



SEN POLICY

COGNITA

POLICY FOR SPECIAL EDUCATIONAL NEEDS

1. Introduction

This document is a statement of the aims, principles and strategies for the identification and management of children with Special Educational Needs at Oakleigh House School. It is intended to provide a consistent framework and to ensure that all children have their needs met, allowing them to be challenged and work towards their full potential. It should be read in conjunction with the school's policies for teaching and learning as together, these form a statement of the principles underpinning all the work of the school.

Oakleigh House is a caring school where attention is paid to the planning of the curriculum, both to extend and to support the individual needs of pupils with identified learning difficulties within the mainstream setting. Admission of a pupil with Special Educational learning needs (SEN) is at the discretion of the Headteacher and may be reviewed after six months. Children entering the school will normally spend a day in the classroom with their year group and be assessed by the class/form teacher and/or other staff. This may involve the use of specific tests. The Headteacher will discuss the needs of the individual child with the school's Special Educational Needs Coordinator. If the school is able to meet those needs and the child meets entry requirements, then the child may be accepted.

2. Principles

We are committed to providing equal access for all children to the broad and balanced curriculum to which they are entitled. We welcome children with Special Educational Needs as part of our community. We recognise that we must consider the individual needs of all children when planning our curriculum and we aim to provide a curriculum which is accessible to the individual needs of our children. This document includes all Key Stages in the school.

To achieve this commitment:

- a) We aim to employ the best practice when devising support for SEN.
- b) We recognise a continuum of additional needs: any child may experience a special need at any stage of their education. Our aim is to raise the expectations and achievements of all children.
- c) Early intervention: We recognise the importance of early identification and assessment of children with Special Educational needs. We aim to address additional needs as soon as concerns are raised so that learning experiences are appropriate to children's current needs and future difficulties are minimised. We seek to develop practices and

procedures that are designed to ensure that all children's special educational needs are identified and assessed, with the curriculum being planned to meet their needs. We recognise that good practice can help prevent some special educational needs arising at all, and can minimise others.

- d) We recognise that responsibility for SEN is a whole-school issue and lies collectively with all staff, supported by the SENCO and the Senior Management Team. We aim to equip all staff to effectively meet a wide range of children's needs. Lessons provide differentiated activities to meet these needs and provide challenge.
- e) All children have a right to a broad, balanced and relevant education. We believe that SEN should be addressed by using a variety of groupings, settings and differentiation strategies to ensure full curricular access for all children.
- f) We believe in the involvement of the child and the importance of taking their views into account. They should be actively encouraged to participate in discussing the purpose of learning tasks, in personal target-setting and in evaluating their outcomes. Our SEN provision aims to actively involve children in this process in the light of their age and understanding.
- g) We recognise that parents and carers have a vital role to play in supporting their children's education. We aim to work in close partnership with parents and carers, valuing their opinions and contributions, and to support them in their child's learning and development. We will fully inform them about SEN provision for their child(ren), and take their views into account in respect of their children's needs.
- h) Wherever possible, we intend to work in partnership with other agencies (e.g. health professionals) and with parents and carers, sharing information and assessment reports and taking prompt action to implement recommendations.

Aims

The aims of our Special Educational Needs provision at Oakleigh House are:

- to recognise that some children have difficulties which call for special educational provision;
- to apply a whole school policy to meet each pupil's individual needs following the guidelines of SEN Code of Practice for Wales (2004), *Special Educational Needs and Disability Act 2001 and the Equality Act 2010*;
- to give every child with SEN the best possible access to our broad and balanced school curriculum;
- to acknowledge the role parents and carers have in their child's learning;

- to continue to develop staff training;
- to make clear the expectations of all partners in the process; and
- to enable all children to have access to all elements of the school curriculum; and
- to provide appropriate challenge to all children

3. Definitions

Definition of SEN [SEN Code of Practice for Wales, 2004, Chapter 1:3]

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- (c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Special educational provision means:

- (a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
- (b) for children under two, educational provision of any kind.

