

At Langford Primary School we have agreed to the following definition of Special Educational Needs:

A child has a special educational need if he or she has a learning difficulty, which calls for special educational provision to be made for him or her.

A child has a learning difficulty if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age
- b) Has a disability, which either prevents or hinders the child 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

We also aim to take into account a child's individual needs where he or she may require special provision for having learning abilities, and strengths, which are above the majority of children of the same age.

Guiding Principles:

- * Langford Primary School aims to build an ethos through which all pupils are valued and which celebrates diversity of experience and achievement
- * Provision for Special Educational Needs (SEN) is a whole school/whole staff responsibility and all pupils are entitled to experience the same curriculum and to have equal access to all the experiences and activities provided by the school.

The purpose of a whole school policy on SEN is to ensure that:

- * There is whole school agreement and clarity on procedures and practices
- * All staff are clear on the aims and objectives of the school's approach to SEN
- * The responsibilities of designated SEN staff are made clear, along with those of the Head teacher and Governors, in the light of the 2002 Code of Practice
- * Mechanisms for evaluation of SEN provision are established with reference to the requirements of the 2002 Code of Practice.

Our policy also aims to reflect the key changes of the SEN Green paper, through acknowledging how points will impact on our practise. In our actions we will be following the suggestions of:

- A single assessment process to construct the 'Education, Health and Care Plan' which will replace statutory assessment and statementing
- A greater role for the voluntary and community sectors
- Single, flexible assessment in child protection cases
- That there will be a simple, short non-statutory pro-forma for annual review reporting
- Changes to school performance information
- Removal of the bias towards inclusion with the prevention of the unnecessary closure of special schools
- The Achievement for All programme to be more widely adopted with increased emphasis on teacher knowledge and awareness
- School Action and School Action Plus to be replaced by one category
- Local 'Health and Wellbeing boards' to be developed

The school's objectives are to:

- * Promote equal opportunities for all children whatever their gender background, race or abilities
- * Establish clear structures and whole school procedures based upon the 2002 Code of Practice, along with a system of record keeping and mechanisms for monitoring and evaluation.
- * Develop whole school identification and assessment procedures that will lead to appropriate planned intervention. This may include learning programmes for individual children, small groups and/or whole class
- * Establish a staffing structure with clear lines of responsibility for SEN
- * Establish a clear structure of on-going support and training for teachers and the school's SEN support staff
- * Find effective ways of informing and consulting with all parents about SEN in the school, and for supporting and working in close partnership with those parents who have children with special educational needs
- * Ensure that current resources are employed to provide a range of support that is able to match children's individual needs as far as possible
- * Provide equal access for all children to the whole curriculum, including the National Curriculum.
- * The school recognises the importance of working in partnership with

Parents, in order to identify pupils with SEN and carry out effective intervention. The school aims to respond efficiently to parental concerns regarding their child's individual needs and act upon these appropriately.

How pupils with SEN engage in the activities of the school together with pupils who do not have special educational needs:

- * All pupils at Langford are able to take part in the everyday life of the school; this includes all assemblies, outings, swimming, playground activities and sports activities.

The responsibilities of the Governing body are:

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensure that, where the 'responsible person' – the head teacher or the appropriate governor – has been informed by the LEA that a pupil has special educational needs, those needs are made known to all who are likely to teach them
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- consult the LEA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the educational provision their learning needs call for, and the efficient education of the pupils with whom they are educated and efficient use of resources
- report to parents on the implementation of the school's policy for pupils with special educational needs
- have regard to this Code of Practice when carrying out its duties toward all pupils with special educational needs
- ensure that parents are notified of a decision by the school that SEN provision is being made for their child.
- they are fully involved in developing and monitoring the school's SEN policy
- all governors, especially any SEN governors, are up-to-date and knowledgeable about the school's SEN provision
- SEN provision is an integral part of the school development plan

- the quality of SEN provision is continually monitored.

How the governing body is able to evaluate the success of the education that is provided at the school to pupils with SEN:

- * Monitor the SEN register at the end of every school year.
- * In consultation with the SENCO regularly monitor progress of pupils who have Individual Education Plans and the review procedures.
- * Monitor that statutory requirements are being met in accordance with the 2002 Code of Practice.
- * Consult with parents and regularly evaluate the school's formal complaints procedure
- * Evaluate the effectiveness of the SEN policy in the context of the whole school development plan.

