

**MOSS HEY PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS (SEN)
POLICY**



**Agreed: Summer 2015
Review: Summer 2018**

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Moss Hey School

Review of policy:

This policy is being re-written now, in light of the Government's Green Paper on SEN, highlighting the following areas for reform:

- ❑ to include parents in the assessment process and introduce a legal right, to give them control of funding for the support their child needs;
- ❑ to replace statements with a single assessment process and a combined education, health and care plan so that health and social services is included in the package of support, along with education;
- ❑ to replace the existing complicated School Action and School Action Plus system with a simpler new school-based category to help teachers focus on raising attainment; and
- ❑ to give parents a greater choice of school for their child.

Policy for Special Educational Needs

Rationale:

The Governing Body and staff of Moss Hey Primary School are committed to providing an appropriate and high quality education to all our children. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and that they should be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Moss Hey Primary School is committed to inclusion. We aim to maintain and extend the school's culture, policies and practices of inclusion for all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners taking into account their needs and experiences.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- ❑ **girls and boys**
- ❑ **minority ethnic and faith groups**
- ❑ **learners who need support to learn English as an additional language (EAL)**
- ❑ **learners with special educational needs**
- ❑ **learners who are disabled or have long term illness**
- ❑ **those who are gifted and talented**
- ❑ **those who are looked after by the local authority**
- ❑ **any learners who are at risk of disaffection and exclusion**

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe in both early identification and early intervention. We understand that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Moss Hey School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Moss Hey School sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

The SEN Coordinator is Mrs L Gibson.

The SEN Governor is Mrs Julie Longbottom.

Mission statement

In Moss Hey children should acquire:

- ❑ a sense of self respect
- ❑ personal confidence
- ❑ the capability to live as independent, self-motivated adults
- ❑ the ability to function as contributing members of co-operative groups.

Specific Objectives of SEN Policy

The staff in school should aim to:

- ❑ identify, assess and provide for a child's difficulty in learning
- ❑ support the family of the child experiencing the difficulty
- ❑ share information and expertise in order to improve future provision
- ❑ 'Person –centred planning' ensures that everyone is involved in all aspects of planning and decision making. So that each child is receiving their entitlement to a relevant, broad and balanced curriculum
- ❑ plan/budget for the maximum use of the school's resources and additional resources
- ❑ have regard for the Stockport agreed stages for SEN

The aim of our SEN provision is to ensure that children will have access to a curriculum and resources that will help them to progress at their own pace and level in order to achieve their maximum potential.

SEN in this school is the shared responsibility of parents/carers, the school and local agencies. We ask all who work within this partnership to have regard and respect for our Mission Statement.

Co-ordination of Provision

This policy will be implemented by all staff in this school and it is therefore important that all involved are aware of the arrangements we have made for special needs. The Special Needs Co-ordinator (SENCO) at Moss Hey is Mrs Laura Gibson. It is intended that the SENCO and the class teachers should work closely with each other so that every child with a possible learning need is identified early.

Children at Moss Hey can be on varying stages within our provision for SEN

Types of Special Education Need (SEN)

SEN is divided into 4 types:

Communication and Interaction

This includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.

Cognition and Learning

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

Social, mental and Emotional Health.

This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

Sensory and/or Physical Needs

This includes children with sensory, multi-sensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.

SEN Stage Procedures

We maintain a school register of all pupils placed within the SEN Stage Procedure. The Register is updated every six months to show changes in pupil placement.

There are two stages within the Register. An EHC Plan or Education, Health and Care Plan, which will replace current Statements of SEN. The plan will be a legal document describing a young person's needs, the provision to meet those needs and the suitable educational placement. EHC Plans will continue into further education and training, and for some young people up to the age of 25. It is vital that young people and their parents and carers will be central to the development of these plans.

The second of the stages is SEN Support. Under the Children and Families Bill and the Code of Practice, School Action and School Action Plus will be replaced with SEN Support. SEN Support will be the support available in school for children and young people who have special educational needs but do not have Education, Health and Care plans. Additional SEN support is support to meet a pupil/student's needs so that they can meet their individual goals.

We will review progress termly. Parents' views will be sought and they will be fully informed.