SEN can be categorised into:

- general learning difficulties;
- behavioural and emotional difficulties;
- speech, language and communication difficulties;
- physical and sensory impairment; and
- specific learning needs which can include being gifted and/or talented.

A definition of giftedness is a child who stands out from their peers by virtue of a special talent. The criteria for academic giftedness will be a high IQ as identified by an Educational Psychologist or a particular gift in any subject area. Giftedness can also be seen in aesthetic or physical areas and every opportunity will be given to support these pupils in their particular area.

Academic giftedness should be supported by extension work in school and by engaging the pupil's interests at home by providing suitable stimulation. The class/subject teachers must ensure that the pupil's interest is engaged and should be careful that a pupil does not become bored in class. A sign of boredom may be if a pupil is disruptive in class.

The school has a separate policy for gifted and talented pupils.

Definition of Disability [Disability Discrimination Act, 1995, Section 1(1)]

'A person (P) has a disability if –

- (a) P has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.'

Equality Act 2010 Chp. 1 para 6.

4. Roles and responsibilities

Provision for children with Special Educational Needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCO and all other members of staff have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.** Teaching such children is therefore a whole school responsibility.

Paragraph 5.2 SEN Code of Practice 2001

The role of the SENCO

SEN arrangements are coordinated by the SENCO whose role includes:

1. overseeing the day to day operation of the school's SEN policy;
2. carrying out observations and assessments of individual pupils to help support and provide for them;
3. liaising with and advising teachers and TAs/LSAs, managing these where appropriate, offering specialist advice and support so that they can apply targets and make provision for identified pupils;
4. coordinating 1:1 and group learning support, and where appropriate, delivering this;
5. keeping the head teacher informed about provision, training needs, pupils' needs and changes to statutory requirements;
6. tracking pupils' progress using IEPs and other records;
7. maintaining the school's SEN register and overseeing other records for all pupils with SEN;
8. identifying and monitoring areas of need and provision across the school, reporting to the head teacher;
9. advising on the purchasing of appropriate teaching materials to meet the identified needs of particular individuals or groups of children;

10. liaising with parents of children with SEN, keeping notes of these meetings;
11. contributing to and promoting in-service training of staff both in-house and external as well as networking with other SEN coordinators in Cognita schools;
12. liaising with external agencies including the Educational Psychology Service, Health and Social Services, voluntary bodies and the schools to which pupils transfer;
13. ensuring that suitable examination and other assessment arrangements are made for pupils who have difficulties with the usual procedures, ensuring that appropriate resources are made available; and
14. managing the SEN team of teachers and TAs/ LSAs.

It follows from this that the SENCO has planned time to administer the school's SEN arrangements.

The role of the teachers

1. identify pupils of concern and liaise with SENCO;
2. keep notes on SEN pupils in the system;
3. plan work for pupils at school action level;
4. liaise with SENCO to plan work for pupils on school action plus level;
5. to review and write IEPs when required (supported by SENCO);
6. direct support from learning support assistants if appropriate;
7. each member of staff is expected to keep up-to-date with information about SEN children that they teach; and
8. liaise with the parents of identified pupils
9. provide regular and appropriate challenge

The role of the Headteacher

1. ensure that the SENCO and other staff have sufficient time allocated to carry out their teaching and administrative roles;
2. liaise with SENCO regularly regarding individual children;
3. discuss staff training needs with SENCO;
4. in discussion with SENCO arrange sharing of good teaching practice;
5. look at resource requests for the Learning Support department; and
6. share information on SEN with the school's Cognita Education Officer.

5. Processes

Identification

Early identification and assessment of a child with SEN is a vitally important part of the remedial process. Identification occurs as and when need arises. Initially the teacher and SENCO will discuss the child's needs and information will be gathered. At a later point and if necessary further testing may be carried out – at a cost to the parents, results recorded and a meeting of all interested parties carried out. Depending on the results of these assessments a child may or may not need to be placed on the SEN register.

SEN Register

At Oakleigh House we have due regard for the guidance in the Code of Practice which accompanies the SEN Code of Practice for Wales 2004 and Special Educational Disability Act 2001.

