

Special Educational Needs Policy

20 May 1994

Updated November 1994, October 1995, July 1997, October 1998, May 2002, April 2006, January 2010, April 2012, October 2013



1. INTRODUCTION

This policy document is written after consultation with the teaching staff and the Governor with responsibility for Special Educational Needs and is presented to the Local Education Authority and the Governing Body.

It is a working document, which reflects the ethos and practice within the school in relation to children with Special Educational Needs and Disability.

It has been written with due regard to the requirements of the SEN Code of Practice and the *Special Educational Needs and Disability Act 2001* and it will be monitored and evaluated according to changes within these Codes of Practice as and when they arise.

The SEN coordinator: Julie Hakner

The role of the co-ordinator: *See Appendix I SENCO Job Description*

2. FUNDAMENTAL PRINCIPLES

The whole ethos of Molescroft Primary School is to provide every child with a happy, caring, learning environment in which he or she can develop their full potential - whatever their needs and irrespective of ability, race or gender.

Molescroft Primary school believes that :

- a child with SEND should have their needs met
- a child with SEND should (where it is in the child's interests) have the opportunity to learn and play with typically developing peers of the same age
- a child with SEND should have the chance to participate fully in the extra-curricular life of the school
- the SEND of children should be met in a mainstream school (where it is in the child's best interests)
- the views of the child should be sought and taken into account
- parents have a vital role to play in supporting their child's education
- children with SEND should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

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3. ROLES AND RESPONSIBILITIES

The governing body should, in cooperation with the head teacher, determine the school's general policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work. If the school acts in an unlawful way with regard to the SEND and Disability Act 2001 an appeal against the school governors may be made to The Special Educational Needs and Disability Tribunal (SENDIST). (<http://www.sendist.gov.uk/>)

The governing body must report to parents annually on the school's policy on SEND.

The head teacher has responsibility for the day-to-day **management** of all aspects of the school's work, including provision for children with SEND. The head teacher should keep the governing body fully informed and also work closely with the school's SEND Co-ordinator or team.

All teaching and non teaching staff should 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 SEND.

The SENCO, working closely with the head teacher, senior management and fellow teachers, should be closely involved in the strategic development of the SEN policy and provision. The SENCO has responsibility for day-to-day **operation** of the school's SEN policy and for coordinating provision for pupils with SEND, particularly through *School Action* and *School Action Plus*.

4. PRACTICE

4a INITIAL IDENTIFICATION OF SPECIAL NEEDS

The early identification of children with Special Educational Needs and the diagnosis of their problems is facilitated by close observation by teachers and by reports from parents, nursery school or private and voluntary pre-school settings and from medical reports and by the monitoring of children's progression through the EYFS and National Curriculum programmes of study and Standard Assessment Tasks.

When a child with Special Educational Needs has been identified, a process of formal assessment will be undertaken. The assessment will depend on the age of the child and the perceived needs of the child. *See Appendix IV – Standardised Tests*



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At this stage the school has a duty to inform the child's parents / carers that special educational provision is being made for the child because the child has SEN.

The child's Special Educational Needs must be discussed with the parents / carers before an official notification of their child being placed on the SEN Register is sent to them. A record of this notification will be kept by the SENCO.

At this point the parents / carers should also be provided with a copy of :

Special Educational Needs (SEN) A guide for parents and carers and

Details of Parent Partnership

See Appendix VIII – Useful Publications

The parents / carers must be given the opportunity to have access to a copy of the **Special Educational Needs Code of Practice** and the school's SEN policy.

Following consideration of assessment data and other evidence by the SENCO, class teacher, SEN Consultant teacher, Parent, Child and Educational Psychologist a decision will be made about the degree of SEN provision for the child.

If it is felt that the child's needs can be met within the normal range of differentiation within the classroom then the child will be placed on the school's **SEN Register**¹ as a cause for concern. Their progress will be then monitored and reviewed regularly.

4b – FURTHER CAUSE FOR CONCERN

The key test of the need for further action, whatever the level of pupils' difficulties, is evidence that the pupil is not making adequate progress. Not all pupils will progress at the same rate. A judgement has to be made in each case as to what is reasonable for a particular pupil to achieve. Where progress is not adequate, some **additional** or **different action** will need to be taken to enable the pupil to learn more effectively. Further information about adequate progress is in *Appendix VI*.