The responsibilities of the Head teacher are:

- * Regular liaison between, Governors and SENCO.
- * Formal update on SEN register to be given to Head teacher by the SENCO at the end of every school year.
- * Head teacher and governors to develop an understanding of their responsibilities and the requirements of the 2002 Code of Practice, in order to ensure informed and active involvement.
- Head teacher to develop effective avenues of communication between the school and Parents, in which the Head teacher, Governors and SENCO have full involvement.

The school's Special Needs Coordinator (SENCO) is the named person responsible for coordinating the day-to-day provision of education for pupils with special needs within the school. She is responsible for:

- * The development of a whole school SEN policy
- * The day-to-day operation of the SEN policy
- * Whole school inset and staff development in the area of SEN
- * Managing the on-going support, supervision and training of the school's SEN support staff.
- * Liaising with and advising colleagues.

- * Coordinating provision for all pupils with SEN
 - * The organisation and provision of SEN resources and materials, within the school's current SEN budget.
 - * Carrying out assessments, drawing up Individual Education Programmes and setting learning targets, in consultation with class teacher and parents.
 - * Maintaining the school's SEN register and overseeing records on all pupils with special educational needs.
 - * Monitoring the implementation of Individual Education Programmes and managing periodic reviews.
 - * Planning individual learning programmes for statemented pupils with class teacher, SEN helper (where appropriate), and parents. Monitor learning targets and objectives, and organise statutory Annual Reviews.
 - * Establishing effective mechanisms for parental involvement and information sharing, including the implementation of home/school programmes where appropriate.
 - * Overseeing and coordinating outside agencies (ie, Behaviour Support Team)
 - * Liaising with external agencies i.e. Educational Psychology, Educational Welfare, Speech and Language Therapy, Child Guidance, Medical Services, Learning Support Service. Coordinating the work of Learning Support teachers employed by the school on service level agreements.
- Recording the impact of different interventions on targeted SEN pupils over time.

The responsibilities of the Teachers are:

- To liaise with the SENCO and Head teacher regarding SEN matters
- To liaise with special needs support assistants
- To liaise with parents regarding the SEN of their children
- To be involved in the development of the school's SEN policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN
- To provide a broad and balanced curriculum for all pupils
- To organise and provide appropriate resources to meet the needs of SEN pupils

- To meet the needs of SEN children through, clearly differentiated planning, implementing and reviewing IEP targets, documented in weekly plans, to reduce the numbers of School Action and School Action Plus on the SEN register.
- To liaise with outside agencies.

The responsibilities of the SEN support staff are:

- To liaise with the class teacher regarding SEN matters
- To liaise with the SENCO and Head teacher
- To plan and implement IEP targets in consultation with the class teacher
- To review IEP targets and document observations on the Special Needs Support Assistant termly progress form
- To provide resources matched to meet the needs of SEN pupils
- To make sure teaching assistant are deployed to mainly support the learning potential of different groups of SEN pupils.

The responsibilities of Parents are:

- To liaise with the SENCO or Head teacher, regarding any concerns of special educational needs and their child(ren)
- To follow the communication procedure for informing the school of their child(ren) special educational any concerns – first contact the class teacher, then the SENCO and Head teacher if there are continued concerns
- To support and follow up IEP targets agreed by the school, outside agencies, parents and pupils
- To be actively involved in the school and parents partnership

Langford recognises the importance of working in partnership with parents in order to offer quality provision in the area of SEN.

The SENCO aims to develop effective mechanisms for parental involvement and the sharing of information. Currently we are carrying out the following:

Informing parents when difficulty(ies) are first identified by the class teacher.

Responding to any concerns raised by parents by arranging meeting with Head teacher and/or SENCO.

Informing parents when their child is part of a Pupil Review meeting and arranging follow-up meetings with parents/s.

Informing parents of implementation of Individual Education Plans at Early Years or School Action stage .

Involving parents in reviews of I.E.P.s where possible.

