils' progress is regularly monitored and reviewed.
- Regularly review and monitor SEN provision within the school.
- Liaise and work closely with staff (teachers and TAs), parents and carers and other agencies (LEA support services, including: educational psychology, health and social services and voluntary bodies). Including taking part in formal meetings.
- Liaise and collaborate with the Literacy Co-ordinator, Numeracy Co-ordinator, class teachers and subject teachers to ensure the needs of pupils with special educational needs are met through all subjects of the curriculum.
- In line with the school's professional development programme, contribute to and provide access to in-service training to meet the needs of the school and individual members of staff.
- Support the organisation and management of the school's TA's.
- Maintain the school's Special Needs Register and all the required documentation.
- Ensure annual reviews for statement pupils are completed.
- Liaise with secondary schools regarding pupils on the SEN register.
- Produce reports to the designated SEN Governor and an annual report for the 'Governors' Report to parents.
- Liaise with the designated teacher for LAC, for LAC with special educational needs.*

*The designated teacher for 'Looked after children' (LAC) is also the SENCo, it is this person's

duty to ensure that the child's social worker, and where possible, the parents, are involved in their child's education in relation to their special educational needs.

6. Systems for Special Needs Provision

Special Educational Provision:

'Educational provision that is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area'. (SEN Code of practice, 2001)

The school follows a model of special educational needs as recommended by the code of practice.

Pupils are placed on the SEN register using the LEAs identification criteria (see identification and assessment). Pupils are given an IEP when placed at School Action and this is reviewed and updated three times a year. Staff provide evidence of progress to support IEP targets being met. All data and paperwork is kept by the SENCo in central files in the SEN room (access is permitted by all staff upon request) each class teacher also holds the same paperwork in a SEN file, this is kept in the classroom and is accessed by staff working with particular pupils so that notes and assessments can be made.

Staff are given 6 staff meeting sessions per year to write their IEPs and collect data, initial and final sessions are held as a group so that information can be shared and passed on to the pupil's new teacher and TA. TA's are invited to attend the meetings.

Robinswood Primary School uses IEP Writer 2 to collate targets and print out review sheets with targets in place, however, targets and criteria are amended to the pupils' needs. Teachers use different methods to record progress through the term for pupils meeting targets; this is up to the teacher's discretion.

Pupils can move up and down the SEN register after discussion with the SENCo and all pupils that are taken off the register are monitored for their time at the school. Teachers receive a termly update of their SEN register so that changes can be made.

Teachers are responsible for writing their pupil's IEPs although support is offered at all times by the SENCo. Pupils at SA+ have targets set in consultation with the Educational Psychologist and where applicable, the speech and language therapist/appropriate outside agency. Statement pupils are set targets annually through their statement review, these are used to support their IEP.

All parents with pupils on the SEN register are invited to school to review their child's progress (in the summer term this is separate from parents evening, other meetings are held at parents evening). Teachers send out request forms for the date and subsequent letters are sent out requesting parents to come in to discuss their child's progress. Parents and teacher sign the IEP and review to show that it has been discussed. If parents choose not to attend after two invitations then the IEP is signed by the teacher and D.N.A. is marked on the IEP.

Copies of the review of the old IEP and a copy of the new IEP are sent home after the meeting. This is the teacher's responsibility.

A timetable of SEN events is developed each year and roughly follows;

July Two staff meetings are run to share information with the class's next teacher. Pupil's targets on their IEPs are assessed and reviewed by their teacher and teaching assistant, these are then discussed with their new teacher. Parents are invited in to discuss the targets.

SENCo – gives teacher a copy of their updated class SEN register.

September SENCo meets with new staff to discuss/review SEN policy.

Oct/Nov Targets are reviewed, new IEPs are created and discussed at parents evening. Both are signed. Two staff meeting sessions are given for this work – SENCo to support staff that need help writing their targets.

Copies of old review; new IEP and evidence are given to the SENCo to file centrally. Register is amended.

Feb /March Targets are reviewed, new IEPs are created and discussed at parents evening. Both are signed. Two staff meeting sessions are given for this work – SENCo to support staff that need help writing their targets.

Copies of old review; new IEP and evidence are given to the SENCo to file centrally. Register is amended.

July Process repeated as above.

IEPs are checked for relevance by the SENCo when collected in NOV, FEB and July. They are annually scrutinised and individual and school feedback is given. IEPs are then filed.

IEP	Green wallet
Reviews	Blue wallet
Evidence	Yellow wallet

This is recorded on a log at the front of each pupil's file.