If it is felt that the child is not making adequate progress then the child will be placed at the **School Action** stage of the school's SEN Register. At this stage a child will have a Group Education Plan or Individual Education Plan that lists the provision being made for the child that is additional or different from that provided for all pupils through the differentiated curriculum.

¹ There is no longer a requirement to keep a Special Educational Needs Register, however the effective management of SEN requires the continued use of a Special Educational Needs Register.



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If the child is still not making adequate progress then they may be placed on the **School Action Plus** stage of the school's SEN Register. At this stage an external agency has to be involved in the assessment and / or planning of provision for the child.

At all stages the child and the parents must be involved in the decision making process about the child's needs and provision. The child will be involved in the evaluation and creation of IEP targets and these will be recorded on the child's page of the IEP. Parents/ carers will be given a copy of the GEP/IEP at the Parent's Consultation Evening by the class teacher and asked for their input and comments. Following the Parent's Consultation Evening meeting with the class teacher, parents / carers will have the opportunity to make an appointment with the SENCO if required. The SENCO will also see parents / carers as the need arises. GEPs/ IEPs will be updated by the classteacher and monitored by the SENCO in OCTOBER and FEBRUARY each year so that they are ready to show to parents on Consultation Evening.

The external agency is likely to be one of those listed in the contacts list. *See Appendix //*. Most often it will be the SEN Consultant Teacher or the Educational Psychologist. The outside agency will help in the drawing up of programmes of work, target setting and reviewing progress.

4c SCHOOL REQUEST FOR A STATUTORY STATEMENT

Where a request for a statutory assessment is made by a school to a LA, the child will have demonstrated significant cause for concern. The LA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried, or the reasons why this has not occurred. The LA will need information about the child's progress over time, and will also need clear documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. In some cases there will be existing reports or written advice from external agencies that should be included in the documentation, however where there is no such evidence LAs should not require it in order to decide whether an assessment is needed.

The evidence that the LA will need to examine in deciding whether to make a statutory assessment is described in Chapter Seven (SEN code of practice 2001). The criteria, which LAs may adopt in deciding whether to issue a statement for a particular child, are set out in Chapter Eight (SEN code of practice 2001).



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Regular liaison between the LA and schools should ensure that there is clarity about the information required by the Authority when an assessment is requested.

By the time the head teacher considers asking for statutory 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 *School Action* and *School Action Plus*
- individual education plans for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- National Curriculum levels
- attainments in literacy and mathematics
- educational 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 the basis on which the LA can consider whether a statutory assessment is necessary. If the LA's support services and, in particular, the LA's educational psychologists have already been involved in assessing the child and reviewing provision, the LA should be able to decide relatively quickly whether a statutory assessment is necessary. In the meantime – and whilst any subsequent statutory assessment is being made – the child should continue to be supported through *School Action Plus*.

4d SCHOOL TRANSFER

When children move schools, either at phase transfer or at any other time, primary schools are required to transfer school records for all pupils within 15 school days of the child ceasing to be registered at the school. However when transfer arrangements are made in advance it is good practice for information to be provided in time for appropriate planning by the receiving school. Secondary schools or a new primary school should receive the school records of all pupils identified by their primary schools as having special educational needs. When such a pupil is admitted to a new school, the school should be in possession of a good deal of useful information about the child, including any detailed background information collated by the primary school SENCO; copies of IEPs prepared in support of intervention through *School Action* or *School Action Plus*; and any statements of special educational needs. Where possible, the SENCO will meet with the SENCO from the receiving or previous school.

4e WORKING WITH CHILDREN WITH STATEMENTS OF SPECIAL EDUCATIONAL NEEDS



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All children with statements of special educational needs, whether in mainstream or Special schools should have short-term targets set. In the majority of cases the strategies to meet these targets will be set out in an IEP. As at *School Action* and *School Action Plus* the IEP should record only that which is additional to or different from the differentiated curriculum plan.