Where a child is statemented, informing parents of additional support i.e. teacher and/or primary helper support, inviting parent/s into school to meet person/s working with their child, informing them of learning programmes/s, and inviting them to statutory annual reviews.

The SEN coordinator aims to provide advice, support and relevant information to parents and is available to discuss any concerns. Currently we are able to offer a confidential area for meetings.

The responsibilities of the pupils are:

- To be actively involved in planning, implementing and reviewing their IEP targets
- Pupils will take ownership of their learning through recording on target sheets the dates they achieve a target
- Pupils to work in partnership with the school in carrying out their targets, in order for them to increase their ability to succeed.

Ways in which pupils with SEN are identified and their needs determined and reviewed:

* The school recognises the importance of the early identification of special educational needs. We are currently improving our data gathering for the Foundation Stage in order to establish more effective procedures for information gathering between home and school. This will enable the child's individual needs to be recorded and monitored on school entry.

Early identification procedures are:

- Teacher to note any concerns or observations on Langford Primary Referral form to SEN Register

- Meet with parents and SENCO to discuss concerns, documented on the SEN Parental interview form
- Child put on SEN register if appropriate at Early Years or School Action
- IEP targets planned and implemented for a set period with the consultation of pupil, parents, teacher and SENCO

Monitoring the Impact and Assessment of Whole School Interventions

- The SENCO, English Coordinator and Assessment Coordinator, alongside teachers monitor half termly and termly the progress of SEN pupils and all pupils.
- Continuous monitoring of Whole School interventions such as Read Write Inc Phonics, Optional SATs and End of Key Stage Stage SATs, as well as writing samples for Big Write.
- Setting targets of high expectations for SEN pupils and collecting evidence of their progress and all pupils.

IEP description

An Individual Education Plan should consist of strategies employed to enable the child to progress.

An IEP should contain:

- short term targets
- success criteria
- teaching strategies
- provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when IEP reviewed)

The same applies to Group Education Plans (GEP), where children with the same needs are grouped together and a GEP is planned and implemented.

- Progress or 'inadequate progress' reviewed and documented on IEP, after review date.
- The school aims to carry out once a term I.E.P. reviews on all SEN pupils.
- If the child has made enough progress, where they are achieving the average level descriptor for their year group then with consultation of the SENCO and parents they may be taken off the SEN register.

If 'inadequate progress'

- 'Inadequate progress' termed as falling considerably behind other pupils.

If the above is the case then the child is moved to Early Years or School Action Plus, referrals are made to the Education Psychology Service for advice or other outside agencies if the special need is more specific ie the speech and language therapy service if language skills are delayed.

- The LEA descriptors for pupils at School Action Plus are also used to monitor progress among SEN pupils.

Statutory Assessment

A Statutory Assessment is requested if unsatisfactory progress has been made, after joint action plans and individual educational plans, seeking Educational Psychology advice, or other outside agencies have been unsuccessful.

A **Statement** is put in place, involving extra funding for additional support (ie more staff or resources to meet a child's special educational need). Langford Primary School recognises and has implemented the LEA changes to the Statementing process. Whereby, previous banding for funding (4, 5 and 6 are no longer allocated Statement status. This has been replaced by decoupled funding.

This is funding based on the numbers of children on the SEN register at School Action and School Action Plus Stage.

An **Annual Review** is carried out within the year of a statement being issued.

If a child has a statement still in Year 5 an annual review in consideration of Secondary transfer takes place during this period to ensure the provision needed to meet a child's needs are in place by the time he or she starts Secondary School.

If adequate progress is made, statements are discontinued, support and monitoring carries on within the school.

The use made of teachers and facilities from outside the school, including links with support services for SEN:

The school has developed a wide range of links with outside agencies, these include:

- * School Outreach Services
- * Educational Psychology
- * Educational Welfare Service
- * Speech and language Mainstream School's Service
- * Specialist teachers for Hearing, Visual, Language Impairment,

centrally funded as part of Hammersmith and Fulham's Learning Support Service.

- * Counselling and family therapy agencies
- * School Medical Service
- * Volunteer Reading Service

The SENCO is continually developing links with voluntary agencies and parent support groups in order to make this information available to parents.

We aim to make Langford's SEN policy an on-going and working document.