



Culmore Primary School

SEN Policy

School Profile

School:	Culmore Primary School
Tel Number:	02871 351259
Number on roll:	71
Number on SEN register:	18
Principal:	Mrs Clare McMenamin
SENCO:	Miss Annette Wilson
SEN Governor:	Mr Philip O'Neill

Culmore Primary School Special Needs Policy

This policy was developed in accordance with WELB CASS guidelines on Code of Practice and SENDO and has been approved and agreed by our staff and Board of Governors.

It reflects and guides current practices in Culmore School for children with Special Educational Needs/Disabilities.

The policy was last reviewed June 2014

At Culmore Primary School we strive to respect the experiences, knowledge and cultural diversity that every child brings to school. The very structure of our Staff, Board of Governors and pupils reflects a multi-cultural ethos.

At Culmore Primary School, children come first and our priority is to deliver high quality teaching and learning through the whole curriculum whilst, at the same time, providing rich and truly enjoyable learning experiences for our community of children. Everything we do, as a school, is to ensure that the children achieve their very best.

We want every child to be successful, to aim high from the very first day they join us and throughout their school lives so that, when they leave us, they have a love of learning for the rest of their lives. It is our duty to provide each pupil with a bright, stimulating learning environment which is conducive to all aspects of their learning. We want all children to have the opportunity to express, and celebrate, their individual talents.

We value each child's voice and feel that is important to ensure that they are listened to and have the opportunity to contribute to school life.

Rationale

In line with SENDO all staff in this school believes in an inclusive ethos and that every pupil has an entitlement to develop their full potential while being educated alongside their peers. Educational provision in this school addresses particular learning difficulties/ differences/ disabilities, as well as facilitating the efficient education for other children with whom they are educated, whilst ensuring efficient use of resources.

We provide educational experiences which develop all pupil's achievements and recognise individuality. We value diversity and embrace it to support the learning of all.

As an inclusive school we work towards identifying and minimising the barriers to learning and provide equal opportunities for all. We provide a broad, balanced, relevant and appropriately challenging curriculum suitably differentiated to meet individual needs.

We are positive and proactive in our approach to inclusion, and to this end inclusion is part of our overall improvement strategy and included in our school Development Plan and our current SEN Action Plan. We continually reflect on our practices and engage in self evaluation to ensure optimum provision.

Principles

The Principal, Staff, and Governors at Culmore Primary School are committed to the integration of children with Special Needs.

We aim to

- ensure implementation of SENDO and encourage inclusive practices/ procedures across all areas of school life.
- provide access to a broad and balanced curriculum but also to offer small group support or individual help where children have specific needs.
- develop pupil's full potential socially, emotionally, intellectually and physically.
- set suitable learning challenges and provide appropriate teaching strategies.
- develop an ethos of care, empathy and understanding. This is essential when dealing with children with special needs who may have low self-esteem.
- provide classroom environments conducive to learning.
- identify barriers to learning as early as possible.
- involve parents and pupils as partners
- ensure a child with a disability in this school is not discriminated against/or in any way disadvantaged, victimised or treated less favourably in comparison to those who have no disability.

The Board of Governors is responsible for the implementation of SENDO and of this policy.

Each class teacher is responsible for meeting the needs of children in their class.

Advice and support can be sought from our SENCo, Miss Annette Wilson.

Details of the SENCo's duties are attached in appendix.

Admission arrangements

All admissions to the school are based upon the school's 'Admission Policy'. There is no differentiation made between pupils with or without special educational needs.

There is no special unit attached to the school.

Children experiencing difficulties will be supported within the classroom by their class teacher, and may sometimes be receive further support through withdrawal for specialist support. (This may be provided by outside agencies eg reading centre, speech and language therapy, counselling and extra school support).

Where necessary additional support and advice maybe provided by the educational psychologist, the speech and language unit, school nurse or the SENCO. Although there is no special unit the school is well resourced and provision ie disabled toilets and ramps and door access, has been made for the disabled.

The ICT suite is used for part of the week as an additional teaching area.

Identification/ Assessment

All staff in Culmore Primary School are responsible for the early identification of children with SEN using their own observations, experience, professional judgement and testing as well as information gained from parents, previous teachers, external agencies etc. Staff are aware of the 8 categories of SEN referred to in the Code of Practice.

Meetings which need to be held in regard to SEN can be arranged with the SENCo. This may entail sharing expertise and training, discussing IEPs, and prioritising available resources.