There will be occasions when the nature of the difficulty necessitates rapid action, e.g. if a child moves into the Authority and exhibits severe problems or a sudden and major behavioural crisis occurs, in such cases the child may move straight to SEN Support.

Termly meetings to discuss Class Teachers' Concerns.

A teacher, parent, the SENCO or other professional, such as a health or social care worker, expresses concerns that a pupil is showing signs of having a special educational need. Parents are sensitively informed of the teachers/other professionals concerns.

The class teacher gathers information about the pupil's difficulties, and strengths. The information will be used to inform a termly meeting between the Class Teacher and SENCO. During this meeting, any children who are experiencing any difficulties with their learning will be discussed and strategies planned.

Teachers may use the following list to ensure that all possible areas of concern have been considered.

- Health/Medical
- Vision
- Hearing
- Co-ordination
- Social Skills
- Self Esteem
- Concentration
- Approaches to learning

- Attendance
- Relevant family issues/circumstances.
- English- speaking/listening
- Behaviour

Information is also gathered from the parents and the pupil.

Strategies are under taken by school staff within the normal curriculum framework to give the pupil access to the curriculum. This may include differentiation of classroom work, implementation of the school's behavioural policy or additional in class support.

If there is still concern, the strategies used should be reviewed and if progress is still unsatisfactory, the pupil will be moved to SEN Support placed on the SEN register.

SEN Support

The SEN Co-ordinator and class teacher continue to gather information about the pupil from school based assessments and consultation with parents, outside agencies who may have been involved, and the pupil where possible.

Then during the termly SENCO meetings the Class Teacher will focus conversations on actions already taken for these children and the **impact** of those actions. This will then be evaluated at next terms meeting. It will then be decided if any further action needs to be taken and the child placed on the SEN Register at SEN Support.

The SEN Co-ordinator consults with relevant outside agencies and seeks advice, assessment and/or support. Outside agencies include:

Learning Support Service (LSS)
 Education Psychology Service (EPS)
 Education Service for the Sensory Impaired (ESSI)
 Education Welfare Service
 Behaviour Support Service (BSS)
 Social Care
 Stockport English Language Service (SELS)
 Speech and Language Therapist (SALT)
 Occupational Therapist (OT)
 Physiotherapist
 School Health Service
 Child Development Unit (CDU)
 Jigsaw
 Children and Adolescence Mental Health Service (CAMHS)

The SENCO and class teacher will be provided with advice and resources to support the child from these outside specialists.

These resources could be; additional teaching time, classroom assistance, new strategies or teaching aids.

These termly meetings will be recorded so the impact of any advice can be measured.

The School and agency staff (with parent and the pupil where possible) then review and record progress at least every six months.

If progress is unsatisfactory, the strategies discussed should be reviewed. The pupil may remain at SEN Support. Further advice may be sought from an outside agency.

After the period of support/resource allocation – a review of the child's progress must be made. From the evidence the LEA will decide whether to recommend:

- continue at SEN Support
- a request for an Education, Health and Care Plan if the criteria are met.

Request for An Education, Health and Care Plan

Request for an Education, Health and Care Plan will generally be made by the school and by Health Services for pre-school children. Occasionally parents refer their children directly. When the assessment of a child's special educational needs, the school should be able to provide written evidence of, or information about:

- the school's action through the termly SENCO Meetings
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- Whether the child is achieving National Year Group Expectations
- attainments and other assessments, for example: from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the child
- involvement of other professionals
- any involvement by the social services or education welfare service

The description of the child's learning difficulty and progress, together with information about the special educational provision made, will form a basis on which the Panel will decide whether an Education, Health and Care Plan is needed. If support services and in particular the Educational Psychologist have already been involved in assessing the child and reviewing provision, the Panel should be able to decide relatively quickly whether an Education, Health and Care Plan is necessary. In the meantime – and whilst any subsequent statutory assessment is being made – the child should continue to be supported through the schools differentiated provision.

If the criteria for an Education, Health and Care Plan are not met, the Panel may recommend a return to the appropriate Stage of the SEN procedure

Criteria for movement between stages

The criteria for movement between the Stages are based on three key factors:

- (1) Progress
- (2) Severity
- (3) Complexity

Progress

The progress that a child has made in response to the support provided through the recorded termly SENCO meetings is an important factor in deciding whether a child should remain on the same Stage or move to a higher or lower Stage.