4f ANNUAL REVIEW

The procedures to be followed during annual reviews of statements are explained in Chapter Nine (SEN code of practice 2001). There are however particular points in a child's school career when the arrangements for annual reviews might need to be varied.

All concerned with the child should give careful thought to transfer between phases. Advance planning is essential. The move should initially be considered at the review meeting prior to the last year in the current school. Thus consideration of transfer from primary to secondary education would need initial consideration at the review in year 5.

At the review in year 5 it should be possible, in most cases, to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the same or similar timescales as other parents.

In a very few cases the options may not be clear at the year 5 review, in which case it may be necessary to hold an interim or early annual review in the autumn of year 6. Very rarely a child's needs may change after the year 5 review to such a great extent that the recommendations as to the type of provision will need amendment. This should take place through an interim or year 6 review.

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 into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.

See Articles 12 and 13, The United Nations Convention on the Rights of the Child

A local education authority must arrange for the parent of any child in their area with special educational needs to be provided with advice and information about matters relating to those needs.

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LAs must take whatever steps they consider appropriate to make parent partnership services known to parents, head teachers, schools and others they consider appropriate.

See Section 332A, Education Act 1996

4g PROVISION MAP

The Provision Map outlines the SEN Provision for Wave 1, 2 and 3. It includes details of all the children on the SEN register at School Action, School Action + and Statements.

The Provision Map outlines the Interventions the children will receive, the member of staff who will deliver the intervention and when the intervention will take place.

The Provision Map is drawn up at the beginning of each academic year following a review at the end of the previous summer term. The Provision Map is seen as a working document and may be subject to change as the need arises throughout the year.

The impact of the Provision Map is reviewed by the SENCo and this forms part of the Annual Standards Report.

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5. A SUMMARY OF THE LEGISLATIVE FRAMEWORK

Education Act 1944	- education to suit age, ability and aptitude
Education Act 1981	- radical move from deficit model - integrated mainstream education - sharing same activities within classroom - responsibility of governors
Education Act 1986	- responsibility of LEA to produce 5-16 document - governors' responsibility to ensure SEN provision - Headteachers' responsibility to ensure curriculum for SEN
Education Reform Act 1988	- concept of "Entitlement for All" - LEA to review of SEN provision - schools responsible for production of brochure including provision for SEN
Children Act 1989	wider concept of children "in need" - identification and register of children - inter-agency collaboration - rights and responsibilities of parents
Circular 22/ 89	- designated co-ordinator for SEN - information to parents
Education Act 1993	- required to Secretary of State to issue Code of Practice - places responsibility on LEA's, schools, health services and social services
The Code of Practice 1994	- offers guidance designed to help schools make effective decisions - offers guidance to LEA's as to the circumstances in which assessments and statement might be made
The Code of Practice 2001	- offers guidance designed to help schools make effective decisions - offers guidance to LEA's as to the circumstances in which assessments and statement might be made
SEN and Disability Act 2001 (SENDA)	Improve educational choice & opportunity for disabled children and children with SEN. School's have an anticipatory duty to consider the needs of all their pupils, current and future.



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6. DOCUMENTATION

Files Kept :

- Children who are a cause for concern
- Children who have been recently removed from the SEN Register
- School Action
- School Action Plus
- Statemented
- Children with a physical need who don't meet criteria for the SEN Register
- Children who are on a behaviour programme
- SENCO files Parts 1 & 2
- SEN Fact finder

All the above are kept by the SENCo in the Senior Management Office.

7. SPECIAL FACILITIES

All areas of the school are now accessible to wheelchair users.
Special Needs resources are kept in The Green Room.

8. INSET

The SENCO will attend courses organised by the S.E.N. advisers and inspectors in the East Riding of Yorkshire. These cover a variety of aspects of S.E.N.
The SENCO will deliver INSET on changes to East Riding and National policy.

9. LIAISON WITH OTHER SCHOOLS

The SENCo will arrange to meet with the SENCO of Manor Nursery and other pre-school settings to receive information about children on the stages who will transfer to Molescroft Primary School.

Similarly there will be a meeting with the SENCO from Longcroft School and Performing Arts College, or any other relevant feeder secondary school to provide information about the children on school action, school action plus and statements that will be transferring to them in September.