Teachers are responsible for giving SENCo assessment data (e.g. reading levels, spelling levels test scores, behaviour logs, report cards) so that pupils can be monitored.

Teacher assessment levels are recorded centrally on the school server, in the 'data', then the 'progression spreadsheets' folder.

7. Identification and Assessment

'Early identification, assessment and provision for any child who may have SEN cannot be over-emphasised'. (SEN Code of practice, 2001)

To help identify children who may have special education needs, staff can:

- Refer to observations and ongoing assessment to monitor progress (making use of assessment for learning principles);
- Track progress against the objectives from the Numeracy and Literacy Framework, the level descriptors in the National Curriculum and in the early years setting, the objectives in the Foundation Stage profile;
- Use and highlight the Gloucestershire SEN Strands of action.

It is recognised that there is a continuum of special educational needs and a graduated response is adopted.

School Action - Identification

This is in line with the information in the Code of Practice. A child can be identified by despite differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified areas of weakness.
- Shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas.
- Present persistent emotional or behavioural difficulties which are not ameliorated 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.

The gathering of information in respect of identifying the pupil's special educational needs may be via;

1. Liaison with teachers
2. Liaison with pre-school provision or previous schools
3. Liaison with parents
4. Liaison with external agencies

Assessment of needs:

1. Information from feeder school
2. Whole school screen assessments
3. SEN screen tests
4. Diagnostic assessments
5. Class teachers analysis of progress (teacher targets, marking, assessment, pupil reviews, pupil reports)
6. Referral by class teachers of pupil's giving cause for concern
7. Ongoing assessment, review and record keeping of pupils.

Process for Action, Record Keeping and Review:

1. Referral to SENCo - assessment data is looked at and discussed.
2. Appropriate information is gathered from staff teaching the pupil.
3. Teacher meets with parents to discuss needs.
4. IEP is written – using the LA guidelines.
5. IEP is reviewed and either stays at SA, moves to SA+ on the advice of external agencies or moves off the SEN register.

School Action Plus - Identification

This is in line with the information in the Code of Practice. A child can be identified by despite differentiated learning opportunities and an individual programme/ concentrated support under School Action. The child still;

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified areas of weakness over a long period of time.
- Continues working at National Curriculum levels substantially below that of children of similar age.
- Continues to Show signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas.
- Present persistent emotional or behavioural difficulties which interfere with the child's own learning or that of the class or the group, despite having an individualised behaviour management programme.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment and regular advice or visits by a specialist service.
- Has ongoing communication and or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The gathering of information in respect of identifying the pupil's special educational needs may be via;

1. Liaison with teachers
2. Liaison with pre-school provision or previous schools
3. Liaison with parents
4. Liaison with external agencies
5. Information gathered at School Action reviews
6. Information from feeder school
7. Whole school screen assessments – individual assessments
8. SEN screen tests – to analyse progress
9. Diagnostic assessments if appropriate

10. Class teachers analysis of progress (teacher targets, marking, assessment, pupil reviews, pupil reports)
11. Ongoing assessment, review and record keeping of pupils.

Process for Action, Record Keeping and Review:

1. SENCo gathers information to formulate an action plan with the teacher.
2. Request is made to external agencies (Normally Education Psychologist EP) Data is collated, consent collected.
3. EP completes observations and assessments and undertakes a problem solving meeting with SENCo and Teacher. This is feedback to parents and invited in to a meeting to discuss ideas.
4. IEP written to take account of targets set

Reviewed as with pupils at School Action, reviewed by EP at least once every year.

Statement - Identification

This is in line with the information in the Code of Practice. A child can be identified by despite differentiated learning opportunities and an individual programme/ concentrated support under School Action. The child still;

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified areas of weakness over a long period of time.
- Continues working at National Curriculum levels substantially below that of children of similar age.
- Continues to show little/no signs of ability in developing literacy or numeracy skills which result in poor attainment in some curriculum areas.
- Present persistent emotional or behavioural difficulties which interfere with the child's own learning or that of the class or the group, despite having an individualised behaviour management programme.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment and regular advice or visits by a specialist service.
- Has ongoing communication and or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The gathering of information in respect of identifying the pupil's special educational needs may be via;

1. Observation and review of pupil at SA+ by the EP and the school, which show serious, concerns and suggest that the EP puts forward a request for statutory assessment.
2. Other outside agencies request statutory assessment (particularly linked to medical or social/behavioural needs).