The Code of Practice states:

“Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the governing body, the school’s head teacher, the SENCO or SEN team and all other members of staff have important responsibilities. In practice the division of day-to-day responsibilities is a matter for individual schools, to be decided in the light of a school’s circumstances and size, priorities and ethos.”

Chapter 1:40

Our SEN register follows the following stages and children may be moved on or off the register at any point.

a) Alert/ class observation

This approach starts with the class teacher using differentiation strategies to meet the individual needs of pupils. A pupil is placed on alert if staff have any concerns about them but are currently able to manage their learning within the classroom through group work and differentiated activities. **It is imperative that the parents are informed by the class teacher about concerns at the same time as the SENCO is informed.**

A Record of Concern (See Record section below) should be filled in by the class teacher, subject teachers or any adults involved with the child on a regular basis. The Record of Concern should be given to the SENCO who will then discuss it with interested parties and decide on appropriate assessment. The class teacher will then inform the parents of the concerns and ask permission for any assessments that have been deemed advisable.

After assessment has taken place parents must be informed and invited into school to discuss the findings as soon as it is reasonably possible to do so.

b) School Action

A pupil moves to school action if it is felt that staff in consultation with the SENCO have identified that the child has Special Educational Needs which require interventions that are additional to or different from those provided as part of the schools usual differentiated curriculum. An Individual Education Plan (IEP) is then drawn up by the SENCO in consultation with the class/ form teacher for all pupils at school action which is reviewed and rewritten at least twice yearly in consultation with the parents/carers of the pupil. The IEP may be as part of a group of pupils with similar needs. For younger pupils or for those whose needs are considered short-term the review period may be not as long. In all cases the review period may be flexible. If appropriate the pupil will be asked to assess his/her progress. Where significant progress is made the class and support teacher may decide that

the child will come off an IEP and be monitored by the teacher whilst still receiving any necessary differentiation. At this time the SENCO may set targets to ensure that progress is maintained, the parents/carers will be informed and their views taken into account before the decision is made.

During this time the class teacher should continue with differentiated strategies, including using different tasks as well as varied support provision and revised outcomes, adapting these, in consultation with the support teacher and/or SENCO, so that together they meet the child's needs. They should ensure that withdrawal from the classroom does not interfere unduly with the child's access to the whole curriculum. Parents/carers must be informed about *School Action* support.

c) School Action Plus

A pupil moves to school action plus if despite receiving an individual programme they continue to make little or no progress. The SENCO works with the class teacher to complete forms for referral to outside agencies and the SENCO provides documentation to support the referral. The school encourages parents to consult with specialists and outside agencies and the school then seeks to ensure that there is good liaison between the school's provision and that recommended or provided by the outside agency. Parents/guardians will be asked to fund any assessments that are not covered by local authority action and will be asked to inform the school of the outcome of assessment. A meeting must be arranged with the parents and interested parties in school to discuss the outcomes.

The class teacher, the SENCO and assistant, if there is one, must work closely together to provide a comprehensive support programme for the child. The class teacher and SENCO should revise the IEP in consultation with any other professionals involved with supporting the child in school. *School Action* support must remain in place and all those involved must keep clear records. IEPs will continue to be written on a regular basis.

Where a report from an outside consultant has been provided the school must have regard to this guidance for up to three years, after which the report is no longer valid. Either a new report should be obtained or the pupil's needs should be re-assessed, or the pupil should be removed from the Register.

Where *School Action Plus* intervention proves successful, the child may revert to *School Action*. Again the views of the pupil and parents/carers will be taken into account and parents/carers wishes will be respected.

d) Statutory Assessment and statementing

For a very small number of pupils, progress at school action plus may still not adequately support their needs. At this point parents can request a Statutory Assessment from the Local Education Authority, preferably with the support of the teachers and SENCO and following consultation with the Head Teacher. The SENCO, with the advice of the class and other teachers, will fill in all the forms sent by the authority and will liaise with the parents and the authority about assessment criteria.

The school will be asked to provide educational advice about the pupil, drawing on record keeping for differentiation, *School Action* and *School Action Plus*. Intervention remains in place during the assessment process.