The degree of progress often reflects the effectiveness of different strategies and/or the need to review these.

Children progress at different rates and pupils capabilities are an important element in the evaluation of progress.

The evaluation of progress requires schools to set targets which are specific, measurable, appropriate, realistic, and time related (SMART).

Limited progress, or lack of progress, can reflect the degree of difficulty the pupil is experiencing in overcoming difficulties but may also raise issues about the targets against which progress has been measured or about the strategy adopted.

Satisfactory progress in meeting targets is an indication that a pupil's special educational needs are being met and may suggest a return to an earlier Stage.

Severity

Severity is a measure of how a pupil compares with his or her peers.

Where possible it is based on standardised tests which provide objective evidence about a pupil's attainment, such as Salford Reading Test.

Centiles (the percentage of the population achieving the same level or below) are used to make comparisons easier.

Centiles also make it clearer whether a pupil has made progress in relation to his/her peers.

A centile (also called percentile) score shows what percentage of the pupils of the same age, can be expected to perform at that level or below on that test.

A pupil scoring at the third centile is in the bottom 3% and a pupil scoring at the 98th centile is in the top 3%.

Complexity

Complexity takes account of the number and range of factors which may contribute to a child's special educational needs.

It ensures that each child is considered as an individual.

It provides some flexibility to respond to individual children's needs. In some cases, other criteria may be applied less stringently in the light of complexity factors.

Understanding of the complexity of a pupil's needs depends on the collection of accurate information from a variety of sources. Close working with other agencies and understanding of their priorities is essential in identifying complexity factors.

In practice it will usually be necessary to take account of progress, severity as well as complexity.

Role of SENCO

The co-ordination of special needs provision is carried out by Mrs Laura Gibson. Her role is to ensure that each child has access to a broad and balanced curriculum, which is differentiated in order to match their needs. The following tasks enable her to provide such opportunities.

- Writing of SENCO Action Plans
- Update schools SEN Register every 6 months.
- Discuss with staff and identify children of concern.
- Follow procedures in accordance with L.E.A. policy
- Request outside support where recommended
- Ensure teacher has organised detailed plans for each child
- Organise parent/NTA support where advisable
- Review progress with staff
- Keep Head informed
- Monitor the school's Special Needs Policy
- Ensure staff are fully aware of the important features of the Code of Practice
- Organise and attend Reviews
- Provide summary of Review with recommendations.

Mrs Gibson has completed the SENIOS and Specific Learning Difficulties Courses and has been SENCO since 2003. She has also worked in the private sector for 6 years with adults who have learning disabilities.

Record Keeping

Each class teacher will keep a record of the progress of each child (See *Assessment Policy*). Each class also has a Inclusion file including relevant documentation. When a child has been identified as having SEN, additional records and information are recorded on the Stage forms and are kept by the SENCO, class teacher, relevant outside agencies, and are available for parents/carers. In the event of a child moving school these records provide a clear indication of the child's provision and progress.

The pupil's name is entered on the school's SEN Register.

Parental Involvement

In Moss Hey we believe that our partnership with the parents is of vital importance. Parental anxieties can be eased through good communication with the school. The parent can then appreciate what the school is trying to do and can support and extend work being done in school by a variety of methods.

The school will always ensure that parents are kept aware of the progress of their child through all Stages of the special needs procedure.

Communication with the school will include short meetings before or after school with the parents, Parents Evenings, notes sent home in the Reading Journal and Home/School Diaries.

External Agencies

Moss Hey receives support from a number of agencies who help ensure adequate provision for SEN children.

Stockport Learning Support Service (LSS)

The LSS visits to lead staff meetings, advise staff on individual educational teaching programmes, and provide individual help for specific pupils at SEN Support. The LSS teacher (Mrs Amanda Lane) plans an individual education plan for each child along with the teacher and SENCO.

The LSS provide advice and strategies to help with a child's learning difficulties and these are reviewed and evaluated at least every six months, with both the class teacher and the SENCO.

