

DINAS POWYS PRIMARY SCHOOL

Special Educational Needs Policy

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DINAS POWYS PRIMARY SCHOOL

Special Educational Needs Policy (Additional Learning Needs)

Introduction

Dinas Powys Primary School values the contribution that every pupil can make and welcomes the diversity of culture, religion and intellectual style. The School seeks to remove barriers to learning and increase physical and curricular access for all. Provision for children with special educational needs is a whole school concern. In addition to the Governing Body, the Headteacher, the ALNCOs, and all teaching staff have important daily responsibilities.

This school policy for Special Educational Needs at Dinas Powys Primary School follows the requirements of the S.E.N. Code of Practice for Wales 2002. Special education provision is that which is 'additional to or otherwise different from the educational provision made generally for children of the child's age in maintained schools other than special schools in the area'.

Broad Objectives

The Governing Body and staff of Dinas Powys Primary School have a commitment to ensure that all pupils at the school have access to a broad and balanced, differentiated, curriculum which meets individual needs. This, in turn, ensures that all pupils will reach their full potential within their infant school life. We develop each child's independence, self confidence and self esteem.

Each pupil's needs are met within the framework of their class, together with additional learning support as required, - each working on appropriate levels of work to suit their ability. It is the schools' policy that pupils with special educational needs are fully integrated into the life of the school, taking part in every aspect of the curriculum.

Arrangements for Co-ordination of Provision

Additional Learning Needs Co-ordinator - Role of the ALNCO

It is the responsibility of all teachers to meet the special requirements of each child. The ALNCO is Mrs Elaine Heaton-Jones. Extra help is provided in the form of

- Appropriate differentiation within the classroom setting
- Small group withdrawal work
- Working with an individual eg ALNCO, Specialist LSA
- Opportunities for revision through reinforcement and overlearning
- Access to more specialised resources and materials eg ICT

Activities may be associated with those areas of need identified by the I.E.P. (in collaboration with the ALNCO. and class teacher) and may range from may range from support for certain activities to specific programmes to target individual needs.

In the C.O.P. the role of the ALNCO. is clearly defined and responsibilities are:

1. The day to day operation of the S.E.N. Policy.
2. Co-ordinating provision for children with S.E.N.
3. Liaising with and advising other teachers.
4. Managing Learning Support Assistants.
5. Liaising with parents of children with Special Educational Needs.
6. Overseeing records of all children with Special Educational Needs.
7. Contributing to the in-service training of staff.
8. Liaising with external agencies e.g. LEA Support, educational psychologists, health, social services and voluntary bodies.
9. Monitoring and evaluating ALN provision and reporting to the Governing Body.
10. Resourcing provision within the School.
11. Links with other Schools.

Inclusion

At Dinas Powys Primary School all children identified with Special Educational Needs participate fully in the whole curriculum on offer. All children are valued equally. Their learning is supported in a variety of ways to enable them to fully access the curriculum. Of course, where appropriate, specialist provision and involvement is sought.

Management and Evaluation

There is an on-going process of evaluation ensuring all children with Special Educational Needs are being catered for. The S.E.N.C.O. meets weekly with class teachers before the following week's planning is given to the Headteacher.

The evaluation of the whole school's Special Educational Needs provision is also ongoing and a report (within Headteacher's report) is submitted to the Governors termly, outlining the provision within the school.

The C.O.P. also defined the roles of the Governing Body and the Headteacher in the management of S.E.N. in the school.

Role of the Governing Body

At Dinas Powys Primary School it is acknowledged that our Governing Body have important statutory duties towards pupils with S.E.N. Also that in co-operation with the Headteacher, Governors determine the schools general policy and approach to provision for children with S.E.N. establish the appropriate staff and funding. Our named Governor is Mrs Sybil Arthur.

Role of the Headteacher

The Headteacher has responsibility for the day to day management of "all aspects" of the schools work, including provision for children with S.E.N. She will keep the Governing Body informed. The Headteacher works closely with the school's ALNCO's. She has a degree in Psychology and has attended many Special Needs INSETS. She endeavours to ensure every child reaches their full potential.

Identification and Assessment

Definitions

A child has a learning difficulty if:

1. He or she has a significantly greater difficulty in learning than the majority of children of his or her age.
2. He or she has a disability which either prevents or hinders them from making use of education facilities of a kind provided for children of the same age in schools within the area of the local education authority.