The EP does an assessment, data is gathered and parental consent required. All information is sent to the SEN panel who will decide on support and whether it is deemed necessary. Statements if given are then allocated a number of hours linked to specific targets. Parents have the right to appeal the decision made by the panel.
A pupil with a statement is reviewed annually.

8. Admissions

Robinswood MAT as academy schools are responsible for their own admissions however they adhere to the admission policy of the LA and has no special provision under admission arrangements for limiting or promoting access for pupils with special needs who are without statements. It does however; endeavour to provide appropriate support for pupils with a range of special educational needs.

The school is well equipped to accommodate pupils with difficulties in:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development

- Sensory & Physical disabilities
- Medical Conditions

The school has full access for disabled pupils. There are slopes at all doors and a lift to the first floor. The school also has a disabled toilet on each floor.

9. School Transfer

The SENCo liaises with various secondary schools, either through preliminary visits by secondary school teachers or via the secondary school SENCo. Any pupil with a statement will meet the relevant SENCo either at their annual review or an interim review. We will endeavour to support parents with statemented pupils in making a separate visit to Secondary school for their pupil.

10. Support Services

The school uses a variety of outside support agencies when required. These include;

- Education Psychology Service (EPS)
- Speech and Language Therapy (SLT)
- Physiotherapy
- Occupational Therapy
- Education Welfare Officer (EWO)
- School Doctor
- School Nurse
- CYPD (Social Services) – when necessary
- Advisory Teachers Service (ATS)
- Reintegration service (inc. Primary Behaviour Support Team PBST)
- Partnership with Parents
- Winston's Wish
- Child and Adolescent Mental Health Service (CAMHS)

11. Criteria for Evaluating Success

The school regularly liaises with agencies to ensure that pupils with SEN needs are catered for appropriately and are at the correct level. This includes an annual audit of SEN pupils across the county and use of the EPS. The SEN Governor visits and discusses SEN issues on a regular basis and the SENCo reports to the Governors at every meeting.

12. Resources

The school has a variety of resources to support SEN pupils. These are held in classrooms and additional resources are in the SEN room.

13. Websites to support SEN

Special Needs General Information

Becta Inclusion Information: www.becta.org.uk

Inclusion - Resources for teachers, parents and carers: www.inclusion.ngfl.gov.uk

QCA standards for Inclusion: www.qca.org.uk/ca/inclusion/index.asp

Dfes SEN - Excellence for all: www.dfes.gov.uk/sen/index.cfm

Inclusive technology - The special needs people: www.inclusive.co.uk

Can do! - A site devoted to people overcoming their challenges and reach their dreams: www.nlbs.com

National Association for SEN - Links to SEN web sites: www.nasen.org.uk

HE-Special - Home educating children with special needs: www.he-special.org.uk

Department for Work and Pensions: www.dwp.gov.uk

English Federation of Disability Sport: www.efds.co.uk

After 16 - Opportunities and services for young disabled people: www.after16.org.uk

OAASIS - Information sheets on learning disorders and SEN: www.oaasis.co.uk

Dyslexia

Dyslexic.com - **Helping people with dyslexia make the most of their abilities:**

www.dyslexic.com/home.php

Teens Helping Teens - **Helping with dyslexia:** www.ldteens.org

Dyslexia Institute - **Articles about dyslexia:** www.dyslexia-inst.org.uk/articles.htm

British Dyslexia Foundation - **Search for information on dyslexia:**

www.bda-dyslexia.org.uk

Dyspraxia

Apraxia Kids - Developmental verbal dyspraxia information:

www.apraxia-kids.org/faqs/afasic.htm

Dyspraxia Foundation UK - Information and support: www.dyspraxiafoundation.org.uk

Straight Talk About Dyspraxia: www.fortunecity.com/millennium/skip/168/dyspraxiamain.html

Dyscovery Centre - Information about dyspraxia and other disorders: www.discovery.co.uk

Speech and Language Disorders_

www.speechlanguage.org.uk

Autism

Autism London - Support Centre: www.autismlondon.org.uk

National Institute of Neurological Disorders and Stroke - Autism Information:

www.ninds.nih.gov/health_and_medical/disorders/autismshortdoc.htm

Autism Info.com - www.autisminfo.com

Autism Resource Links - www.autism-resources.com/links.htm

General Sites For Disabilities

Royal National Institute for the Blind: www.rnid.org.uk

Kids Quest - Disability and health information for children:

www.cdc.gov/ncbddd/kids/kautismpage.htm