



# **Special Educational Needs Policy**

## **Our Mission Statement at Clifford Road**

*“Celebrating Achievement in all”*

### **Ethos**

*At Clifford Road we want to encourage and develop a love of learning for our pupils that will stay with them throughout their lives.*

*Our aim is that they are healthy and safe, that they enjoy and achieve in all that they do and that they make a positive contribution to society and have success in the future.*

*This is underpinned by our belief that all children should be valued and treated fairly and consistently regardless of their ability. Personal, social and health education run throughout our school and together with Special Educational Needs form the building block that moves our school forward*

*At Clifford Road we aim to promote equality and tackle any form of discrimination and actively promote harmonious relations in all areas of school life. We seek to remove any barriers to access, participation, progression, attainment and achievement. We take seriously our contribution towards community cohesion.*

### **What ‘Special Educational Needs’ Means**

The term 'Special Educational Needs' (SEN) has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age.

Many children will have SEN of some kind at some time during their education. Help will usually be provided in their ordinary, mainstream early education setting or school, sometimes with the help of outside specialists.

If your child has Special Educational Needs, they may need extra help in a range of areas, for example:

- Schoolwork
- Reading, writing, number work or understanding information
- Expressing themselves or understanding what others are saying
- Making friends or relating to adults
- Behaving properly in school
- Organising themselves
- Some kind of sensory or physical needs which may affect them in school

From: [www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/SpecialEducationalNeeds](http://www.direct.gov.uk/en/Parents/Schoolslearninganddevelopment/SpecialEducationalNeeds)

**From 1<sup>st</sup> September 2014, the SEN reforms mean that Special Educational Needs will no longer be classified under the headings of School Action and School Action Plus. Statements will also be changed to EHC Plans, however this will be done over time.**

The needs of the children previously on School Action are able to be met through Quality First Teaching. They will continue to be monitored carefully and where needed, will receive support/interventions within small groups both in and out of the classroom where specific needs have been identified.

#### **Additional Needs:**

If adequate progress is not made after a substantial period of intervention and review, the teacher in consultation with parents/carers, may conclude that further support and advice is needed. This can be from outside professionals, such as Speech and Language Therapists, Educational psychologist, Occupational Health. Following advice a One Page Profile will be created to support areas of need.

#### **Statement/Education Health Care Plan (EHC Plan):**

If a child's needs are severe or complex then a referral for statutory assessment may be made to the LEA. If the criteria is met then a statement of Special Educational Needs is issued by the LEA. Advice and information are submitted by the school, parent/carers and outside professionals and a decision is made by the LEA as to what additional support a child needs. Statutory assessments submitted from September 2014 that are agreed will result in an EHC plan.

Children that currently have a Statement will be gradually changed over to an EHC plan by the LEA on a rolling programme over the next three years.

#### **Our Aims**

The aims of our Special Educational Needs Policy are to ensure that:

- We create an environment that meets the Special Educational Needs of each child
- We give all children equal access to the curriculum and extended schools, ensuring each child's achievement is valued
- We identify pupils requiring Special Educational Needs as early as possible
- We ensure parents are kept fully informed of their child's progress and are involved at every stage
- We make clear the expectations of all partners in the process
- We involve the relevant external agencies in the provision of pupils with a Special Educational Need
- We give our children a voice in this process

#### **Roles and Responsibilities**

##### **SENCo:**

The Special Educational Needs Co-ordinator is Claire Ruiz.

The Special Educational Needs Co-ordinator is responsible for:

- The day to day running of the SEN policy, in conjunction with the Head teacher
- Updating and maintaining the SEN register

- Co-ordinating the provision for children with Special Educational Needs
- Co-ordinating the administration of the systems for identifying, assessing monitoring and record keeping for children with Special Educational Needs
- Liaising and supporting other members of staff
- Liaison with outside support services and agencies including the Educational Psychology Service, Advisory teacher services, Speech and Language Support etc
- Assisting class teachers in drawing up One Page Profiles in consultation with other staff members and parents
- Maintain close links with all parents of children with Special Educational Needs
- Co-ordinate Annual Reviews for children with statements and EHC Plans.

### **Head Teacher:**

The Head teacher Steve Wood is responsible for:

- Overseeing and assisting with the efficient implementation of the SEN policy
- The allocation and effective use of the SEN budget
- Informing the Governing Body of SEN provision

### **Governing Body:**

The named Governor for Special Educational Needs is Judy Palmer.

- The Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with Special Educational Needs
- The SEN Governor ensures that all Governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel

### **Class Teacher:**

The class teacher's Special Educational Needs responsibilities are to:

- Be aware of the school procedures for identification, assessment and subsequent provision for SEN pupils
- Liaise with the SENCo to decide the action required to assist the pupils to progress
- In collaboration with the SENCo, develop One Page Profile's for children with Special Educational Needs
- Work with the SENCo to collect information on the pupil
- Work with the pupils to produce the One Page Profile's
- Contribute to the reviewing process: One Page Profile's, statements etc

### **Process of Special Educational Needs Provision:**

#### **Classroom Differentiation:**

The class teacher identifies and consults with the SENCo; intervention should be through usual class differentiation. There may be additional support in class by a teaching assistant. In some cases there may be periods of withdrawal to work one to one or in a small group with a teaching assistant or the SENCo.