Pupils should not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Early and accurate identification of learning difficulties and potential learning difficulties is vital. Flexibility for change is intrinsic for supporting pupils with ALN.

Care is always taken to identify pupils' strengths and talents. It is important that support does not impede independent learning or inhibit personal development.

The methods used to identify those with S.E.N. are varied. They can include:

1. The performance of a child monitored by the teacher as part of ongoing observation and assessment.
2. The outcomes from Baseline Assessment tests.
3. The child's progress in literacy and numeracy.
4. The child's performance against the level descriptors within the national curriculum at the end of a key stage.
5. Standardised screening of assessment tools.
6. Any expression of concern from parents, health authority etc.

Provision

The School Provision Map outlines provision available to all pupils and targeted support according to need.

Additional Learning Needs are provided for by a graduated response which encompasses an array of strategies designed to help children towards independent learning.

Class Concern

An identified/ potential difficulty characterised by the need to gather information and increase differentiation within the pupil's normal classroom work.

At this threshold the teacher:-

- Identifies the pupil's additional learning needs
- Consults the parents
- Informs the ALNCO and Headteacher
- Monitors the pupil at Class Concern

School Action

This will be taken if:

1. Little progress is made despite targeted and differentiated work.
2. There are specific difficulties e.g. in number or literacy leading to low attainment in some areas.
3. There are persistent emotional/behavioural difficulties which have not responded to normal school management techniques.
4. There are sensory or physical problems which still are a problem despite provision of specialist equipment.
5. There are still communication/interaction difficulties despite a differentiated curriculum.
6. The Reading/Spelling Age is significantly below the chronological age. (e.g. 18 months below).
7. Standardised tests are carried out and there is a discrepancy between the non verbal and English or Mathematics score. All staff look at the data and make decisions with the SENCO for future support.

The Action Taken

1. An Individual Education Plan is set up, to be followed by the S.E.N.C.O. and the class teacher and reviewed termly.
2. There may be extra help in small groups or, less frequently, on a one to one basis.
3. Different learning materials or specialist equipment may be necessary.
4. There may be a session of on-off advice from Pupil Support Services.

School Action Plus

The basis for School Action Plus could be that despite receiving an individualised programme and/or concentrated support under School Action, the child :

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

At this stage a more detailed diagnostic assessment will be required to indicate the most appropriate provision.

At this stage School may make a request to the local authority School Improvement and Inclusion Service Additional Needs Fund (ANF) Panel for additional support eg additional LSA hours.

At this stage an outside specialist will be involved who may:

1. Advise on an I.E.P.
2. Suggest specialist strategies or materials.
3. May even support particular activities.

Individual Education Plans (I.E.P.s)

Strategies employed to enable a child to progress will be recorded within an I.E.P. The School currently uses IEP writer 3. An IEP will include information about:

1. The nature of difficulty a pupil is experiencing and the staff involved.
2. Short term targets set for the child.
3. The teaching strategies and resources to be used.
4. The provision to be put in place.
5. When the plan is to be reviewed.
6. Outcomes (to be recorded when the I.E.P. is reviewed).

The I.E.P. will only record that which is **additional to or different from the differentiated curriculum**. It will focus on up to 4 targets that match the child's needs and have been discussed with the child and parents.

Monitoring Pupil Progress

Most I.E.P.s are reviewed termly, when the rate of progress is assessed. The views of the parents' are also sought as well as the pupils, where appropriate. New plans are drawn up with targets amended or changed. For example, pupils from Year 2 are given the opportunity to contribute to their new IEP targets.

We aim to ensure that the children are supported in meeting their targets both in class and in withdrawal groups.

Adequate progress can be defined in a number of ways. It might be progress that:-

- Closes the attainment gap between peers.
- Prevents the gap widening
- Matches or betters the pupil's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in personal, social or behavioural skills
- Demonstrates an improvement in confidence and self-worth.

School Request for a Statutory Assessment

If a child is experiencing significant difficulties of a long standing nature which have not been resolved by the help provided by School Action and School Action Plus, a statutory assessment by the education authority will be considered and if appropriate a multi disciplinary assessment will be made.

This may in turn be followed by the LEA making a Statement for the child's Special Education Needs and arrange, monitor and review provision annually.

N.B. Detailed information of support at this level can be found in the Appendix.

Special Facilities or Adaptations

The School is based on two sites.

Infant Site - no special adaptations have been made the building, being on one level, is suitable for pupils with limited mobility.