The SENCO will attend Statement review meetings at Manor Nursery and other Pre-School settings.

The SENCO from Longcroft School or from other Secondary Schools that Molescroft feeds into will be invited to attend Year 5 and 6 statement review meetings.

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10. THE ROLE OF TEACHING ASSISTANTS

- Teaching Assistants will take part in the performance management process.
- Teaching Assistants will be given sufficient time to plan differentiated work and GEP/IEP work.
- Teaching Assistants will support GEP/IEP children in class as directed by the SENCO and class teacher. Teaching assistants will be involved with differentiating materials to make lessons accessible for children with SEND.
- There will be less one to one support. Too much one to one support can result in the child failing:
 1. to benefit from the stimulation and models provided by the peer group.
 2. to learn to work co-operatively
 3. to learn how to work independently
 4. to develop social relationships with their peers
- No child will be reliant on one Teaching Assistant. (It is not advisable to have one TA to support a child. This can create over-familiarity and over-dependency on one adult and is very intense for both the child and TA).

10. TRAINING

Inclusion Development Plan

Year 1 2008/2009

The SENCO attended the Inclusion Conference February 2009

Following an Audit of teachers and teaching assistants skills and confidence in-school Training has taken place on:-

June 2009-Dyslexia-Carol Burch(SENNS Consultant) delivered training on Barriers to learning for children with dyslexia and how to develop a dyslexia friendly classroom.

December 2009-Speech Language and Communication Needs- training on, how to identify children with Speech, Language and Communication Needs.

Year 2 2009/2010

The SENCO attended the Inclusion Conference March 2010

In-school training on Autism took place in the Summer Term 2010

Training took place in the Autumn Term 2010 on Emotional and Behavioural Needs.

11. LIST OF APPENDICES



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- I. SENCO Job Description
- II. Contact List
- III. Standard Letters
- IV. Standardised Tests
- V. Resource List
- VI. Adequate Progress
- VII. Glossary
- VIII. Useful Publications
- IX. Useful Websites
- X. Definition of Special Educational Needs
- XI. Role of Governing Body
- XII. Summary of SEN Code of Practice 2001
- XIII. Yearly Timetable



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I. SENCO JOB DESCRIPTION

Molescroft Primary School

Name: Julie Hakner

Post Held: Special Educational Needs Co-ordinator

Date: April 2007

Special Education Needs Co-ordinator (SENCO)

SENCOs with the support of the headteacher and governing body, take responsibility for the day-to-day operation of provision made by the schools for pupils with SEN and provide professional guidance in the area of SEN in order to secure high quality teaching and the effective use of resources to bring about improved standards of achievement for all pupils.

1. Have knowledge and understanding of:

- The characteristics of effective teaching and learning styles, including the main strategies for improving and sustaining high standards of pupil achievement and promoting their spiritual, moral, social and cultural development and their good behaviour, and how those strategies can be used to support pupils with SEN;
- How information and communication technology can be used to help pupils gain access to the curriculum, as an aid to teaching and learning and as a means of communication between those teaching pupils with SEN;
- Relevant research, national inspection evidence and legislation, including the SEN Code of Practice and equal opportunities legislation and how these apply to pupils with statements as well as those without;
- The requirements to communicate information effectively to LEAs, external agencies, parents and other schools or colleges on transfer;
- How to contribute to the professional development of other staff in relation to pupils with SEN; including how to recognize and deal with stereotyping in relation to disability or race;
- The purpose of individual education plans, including leading their formulation and planning their implementation and review.

2. Planning and Setting Expectations

- Analyse and interpret relevant national, local and schools data plus research and inspection evidence to inform the SEN policy, practices, expectations, targets and teaching methods.



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- Work with pupils, subject leaders and class teachers with tutorial/pastoral responsibilities to ensure that realistic expectations of behaviour and achievements are set for pupils with SEN.