Culmore Primary school has put in place a system of annual Norm Referenced Testing:

Year 1 – BPVS (October),

Year 2 –Teacher assessments, observations

Year 3 – PTM, NFER Mental Maths, Parallel Spelling, PTE, NRIT Test

Year 4 –PTM, NFER Mental Maths, Parallel Spelling, PTE, CAT

Year 5 – PTM, NFER Mental Maths, Parallel Spelling, PTE

Year 6 - PTM, NFER Mental Maths, Parallel Spelling, PTE, CAT

Year 7 - PTM, NFER Mental Maths, Parallel Spelling, PTE

These Test results are collated annually into class screens. Test results are analysed to identify children whose performance may be inconsistent or low. Further diagnostic tests may be administered to some children. Children may then be placed on the SEN register after thorough analysis, consultations with parents, other teachers, and on class teacher's observations so that appropriate provision can be put in place. As soon as a child has been identified as having a SEN the parents are invited into school to discuss the child's needs with the teacher and an initial record of concern is completed and given to the SENCo. Other children whose performance is borderline are highlighted so that their progress can also be monitored. Our SENCo meets termly with class teachers to monitor children's progress.

The SEN register is reviewed regularly by our SENCo and class teachers and children are moved between the stages (and on/off register) as appropriate.

Monitoring record keeping and evaluating Progress

Roles and Responsibilities

Board of governors

The Board of Governors has the overall responsibility for monitoring SEN and the implementation of SENDO. They have a representative who has undergone training in this area. They liaise with WELB and ensure recommendations for accessibility to school premises are put in place.

Principal

The Principal reports regularly to the Board of Governors on issues pertaining to SEN/ disability. The Board of Governors include a section specifically relating to this in their annual report in accordance with statutory requirements.

The Principal has responsibility for monitoring the application and success of this policy and the effectiveness of current provision through meeting regularly with the SENCo, examining evidence of pupil's work, devoting staff meetings /training days to reflect on, and evaluate, current practices so that we can plan for improvement.

SENCo

It is the SENCO's responsibility to:

- collect and collate all available material and information held by the school. They may also undertake or arrange further assessment.
- must monitor the work of the class teacher, to ensure that an appropriate IEP has been formulated, and resources are available.
- attend review meetings, and inform parents of Partner Partnership services.
- ensure that there are adequate resources to meet the needs of all pupils experiencing difficulties.
- provide advice and support to the class teacher, and contact outside agencies for advice if necessary.
- arrange additional support where appropriate, and as the budget allows.
- decide, in conjunction with the class teacher and parents, that the child no longer requires School Action, or needs to move onto stage 3 where the child is referred to the Educational Psychologist.
- inform the school and the parents of the decision to move to refer the child.
- be responsible for all relevant paperwork for external agencies etc.

- liaise with outside agencies to provide support and advice for the pupil, parent and teacher.
- be responsible for the IEP in association with any outside agencies.
- continues to monitor all paperwork and work files etc.
- make the decision to proceed to request formal assessment, in consultation with the Principal and outside agencies, where necessary.
- make a request to the WELB to consider the need for statutory assessment if the child fails to progress sufficiently. This is stage 4 on the SEN register.

The WELB considers the need for a statement of Special Educational Needs, and if appropriate, make a statement and arrange, monitor and review provision. This is stage 5 on the SEN register.

Class Teachers

- The Class Teacher is responsible for monitoring the progress of all children in their class including the child on the SEN register. He/she liaises closely with the SENCo to ensure appropriate provision. Differentiated provision is provided at stage 1 and IEP's at stages 2-5.
- Where appropriate, recommendations from Educational Psychology reports and statements of educational needs and reports from other agencies are used to guide target setting.
- One IEP per term is drawn up in consultation with the pupil and the parental and pupil input is made clear. An agreed format for writing IEP's are evaluated with pupils and parents at the end of each term. The class teacher keeps a copy of this IEP in the class file, which the SENCo copies for the office file and the SENCo's file.
- The class teacher monitors the child's progress using regular checklists, formative assessment, class tests, and end of year tests. The class teacher, with support from the SENCo and Principal, monitors the involvement of classroom assistants to ensure optimum support for the child with SEN/disability.
- Systems are in place to ensure the smooth transfer of children with SEN/disability to other schools, copies of appropriate records are sent and where possible the SENCo/ class teacher will communicate with the SENCo/ class teacher of the receiving school.

Individual Education Plans

Children identified as having Special Needs may have an IEP which will specify long term aims, but also give the child manageable targets. The child's class teacher will remain responsible for providing the child with appropriate differentiated work.