Junior Site – is a single storey building, built at different levels and in unit sections, necessitating steps in various places. However, measures have been taken to improve access and facilities for disabled pupils. The policy is that all facilities on site will be accessible to those with limited mobility.

Individual pupils may have specialist equipment provided in liaison with outside agencies e.g. specialist seating.

Training and Staff Development

Dinas Powys Primary School is committed to training all teaching staff to meet a range of needs. This is done by regular in-school training sessions and attendance at authority run courses.

ALN courses are run by the School Improvement and Inclusion Service and these are attended by the ALN support teacher as relevant. They also attend the cluster ALN support group on a termly basis to liaise with ALNCO's from other schools.

All School staff are offered relevant training to develop skills to meet the needs of particular groups of children e.g. Makaton, ASD Outreach training etc.

Parental Involvement

Parental involvement is valued highly by the school.

Any concerns that parents have about their child's progress are noted and acted upon.

Parents are full consulted on the action to be taken and given a copy of any individual plan needed. If necessary a plan to be followed at home is set up by the co-ordinator and monitored at school.

Parents are invited to review their child's progress with the class teacher and S.E.N. Co-ordinator at agreed time intervals.

An annual report on ALN provision in the School is made to parents within the Governing Body Annual Report as part of the Annual General Meeting.

Links with Other Schools

Transition to Secondary School (see Transition Policy) - our aim is that the transition process from Primary to Secondary School is effective and informative for all and a positive experience for our pupils. A well established practise is in place whereby staff from both key phases discuss the additional learning needs of our pupils. This allows any necessary arrangements to be made and continuum of provision to be addressed.

If a pupil with ALN transfers to our School at other times, we always liaise with staff from their previous school to ensure the continuum of provision as well as ensuring all available data is received.

The School liaises where appropriate with the Outreach Services based in Ysgol Y Deri. Where pupils are offered more appropriate provision in Special Schools or Resource Bases, the School will plan for transition and support families in visiting the new establishment.

Links with Outside Organisations

The LEA School Improvement and Inclusion Service provide termly Educational Psychology consultations and are also responsible for allocating additional support through the Additional Needs Fund Panel.

At present the Psychologist attached to our school is Mrs Victoria Springall.

There are also Specialist Teachers for the Hearing and Visually Impaired as well as for Specific Learning difficulties such as dyslexia.

The School also works closely with the Cardiff and Vale Speech and Language Therapy Service.

Dinas Powys Primary School also has links/ access to help and support from:

- Social Services (Mrs J Thompson is the school's Designated Safeguarding Officer)
- Health Visitors based at Dinas Powys Health Centre
- Education Welfare Officer
- Children First (NAFU) re: Looked After Children
- Health services e.g. Occupational therapy.

These agencies are called upon when it is deemed necessary and can help with difficulties that may arise on a day to day level.

Complaints Procedure

Complaints or worries about any aspect of ALN provision can be discussed with Mrs Thompson, the Headteacher at any time.

Failure to resolve the matter in a satisfactory way would result in the complaint having to be put to the Governors of the school.

Resources

The resources allocated to the school budget for ALN are used to provide the ALN support teachers who are the School's ALNCO's.

An amount is put aside to provide particular books or equipment which is thought to be particularly helpful to a child or group. Resources are regularly updated. (See Appendix)

Admissions

Children are admitted to our school in the September after their fourth birthday. Children will enter the nursery unit after their third birthday, on a purely chronological basis. (Vale of Glamorgan Admissions Policy). Our nursery has been designated as able to support pupils with Special Educational Needs and these children must have priority if there is a vacancy.

Admission of a Child with a Statement

Although parents can express a preference during the statementing process, it is the LEA who decides where the child is placed through the mechanism of the S.E.N. panel. If parents disagree with the placement then they have the rights of appeal under the 1993 Education Act. The School will have due regard to the SEN and Disability Act 2005 regarding the policy for admissions for pupil's with additional learning needs.

Assessment

All children including those identified as having Special Educational Needs are assessed using those methods described in the school assessment policy.

End of Key Phase Teacher Assessment

All pupils, including those who have ALN, undertake the end of Foundation Phase and Key Stage 2 Teacher Assessments.

From Year 2, all pupils are required to take National Numeracy and Literacy standardised tests. In some circumstances and at the discretion of the Headteacher, pupils with ALN, may not be required to sit the tests and disapplication will be considered appropriate. In such cases, parents and the local authority will be informed.