3. Teaching and Managing Pupil Learning

- Identify and disseminate the most effective teaching approaches for pupils with SEN.
- Monitor the effectiveness of appropriate teaching and learning activities and target setting to meet the needs of pupils with SEN.
- Support the development of improvements in literacy, numeracy and information and communication technology skills to support pupils in their ability to work independently and learn more effectively.
- Identify and develop study skills to support pupils in their ability to work independently and learn more effectively
- Lead and develop effective liaison between schools to ensure there is good continuity in terms of support and progression in learning when pupils with SEN transfer.

4. Assessment and Evaluation

- Collect and interpret specialist assessment data gathered on pupils and use it to inform practice.
- Devise, implement and evaluate systems for identifying, assessing and reviewing pupils' SEN in relation to the school's SEN policy.
- Provide regular information to the Headteacher and Governing Body on the evaluation of the effectiveness of provision for pupils with SEN, to inform decision making and policy review.

5. Pupil Achievement

- Support staff in understanding the learning needs of pupils with SEN and the importance of raising their achievement.
- Monitor the progress made in setting objectives and targets for pupils with SEN, assist in the evaluation of and the effectiveness of teaching and learning and use the analysis to guide further improvement.
- Ensure the establishment of opportunities for themselves, learning support assistants and other teachers to review the needs, progress and targets of pupils with SEN.

6. Relations with Parents and the wider community



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- Develop and maintain effective partnerships between parents and the school's staff so as to promote pupils' learning; communicate effectively; providing information to parents about targets, achievements and progress.
- Develop effective liaison with external agencies in order to provide maximum support for pupils with SEN.

7. Managing own Performance and Development

- Chair reviews, case conferences and meetings effectively.
- Judge when to make decisions, and when to consult with others including external agencies.
- Prioritise and manage their own time effectively, particularly in relation to balancing the demands made by administrative duties, teaching and acting as a resource for colleagues.
- Take responsibility for their own professional development.

8. Managing and Developing Staff and other adults

- Encourage all members of staff to recognize and fulfil their statutory responsibilities to pupils with SEN.
- Advise, contribute to and, where appropriate, co-ordinate the professional development of staff to increase their effectiveness in responding to pupils with SEN and provide support and training to trainee and newly qualified teachers in relation to pupils with SEN, understanding their needs and importance of raising their achievement.
- Support staff by ensuring that all those involved have the information necessary to secure improvements in teaching and learning, disseminating good practice in SEN across the school in relation to standards for the award of Qualified Teacher Status, Career Entry Profile and standards for induction.
- Support staff in developing pupils' understanding of the duties, opportunities, responsibilities and rights of citizens.
- Support staff in developing constructive working relationships.

9. Managing Resources

- Establish staff and resource requirements to meet the needs of pupils with SEN, advise the headteacher, senior management team and governing body of likely priorities for expenditure and allocate resources made available with maximum efficiency to meet the objectives of the school and SEN policies to maximize pupils' achievements and to ensure value for money.
- Deploy, or advise the headteacher on the deployment of staff involved in working with pupils with SEN to ensure the most efficient use of teaching and other expertise.



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- Organise and co-ordinate the deployment of learning resources, including information and communications technology, and monitor their effectiveness
- Maintain existing resources and explore opportunities to develop or incorporate new resources from the wide range of sources inside and outside the school.

10. Strategic Leadership

- Contribute effectively to the development of a positive ethos in which all pupils have access to a broad, balanced and relevant curriculum and which contributes to pupils' spiritual, moral, cultural, mental and physical development and in preparing pupils for the opportunities, responsibilities and experiences of adult life.
- Ensure the objectives of the SEN policy are reflected in the school development plan, that effective systems are in place to identify and meet needs and that they are co-ordinated, monitored, evaluated, and reviewed.
- Set standards and provide examples of best practice for other teachers in identifying, assessing and meeting pupils' SEN.