Educational Psychologist (EP)

Moss Hey receives three visits per year from our Educational Psychologist. The EP's work and support of the school involves:

- ❑ Assessment and monitoring of individual children
- ❑ Support to families of children with SEN
- ❑ Advice and support to SENCO and staff

The EP is trained in teaching and psychology and is able to give advice and guidance on development, learning, and behaviour to teachers, parents, and children. At the end of each session the EP records and discusses their findings with the SENCO, class teacher and, in many cases, the parents of the child concerned. Written confirmation will be sent to all these parties of the EP's findings and the SENCO and EP will then focus on plans for the next visit

School Nurse

It is the nurse's role to check the health of the children at different stages and to check their growth, development, hearing and eyesight. She is the most accessible health professional for advice to the children, parents or staff. She knows how to contact colleagues in the Health Service who can help with varying problems.

Educational Welfare Officer

It is the aim of the E.W.O. that all children of compulsory school age within our designated area are receiving education according to their age, ability, and aptitude, either at school or elsewhere. On her visits she will study the attendance register and may consult with the head-teacher and SENCO as to any problems with individual children or families.

Child Development Unit

This is a multi-disciplinary team from Health Education and Social Services who provide the service for the diagnosis and treatment of children with SEN and their families.

Education Service for the Sensory Impaired

This incorporates services for hearing and visually impaired.

Physiotherapist

This service deals with the children with physical disabilities and problems with motor control and balance.

Occupational Therapy

This service deals with physical disabilities and motor difficulties. They assess problems of physical and psychological origin and offer advice and help to school staff, families and their children.

Speech and Language Therapy

This service provides assessment, diagnosis, treatment and advice covering language disorders. These may include articulation, language development, cleft palate, swallowing, and other common problems.

Child and Adolescent Mental Health Service.

This service helps children and adolescents with emotional and behavioural difficulties or those who may be suffering from a psychiatric disorder.

Resources

We help SEN children by providing teaching assistants (TAs) for all teachers and children. This is either funded through the budget or LEA.

Resources have been purchased for SEN children. These include multi-sensory teaching equipment, reading material and ICT equipment and programs.

The fabric of the building has been developed and provides a number of areas for smaller group work. Facilities for the disabled are monitored and provision made through the School Development Plan.

Admissions of Pupils with SEN

The admission of children to Moss Hey is always undertaken with the school's Mission Statement at heart. If a child with SEN fulfils the admission criteria, and his/her parents wish that child to attend, we will attempt to serve the needs of that child where possible.

Pupils with an Education, Health and Care Plan

Resources for these children in Stockport are allocated centrally. They include finance for classroom assistants where appropriate, and/or staff from the Learning Support Service (LSS). In addition, pupils may receive support from other agencies specified in their Education, Health and Care Plan. Families can request a proportion of their personal budget to be issued as a direct payment to enable the family to purchase that support themselves

Pupils with SEN who do not have an Education, Health and Care Plan

For these children, time in the classroom is organised in such a way that they receive the maximum amount of adult support available. Children who are on the SEN register may receive help from the external specialist services relevant to their needs. This support may come from the LSS, peripatetic teachers of the hearing or visually impaired, the Education Psychology Service, child health or Social Care.

Governing Body Monitoring of Children with SEN at Moss Hey

There are regular monthly meetings between the SENCO and SEN Governor Mrs. J. Longbottom to discuss the children on the schools SEN register, resources, outside agencies and other issues. The head teacher keeps the Governing Body informed of the provision for, and progress of, children with SEN in the termly Head teacher's Report to Governors.

Arrangements for Complaints.

Our complaints procedure follows the LEA guidelines. Such is our partnership with the children and parents, we would hope that all concerns would be dealt with at an early stage. (*Ref: Complaints Policy*).

In-service Provision

As a school we consider it important that all involved with SEN in our school, the Governors, teaching and non-teaching staff, are provided with adequate in-service training. This is on-going and aspects of such training will be highlighted in the School Development Plan, SEN Action Plan, and staff meeting minutes.

Links with other schools

The SENCO has developed links with Bramhall High School's SENCO and they attend transfer reviews.

Summary

All involved with Moss Hey realise the responsibility we have when working with a child with SEN. Each child with additional needs in this school is valued and catered for in all aspects of school life because we appreciate the right of the child to have access to a curriculum that is appropriate to them.