All those involved with the pupil must continue to keep detailed records. If possible the SENCO or support teacher should observe the pupil in the class situation once a term and give written feedback to the class and subject teachers on the needs of the pupil. These reviews should be discussed with the parents during IEP review meetings.

This may result in a Statement of Educational Needs. A pupil with a statement will have their progress reviewed annually with teachers/SENCO/ parents/ outside agencies and the LEA (every six months for under 5s). All those involved with the pupil must continue to keep detailed records. It is the responsibility of the SENCO to collate these records and to maintain the pupil's file.

Procedures relating to the SEN register

Records

The SEN provision records are as follows:

- **Records of Concern/Nursery observations** are kept by the SENCO in the school office and in the pupil's file. Blank copies can be obtained from the SENCO.
- **School based assessments** are kept by the class teachers in the class file.
- **Parent Contact forms** are kept in the pupil's file.
- **IEPs** are kept by the class teacher and copies are kept in the pupil's file.
- It is the responsibility of the class/subject teachers/key worker to familiarise themselves with the reports and IEPs.
- **Any other records**, Educational Psychologist's reports, Speech therapy etc are kept by the SENCO in the school office with copies in the pupil's file.
- **Chronology** of visits made by external professionals is kept with each child's records in SENCO file.
- **The register of pupils with Special Educational Needs** is on the staff share and all records are updated by the SENCO when appropriate. The SENCO emails all staff drawing their attention to the list a] when it is updated b] at the start of each term.
- **Provision Map** is kept in SENCO shared file to collate support in place throughout school for academic year.

These records will be kept in two separate registers: an *active* register detailing provision for all pupils currently receiving support and an *inactive* register of the records of pupils who were supported in the last three years but no longer require this. After three years their records will be shredded.

At the beginning of each term staff discuss the SEN register and it is updated. All staff have access to the current SEN Register including the Alert stage list. For every pupil on the register with a current IEP, this is kept in the SEN file. IEPs are working documents and

should be used when planning. They should be accessible but must remain confidential. The IEP might include arrangements for withdrawal support.

IEPs

The school follows Cognita's format for IEPs.

An IEP is used to plan the support for a pupil which is additional to, and different from, that available to all. It focuses on up to three or four key individual targets and includes information about:

- the pupil's strengths and weaknesses;
- three or four (no more) short term targets set for or by the pupils, with a review date specified for each target;
- the teaching strategies to be used, how these are to be delivered and by whom;
- exit criteria for each target;
- the provision to be put into place; and
- when the Plan is to be evaluated and reviewed; and any outcomes, including next steps and revised targets as appropriate.

IEP targets should be **SMART**:

- **s**hort;
- **m**easurable;
- **a**chievable;
- **r**ealistic; and
- have a defined **t**ime.

IEPs are based on a cycle of planning, intervention and review. As far as possible this is met within the classroom, in some instances with permission from parents we can help to organise provision for TA/Learning Support Assistants to work within the classroom alongside their pupils.

The plans are kept under review at all times and may be adjusted accordingly. Each is formally reviewed, generally twice a year. Parents are also consulted, either formally in a meeting or informally. Teachers are similarly consulted, as is the pupil.

Regular opportunities are available on a formal or informal basis for parents/carers to discuss their child's progress. Parents are able to discuss their concerns with the SENCO whenever they need to.

Curriculum access for pupils

Special needs provision is planned, monitored and reviewed by the Special Needs Coordinator, who reports to the Head Teacher and the Senior Management Team.

The SENCO and support staff work closely with class teachers through meetings and written communication about pupils as part of the school's assessment procedures, to ensure that learning is differentiated according to the needs of the pupil.

The class or form teacher and the SENCO will discuss provision to ensure that the pupil's access to the wider curriculum is not unduly affected by additional support provision. These discussions should include use of the SENCO timetabled administrative time to meet with class/subject teachers and for the SENCO to observe SEN children on a regular basis with the class or subject teacher's agreement.