IEP's should give 3 achievable targets. The targets should be evaluated and, as a result of the evaluation, new or simplified targets should be given. The IEP should give information about the child's strengths and weaknesses, and how the targets may be achieved, and who will be responsible.

If a small group of children have similar needs, a Group Education Plan may be written, with targets for the group.

If a child fails to make adequate progress after two reviews, or if a specific problem is identified, appropriate action will be taken. This may mean calling in a Specialist e.g. the Psychologist, Behaviour Support Team, Hearing-Impaired Specialist Teacher, Visually Impaired Specialist Teacher etc, or simply updating the IEP with new targets. The IEPs will be written in September, January and March. The IEPs will be discussed with parents three times a year and more often if necessary: October February and April. The final IEP of the year will be evaluated in June.

The parents, Class teacher, Head teacher, SENCO and any Specialist involved may be invited to the Review. The child will be involved in the review process.

The SENCO will regularly monitor all of the children on the Special Needs Register. Regular testing is carried out in school for assessment purposes, and copies of all test results are studied carefully. If children are falling behind appropriate action will be taken. Sometimes this additional support may only be necessary for a short period.

Provision, management and review

In line with SENDO this school ensures that every child can access all aspects of school life and provision. The school will be directed by WELB in planning accessibility to the school building.

Although all classes are mixed ability, class teachers have the flexibility to set smaller ability groups within their class for literacy/ numeracy. Classroom assistants are provided when recommended by the WELB Special Education Department. Children's statements and are fully involved in the child's target setting, provision and review.

The school also facilitates therapists to work with disabled children. Systems are in place to ensure effective communication takes place between any external agency and the class teacher and appropriate records are kept. Therapists are welcomed to offer advice which will feed into teacher planning, assist with provision etc.

For those disabled children with wheelchairs, walking frames etc we take advice from the WELB Health and Safety Officer Mr Owen Doody. A range of extra circular activities are available at the school to ensure all children, including those with disabilities, are included.

The overall provision for SEN/disability is reviewed annually and a report submitted to the Board of Governors. As a result, provision is altered in line with pupils' needs, current staffing, funding and resourcing.

Liaison

In line with SENDO and the revised Code of Practice, partnerships with parents and external agencies are encouraged. Regular meetings take place between the SENCo/ class teachers and the SENCo/ Principal. Internal arrangements are in place to facilitate this. Records of all liaisons are kept by class teacher/ SENCo.

Parental Involvement

We aim to fully involve parents, and ask them to co-operate by hearing reading, helping with spellings and supervising homework. Parents are also strongly encouraged to keep in regular contact with the school regarding the child's progress. Formal meetings take place in October and February and written reports in June. In addition, class teachers meet parents to inform parents at Stage 1 and to discuss and review targets from Stage 2-5. Parents are encouraged to support their child's learning at home and are kept informed of the school policy and support services through parent/ teacher meetings. Parents can arrange to see a class teacher at any time.

If a parent has a concern regarding provision, in the first instance they are encouraged to work in partnership with the school to try and resolve the issue. Where no resolution can be reached parents are advised of the WELB information and advise service and of the DARS (Dispute, Avoidance, Reconciliation Service). This information is publicly displayed for all parents in the main corridor. A record of all concerns is kept by the SENCo and Principal. In line with SENDO we may, in certain cases, request a reassessment of the SEN of one of our pupils. We will only do this after lengthy collaboration with parents.

The school will co-operate in every way in the event of an appeal to the Special Educational Needs and Disability Tribunal.

Professional Development

The Principal oversees the professional development of all teaching staff and classroom assistants.

Staff are kept fully informed about SENDO, Code of Practice, WELB, national and regional initiatives. The Principal informs staff of the availability of training courses.

The Principal ensures that any staff member who requires it has essential and necessary training.

The Principal ensures that those attending courses disseminate and share their knowledge with other staff in the school. A record is kept of all staff training.

Resources

We aim to provide resources at the appropriate interest level, but also the correct reading level. We have added to existing resources, supplementing popular schemes, and investing in new material.

We are building up other resources such as games, recorded stories, sequencing activities, jigsaws etc. Children learn at different rates and in a variety of ways. We aim

to provide a multi-sensory approach to learning, especially for those children with a specific learning difficulty.

The allocation of funds for Special Educational Needs has equal status with other subjects. The Special Needs Co-ordinator in consultation with curriculum leaders usually selects the resources. Care is taken to ensure continuity across the Key Stages.

Review

This Policy is reviewed regularly.

Due to the changes from the new SEND Act the SENCo has been instructed by the Education Authority not to make changes until the new code of practice act is passed.