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II. CONTACT LIST

Consultant SEN teacher	Marcus Brown	Contacted via school	
School Nurse	Jackie Kruger	Manor Road Health Centre Beverley	
Educational Psychologist	BronwenOzanne	01482 392254 Education Inclusion Service County Hall Beverley HU17 9BA	
Autism Inclusion Practitioner	Siobhan Edge	01482 392254 Education Inclusion Service County Hall Beverley HU17 9BA	
Integrated Education Service	Rob Grayson Frederick Holmes School Inglemire Lane Hull HU6 8JJ	01482 854855	
Education Service for Hearing and Vision	Mr Steve Sheard(Vision) Francis Askew Centre North Road Hull HU4 6LQ	01482 318400	
Parent Partnership officer	Amanda Ward	01482 392197	Amanda.ward@eastriding.gov.uk
Speech Therapist	Helen Sainty Teresa Gillis	01482 347866 Beverley Health Centre Manor Road Beverley HU17 7BZ	
Occupational Therapist	Clare Ward Clare Stephenson	01482 303585 Paediatric Occupational Therapy	
SENCO –Longcroft	Sue Sutcliffe	01482 862171	
SENCO – Beverley Grammar	Victoria Ashton	01482 881531	



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III. STANDARD LETTERS

1. School Action – letter to inform parents that child has been placed on the SEN register at School Action
2. School Action – letter asking parents for comments about child's progress
3. School Action + – letter inviting parents to IEP review meeting
4. School Action + – letter to accompany IEP to parents
5. Statemented – letter inviting interested parties to annual statement review
6. Statemented – Review meeting Agenda
7. Statemented – Review meeting note taking proforma
8. SEN pupil tracker
9. SEN Register
10. SEN Register Summary
11. Educational Psychologist Referral Form
12. SEA 1/SEA 2

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IV. STANDARDISED INDICATOR TESTS

	Test	Publisher
Key Stage 1		
Pre-school Reception Year 1	Boehm Test of Basic Concepts Table 12 for Autumn & Spring Terms Table 13 for Summer Term	Psychological Corporation (available from Supplies)
Year 2 Reading	Group Reading Test (Young) Table 1 (Third Edition)	Hodder& Stoughton
Year 2 Mathematics	Group Mathematics (Young) Table 1 (Third Edition)	Hodder& Stoughton
Key Stage 2		
Years 3 – 6 Reading	Group Reading Test (Young) Table 1 for Year 3 Table 2 for Years 4 - 6 (Third or Fourth Edition)	Hodder& Stoughton
Years 3 – 6 Mathematics	Group Mathematics (Young) Table 1 for Year 3 Table 2 for Years 4 - 6 (Third or Fourth Edition)	Hodder& Stoughton
Years 3 – 6 Spelling	Spar Spelling Test Tables 3 and 4	Hodder& Stoughton



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V. RESOURCE LIST

RESOURCE	NUMBER	USE	LOCATION
Active Literacy Kit	2	Phonics Reading Maths Sequencing	
The Teodorescu Perceptuo – Motor Programme Bk1	1	Developing fine motor & perceptual skills for effective handwriting.	
The Teodorescu Perceptuo – Motor Programme Bk2	1	Developing fine motor & perceptual skills for effective handwriting.	
The Teodorescu Perceptuo – Motor Programme Teacher's Bk	1	Developing fine motor & perceptual skills for effective handwriting.	
Developing Scissor Skills	1	Developing fine motor & perceptual skills for effective handwriting.	
ESPD – Developing Fine Motor Skills in Foundation & KS1	1	Developing fine motor & perceptual skills for effective handwriting	
Ready Steady Go to PE	1		
Fuzzbuzz <ul style="list-style-type: none"> • Letters 1 • Words 1 • Letters 2 • Letters 3 • Letters 4 • Letters 4 • Looking at books 2 • Words for Fuzz • Buzz Facts 2 • Words 2 	<ul style="list-style-type: none"> • 2 • 1 • 3 • 3 • 3 • 3 • 4 • 4 • 1 	<ul style="list-style-type: none"> • onset/rime • 1st 100 list • Initial Con Blends • Vowel digraphs • Vowel digraphs • Magic e • • 	
Easy Type <ul style="list-style-type: none"> • Top row module • Bottom row module 	1	Touch typing course	