Monitoring and Evaluation of Policy

This is an ongoing process to ensure that pupils with ALN are receiving adequate provision.

The indicators used to gather evidence of the effectiveness of this policy in practise are below.

- The number of pupils making progress in line with their individual targets.
- A reduction in the pupils proceeding to further stages of provision
- Regular review of targeted LSA and ALN co support to match pupil need
- Communication with support services and parents
- Staff awareness and implementation of the policy,

Updating the policy and regular evaluation will be undertaken by the ALNCOs after consulting staff and the Headteacher. The Governing Body will be consulted by the Headteacher and updated with regard to any significant changes in policy under review. The designated Governor with responsibility for SEN will also be involved in such consultations and any School Improvement Plan Initiatives.

Date agreedJanuary 2015.....

ALN Co-ordinators

Headteacher

Date for review

APPENDICES

Special Educational Needs Resources

Alternative Reading

Oxford Reading Tree	-	Songbirds Phonics Floppy's Phonics Snapdragons Decode and Develop
Project X	-	Oxford
Project X Code		
Reading Rapids	-	Heinemann
Rapid Phonics	-	Pearson
Catch Up	-	Levels 1 - 10
Dandelion Readers	-	Core set Launchers
New Phonic Blending	-	Learning Materials Ltd
PAT Phonological Awareness Training	-	Jo Wilson
High Frequency Words	-	Scholastic Teacher Bookshop
Letters and Sounds	-	Flashcards and games
Reading Games	-	Smart Kids series, linked to Letters and Sounds phases LDA language games eg Football Phonics
Bag of Sounds	-	Sue Palmer
Early Literacy Support Programme	-	Department of Education and Skills
Direct Phonics	-	Jo Wilson and Rea Reason
Jolly Phonics	-	Finger Phonics Books 1 – 6, DVDs, CDs
Codebreakers	-	
Smartchute	-	LDA
Word Wasp	-	Harry Cowling
Easy Learn	-	Lynn Lettice
Stile Comprehension	-	LDA
Stile Spelling		
Stile Grammar		
Reading Comprehension	-	LDA Books 1-4

Teachers Books

Phonic Handbook	-	Sue Lloyd
Spelling Made Easy	-	Introductory Level- Book 3
Reading Reflex	-	Carmen and Geoffrey McGuinness
Project X Code Handbook	-	Oxford

ICT

Catch Up	-	Digital Games
Nessy Reading/ Spelling	-	Nessy Ltd.
Nessy Fingers		
Wordshark		
Useful websites	-	Letters and Sounds, Phonics Play.com, Cbeebies, Espresso

Details of a School Request for a Statutory Assessment

The LEA will need information about the child's progress over time and documentation in relation to the child's special needs and the action taken to deal with these, including any resources or special arrangements put in place. The school will provide this evidence through School Action and School Action Plus.

It may include:

1. Views of parents (recorded at school action and school action plus)
2. Copies of I.E.P.s at school action and school action plus.
3. Evidence of progress over time.
4. Copies of any advice from health and social services.
5. Evidence of outside professional involvement.
6. Evidence of the extent to which the school has followed the advice provided by professionals with relevant specialist knowledge.

Statutory Assessment of Special Educational Needs

Statutory assessment involves consideration by the LEA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special education needs is necessary. A child will be brought to the LEA's attention as possibly requiring and assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LEA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LEA will consider the case for a statutory assessment of the child's special educational needs. The LEA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LEA to determine the child's special educational needs is such as to require the LEA to determine the child's special educational provision through a statement. **A statement of special education needs** will include:

- ◆ the pupil's name, address and date of birth
- ◆ details of all the pupils special needs
- ◆ identify the special educational provision necessary to meet the pupil special education needs
- ◆ identify and name of the school where the provision is to be made
- ◆ include relevant non-educational needs of the child
- ◆ include information on non-educational provision.

All children with statements of special educational needs will have short-term targets set for them that have been established after consultation with parents, child and include targets identified in the statement of educational need. These targets will be set out in an IEP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.

Annual Review of a Statement of Special Educational Needs

All statements must be reviewed at least annually with the parents, the pupil, the LEA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the review in Year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit the secondary schools and to consider appropriate options within the similar timescales as other parents. The SENCO of the receiving school should be invited to attend the final annual review in primary school of pupils with statements, to allow the receiving school to plan an appropriate IEP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.