A graduated response to learning difficulties

The key test of the need for action is evidence that current rates of progress are inadequate. There should not be an assumption that all children will progress at the same rate. A judgment has to be made in each case as to what it is reasonable to expect a particular child to achieve and how they can be challenged and stretched. Where progress of the individual child is not adequate it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making *adequate progress*.

Adequate progress can be defined in a number of ways. It might, for instance, be progress that:

- closes the attainment gap between the child and the child's peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment base-line, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the pupil's behaviour

(SEN Code of Practice for Wales, 2004)

Behaviour and SEN

Pupils with behavioural difficulties are included as having special educational needs even if they do not have learning, or physical or sensory difficulties.

Integration

Children with SEN are fully integrated within the school as a whole. All staff and children know which children receive support but the atmosphere is one of encouragement and understanding.

Personal Development

Considerable attention is paid to the child's overall development and progress. It is the school's aim to fully integrate each child into full school life and to develop the child's self-esteem in the classroom and through school activities.

Future Schools

The Head Teacher advises all parents as to the pupil's future school placement when this becomes appropriate. In the event of the pupil having SEN, advice is given to parents as to the amount of continuing support the pupil may need and reports are sent to the future school highlighting the pupil's needs. No documentation will be sent to the future school without the parents' permission. Great care is taken in choosing a future school that has the facilities to cater for a pupil's needs, including a special unit if necessary.

Testing

Assessment in primary schools

Suggested tests include the following. However a **guiding principle** is that the tests used must be up to date and manageable. It is not intended that all these tests be used with all pupils. Their use depends on the pupil's identified needs, but the school seeks to establish standardised scores as well as gaining diagnostic information.

1. Initial assessment on entry or soon after includes:
 - basic background details about the pupil. This may include a taster sessions;
 - more detailed background including parents' questionnaires and details of the pupil's medical history;
2. Older children:
 - taster days prior to entry;
 - assessments of the pupil's reading age using a test which provides a standardised score;
 - National Curriculum levels of achievement including optional SATs;
 - informal assessments by the class teacher;
 - A single word spelling test;
 - Progress in maths tests

(Staff will take into account the individual needs of the pupil when assessing a child's ability)

Other procedures

Strands of Action to meet Special Educational Needs

	Differentiated learning in class	<i>School Action</i> Differentiation + small group support	<i>School Action</i> Differentiation + individual help	<i>School Action plus</i> Individual help + advice from an external agency
Assessment and planning	Teacher assessment; Screening tests	Teacher assessment, screening tests, in-school whole class assessments	In-school individual assessment	External assessment by Ed Psych or other therapist(s)
Grouping for teaching purposes	Grouping strategies used flexibly within the classroom	Small groups used for out of/within class activities with group targets	Individual or small group tuition to support IEP targets	Individual or small group tuition to support IEP targets or programme drawn up by the school with support from external therapist(s)
Human resources	Class teacher and teaching assistants (TAs) with advice from the SEN/Learning Support Team as necessary	Learning support staff in liaison with class teachers and the parents/ carers	Learning support staff in liaison with class teacher and parents/ carers	Learning support staff in liaison with external therapist, class teacher and parents/ carers
Curriculum and teaching methods	Differentiation for curriculum access using multi-sensory(VARK*) teaching methods and suitable adjustments within the classroom. Behavioural target/ charts	Specific reinforcement or development of particular skills through differentiated activities and materials	Individual programming to support specific targets; Access to ICT	Individual programming to support specific targets; Access to ICT

*visual, auditory, reading/writing, kinaesthetic

External Support Agencies

Advice may be sought when necessary from:

- Speech and Language Therapy Department
Telephone: 01792 517863
- Optician
Telephone: Central Clinic 01792 65151 or Singleton Hospital 01792 205666
- Audiologist
Telephone: Central Clinic 01792 65151 or Singleton Hospital 01792 205666
- Educational Psychologist (Linda Fulford)
Telephone: 01792 636162
- Behaviour Unit (Trehafod)
Telephone: 01792 582139
- Paediatrician (Dr Warlow)
Telephone: 01792 651501
- Dyslexia Institute
Telephone: 029520 481122
- Occupational Therapist (Cath Crosby)
Telephone: 01792 405689