The SENCo takes the lead in gathering information and co-ordinating the provision in the school, intervention is additional to or different from those provided as part of the school's usual differentiated curriculum; strategies used to enable the child to progress will be recorded in One Page Profile's

### **One Page Profile**

A one-page profile is a summary of what matters to a child/young person and how to support them. It is the starting point to build and develop the production of a person-centred plan. They can be used at any time to support the child/young person to ensure their voice is heard. They provide a route for parents/carers to share their knowledge/expertise on how best to support their child. One Page Profiles can inform person-centred planning and enable outcomes and targets to be more meaningful to the child/young person. They can be used to share information between staff/other professionals and they are the earliest opportunity for getting the child's/young person's voice in the statutory process, as well as being a useful document to develop with the young person throughout their education to enable greater understanding across all adults who work with them. One Page Profiles must be included in any requests for a statutory assessment.

One Page Profiles are completed under three heading with the child. These headings are:

- What others like and admire about me.
- What is important to me.
- How best to support me in school.

These are updated and reviewed termly, with any new information being added or information no longer relevant removed.

### **Additional needs:**

The teacher and SENCo are supported by outside agency involvement, intervention is through the specialist advice in assessment, monitoring and the development of One Page Profiles..

### **School Request for Statutory Assessment:**

The SENCo with advice from specialist advice and the class teacher will ask the LEA to consider the need for statutory assessment and the LEA may order a multi-disciplinary assessment.

### **Statement of Special Educational Needs/ EHC Plans:**

The LEA may issue a formal statement for an Education Health Care plan. (EHCP)

The LEA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this. A new process for this is to produce EHC Plans has been proposed by the LEA and will be reviewed regularly to ensure the needs of the children are being met.

### **Reviewing a Statement of Special Educational Needs/EHCP :**

Statements and EHCP's are reviewed annually at an Annual Review meeting.

This is a formal process to make sure all parties involved with a child, monitor and evaluate the continued effectiveness and relevance of the provision set out in the statement.

The annual review is in four parts:

- Collection and collation of information
- Annual review meeting

- SENCo/Head teacher's report of the annual review
- LEA reviews the statement in light of the school's report of the review meeting, and decides whether to keep the statement as it is, amend the statement or cease to maintain it

It is recommended that the review meeting is held at the school and be chaired by the head teacher / SENCo. The following people should be invited to be present and provide information for the review:

- Parents
- Class teacher
- Teaching assistants if possible

Where appropriate:

- Representatives from the health service
- Representatives of social services
- Other closely involved professionals
- In the year of transfer – a representative of the receiving school

If it is not possible for them to attend the meeting they should be asked to provide written advice for consideration at the meeting.

The annual review meeting should address the following:

- What are the parents' and pupil's views of the past year's progress and their aspirations for the future?
- What is the school's view of the child's progress over the past year? What has been the child's progress been to meeting the overall objectives of the statement? What success has the child achieved in meeting the targets set?
- Current assessment levels including the most recent end of key stage assessment in reading, writing and maths
- Comment upon continuing difficulties, noting successful strategies
- Have there been significant changes in the child's circumstances that effect his or her development?
- Are there any changes in the child's Special Educational Needs?
- Are there any changes in requirements for equipment, aids and access?

**A new format has been introduced for the documenting of the annual reviews, which still covers the above. These forms will be used from September 2014 as the transition from Statements to EHC Plans begins to get underway.**

### **Parental Request:**

Parents may ask that the LEA conduct a statutory assessment under section 328 or 329 of the Education Act 1996.

See *Appendix 1* for Flow Chart of Special Educational Needs action.

### **Referral by Another Agency:**

Health services and social services departments may draw children to the LEA's attention.

Assessment leading to a statement is a multifaceted process and should take a maximum of three months to issue and then must be reviewed annually and when the child is transferring schools.

If a statement is issued, targets will be set that address the areas of concern on which the extra provision will be based. This can be in terms of a Support Teacher who will work with the school, parents and child, in a joint partnership, to produce One Page Profile's, plan work and teach specific areas. Extra provision is totally dependent on the individual child's needs and is organised to best address these.

### **Transition Arrangements:**

Specific links are maintained with Copleston High School to which the majority of our pupils transfer. The SENCo and liaison staffs from Copleston meet with our SENCo and Year 6 teachers in the Summer Term. In the case of statemented children, SEN staff are invited to the final annual review which should take place in the Autumn term. Where children transfer to other schools, contact is made with the SENCo of the receiving school.