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<ul style="list-style-type: none"> Consolidation 			
<i>Phonological Awareness Training</i> <ul style="list-style-type: none"> Beginners Syllableslevel 1 Syllableslevel 2 Syllableslevel 3 Syllableslevel 4 Syllableslevel 5 	1	Phonics	
Duncan Dragon <ul style="list-style-type: none"> Workbook 2 Workbook 3 Workbook 4 	<ul style="list-style-type: none"> 2 4 4 	Simple comprehension (To be used with reading books)	
Kushti-bet	1	Alphabet rhyme colouring book aimed at Travellers	
Paget Gorman signed speech	1	Hearing impaired	
Signs <ul style="list-style-type: none"> Levels 1,2 & 3 	1	Hearing impaired	
<i>Maths made easy</i> <ul style="list-style-type: none"> Book 1 Book 2 Book 3 Book 4 	1	<i>Basic maths skills</i>	
<i>KS1 Number Book (Scholastic)</i>	1	<i>Basic maths skills</i>	
<i>Materials for Numeracy Resources</i>	1	<i>Basic maths skills</i>	
<i>KS1 Listening Skills - Maths</i>	1	<i>Basic Maths Comprehension</i>	
<i>100 Maths Lessons (Scolastic)</i>	1	<i>Basic maths skills</i>	
<i>Developing Numeracy</i>	1	<i>Mental Maths Skills</i>	
<i>Mental Maths for Year 6</i>			



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<i>KS1 resources</i>	1	<ul style="list-style-type: none"> • <i>Number</i> • <i>Shape & Space</i> • <i>Handling Data</i> • <i>Algebra</i> 	
File 1 <ul style="list-style-type: none"> • Keywords • Phonics • Sentences • Paragraphs 	1	Phonics	
File 2 <ul style="list-style-type: none"> • Phonic progression • Phase 6 	1	Phonics	
File 3 Early Learning <ol style="list-style-type: none"> 1. picture writing book 2. visual perception 3. writing patterns 	1	comprehension	
<i>File 4 Early English Skills</i> <ol style="list-style-type: none"> 1. <i>book 2</i> 2. <i>book 3</i> 3. <i>book 4</i> 4. <i>book 5</i> 5. <i>book 6</i> 	1	<ul style="list-style-type: none"> • <i>word recognition</i> • <i>word endings</i> • <i>rhyme/word endings</i> • <i>comprehension</i> • <i>comprehension</i> 	
<i>Easy Learn Phonics</i> <ul style="list-style-type: none"> • 2 • 3 • 5 • 6 	1	<ul style="list-style-type: none"> • <i>CVC</i> • <i>BDP differentiation</i> • <i>Con blends</i> • <i>Con digraphs & long con blends</i> 	
<i>Support for Basic Spelling</i> <ul style="list-style-type: none"> • 2 	1	<ul style="list-style-type: none"> • <i>consonant blends</i> 	



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<ul style="list-style-type: none"> • 3 • 4 • 5 • 6 • 7 		<ul style="list-style-type: none"> • <i>Consonant Blends & Digraphs</i> • <i>Common Vowel Digraphs</i> • <i>Vowel Digraphs & Common word Endings</i> • <i>Suffixes & Prefixes</i> 	
<i>Easy Learn Word Games</i>	1	<i>Phonics</i>	
<i>The Phonics Book</i>	1	<i>Basic Phonics</i>	
<i>The Phonics Handbook</i>	1	<i>Basic Phonics</i>	
<i>Code Cracker</i> <ul style="list-style-type: none"> • <i>Notes for teachers</i> • 2 • 3 • 4 • 5 • 6 • 7 • 8 	1	<ul style="list-style-type: none"> • <i>CVC</i> • <i>Initial con blend</i> • <i>Ck/ee/oo/sh/ch/th/wh/qu</i> • <i>Word endings</i> • <i>Silent e</i> • <i>Vowel digraphs</i> • <i>Vowel digraphs /soft c&g</i> 	
<i>Launch The Lifeboat</i> <ul style="list-style-type: none"> ○ 1 ○ 2 ○ 3 	1	<i>Basic Phonics</i>	
<i>Structured Literacy Worksheets (MSL)</i> <ul style="list-style-type: none"> • <i>Level 2 Module 10</i> • <i>Level 3 Module 11</i> • <i>Level 3 Module 12</i> 	1	<i>Literacy Skills</i>	
<i>A Hand for Spelling Activity Books</i> <ul style="list-style-type: none"> • 2 • 3 • 4 			
<i>Basic Skills – Spelling &</i>	1	<i>Spelling & Phonics</i>	