### **Resources:**

- A proportion of our budget is allocated for resources, which include identified materials for use to support children who need additional or different activities to aid their learning
- The provision of additional support is made as appropriate from the delegated SEN budget
- We intend to develop our resources to support children with Special Educational Needs that link with priorities stated in the school's development plan
- We have a variety of books, equipment and materials available for children with Special Educational Needs as well as various technological aids available to us when necessary
- Some additional funding is obtained from projects and Government schemes
- There are children with statements in our school for whom support is given through one to one Teaching assistant support, small group work in and out of the class. Where necessary additional resources and equipment can be bought or hired in to school
- We run a Gym Trail three mornings a week at the start of the school day. Children are selected termly for this, although some can remain on it if they have a specific need. The Gym Trail aims to develop and improve the children's gross and fine motor skills
- As part of our cluster pyramid, we employ a Speech and Language Therapist to work in our school. She visits every half term to assess and review children. The Speech and Language TA visits the school every week to deliver the care plans for each child. She also works with one of the schools TA who then sees all the children on the Speech and Language caseload each week to continue working on the targets within the careplan.

### **Partnership with Parents:**

The school has set up a parent's council and regular parent forums are held for any parent who wishes to attend. The topic of these can be any issue relating to school, including SEN. We aim to use the SEN forums to discuss issues any parents have, to share the SEN policy and the SEN action plans.

We aim to involve parents in the process of producing One Page Profiles holding a consultation with them prior to parents evening to discuss the targets set, the progress of the child and new targets to be given.

### **Pupil Participation:**

Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken in to account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.

Pupils participate where possible, in all the decision making processes, including discussing their One Page Profiles, giving their views of their learning in preparation for an annual review meeting for a statement.

We encourage pupils to participate in their learning by:

- Asking them what they enjoy and find difficult
- Asking them what activities help them learn the most
- Involving the children with setting their targets for learning
- Giving them opportunities to have time to talk to teacher/SENCo about any concerns or worries they have

### **Professional Development:**

We have regular staff meetings where any SEN issues can be discussed. These can be related to specific concerns relevant to the needs identified or keeping staff up to date with information and legislation. The SENCo attends relevant training and disseminates the details to all the staff as appropriate or individuals can access training that is necessary for their professional development.

### **Monitoring and Reviewing:**

The SEN policy is subject to a regular cycle of monitoring, evaluation and review. The SEN policy should be read alongside the behaviour and equal opportunities policy as they are directly linked. The SENCo ensures that all appropriate records are kept and available when needed. These are always available for parents/carers to see and can be a source of invaluable information for teachers in other classes/ the next school/ further educational establishments.

### **Procedures for Concerns:**

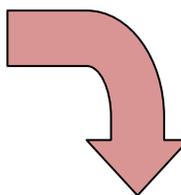
We endeavour to do our best for all children but if there are concerns we encourage those concerned to approach the class teacher in the first instance, the SENCo, the head teacher or the SEN Governor and a response will be made as soon as possible.

**Please note that due to the changes as a result of the new Code of Practice, this policy will continue to be updated and amended.**

Agreed by the Governing Body: May 2017  
To Be Reviewed: May 2018

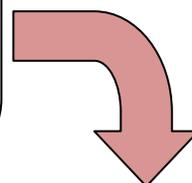
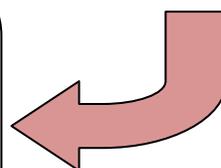
## Special Educational Needs Flow Chart

**Teacher/parental concern** - The class teacher or you as a parent may have a concern that your child is struggling in a particular area. Differentiation of classroom activities or small group work on a focused activity usually solves the problem.



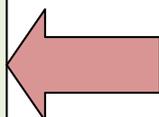
If a teacher identifies a child who may have Special Educational Needs it may be necessary to develop a One Page Profile. This means working with the child to map out their strengths and weaknesses and who works well for them.

**SEN Support** - If adequate progress is not made after a substantial period of intervention and review, the teacher in consultation with parents/carers, may conclude that further support and advice is needed. This can be from outside professionals. The child will be discussed at the next termly SEN planning meeting and a date will be booked for an advisory teacher to complete an assessment of the child. A new IEP will be drawn up from this advice.



### Who might come in to assess my child?

- Educational Psychologist
- Speech and Language therapist
- Alderwood Pupil referral Unit (K.S 2)
- Firstbase Pupil referral unit (K.S 1)
- County Inclusive Support Service
- School nursing service



**Statements/EHC** - If a child's needs are severe or complex then a statement of special educational needs may be issued by the LEA. The school will initiate this and send off initial assessments. Parents will be contacted by the LEA for their views. If the LEA decide to proceed with an EHC Plan, advice and information are submitted by the school, parent/carers and outside professionals and a decision is made by the LEA as to what additional support a child needs. This can take up to six months.

### Where else can I go for help?

**Children in divorce and separation 01473 232009**  
**Parent Partnership**  
**Parent Support advisors**  
[Gill.Francis@cyp.suffolkcc.gov.uk](mailto:Gill.Francis@cyp.suffolkcc.gov.uk)  
**Mob: 07595 088 143**