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Phonics (6-7 years)			
Understanding Phonics Book B	1	Phonics	
Holmes Mcdougall spelling 1	1	Phonics	
Collins Primary Dictionary Workbook	1	Dictionary work	
NLS Progression In Phonics	1	Phonics	
NLS KS1 Alphabet	1	Basic Phonics	
Just Spelling (Letts)	1	Spelling & Phonics	
KS1 Phonics & Spelling	1	Spelling & Phonics	
Word Wasp	1	Spelling & Reading	
ALS: <ul style="list-style-type: none"> Module 1 Module 2 Module 3 Module 4 ALS Video 	1	Literacy skills	
Switch card games: <ul style="list-style-type: none"> Set 1 Pack 1 Set 1 Pack 2 Set 1 Pack 3 Set 1 Pack 4 	<ul style="list-style-type: none"> 1 	<ul style="list-style-type: none"> initial sounds tapin initial sounds ldgfh initial sounds myrecuk initial sounds bjwqvzx 	
Plunder (game)	1	Silent e	
Scoop (game)	1	Vowel digraphs	
Change the word (game)	2	Letters&syllables	
Syllabification (game)	1	Syllables	
Antonyms (game)	1	Word level work	
Synonyms (game)	1	Word level work	
The mad sad glad game	1	Social awareness	
Look Here Tapes	1set		
24 Games – Single Digit	1	Number work	
24 Games – Multiply & Divide	2	Number work	
What's The Time (Game)	1	Telling the Time	
Pencil Grips: <ul style="list-style-type: none"> Triangular Toggle 	variety	Handwriting Handwriting – fine motor skills	Management Room



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<ul style="list-style-type: none"> • “Nuggets” 			
Coloured Sleeves		Dyslexia	
Cloze <ul style="list-style-type: none"> • ages 5-8 • ages 8-10 	1	Comprehension	
Reading for Meaning <ul style="list-style-type: none"> • Book 1 • Book 3 	1	Comprehension	
The Whiz Kids	1	Comprehension	
Derbyshire Comprehension Pack <ul style="list-style-type: none"> • Object • Preposition • place 	1	Comprehension	
Brain Waves Book 2	1	Comprehension	
Wolf Hill Reading Scheme Comprehension Sheets	1	Comprehension	
Oxford Reading Tree Level 12 Comprehension Sheets	1	Comprehension	
Find the syllables	1	Proof reading	
Put it right	1	Proof reading	
Sound Sense: <ul style="list-style-type: none"> • Bk 1a • Bk 1b • Bk 2a • Bk 2b • Bk 2c • Bk 3a • Bk 3b • Bk 3c • Bk 4a • Bk 4b • Bk 4c 		Reading books	



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Sound Sense: <ul style="list-style-type: none"> • Bk 1 • Bk 2 • Bk 3 • Bk 4 • Bk 5 • Bk 6 • Bk 7 • Bk 8 	<ul style="list-style-type: none"> • 0 • 5 • 3 • 1 • 4 • 2 • 3 • 3 	<ul style="list-style-type: none"> • cvc • eeoo • silent e • er or ar all • shch • wh • vowel digraphs • word endings 	
Toe By Toe	1	Reading	
Logical Sequencing Book 1	1	Sequencing	
Easy learn – Start Sequencing	1	Sequencing	
Track Pack: <ul style="list-style-type: none"> • 1 • 2 • 3 	1	<ul style="list-style-type: none"> • initial letters / sounds • common cvc words • silent e 	
Clicker	14	Word processing package	Computer suite
Clicker 5	1	Word Processing Package	Computer suite
Lexia	1	Spelling Package	Computer Suite
Dyslexia – A Reading Guide	1	Teacher’s guide	
Picture Q’s <ul style="list-style-type: none"> • 1 • 2 • 3 • 4 	1	Writing	
Literacy Basics – writing sentences	1	Writing	
Developing Vocabulary 1	1	Writing	
Writing Sentences	1	Writing	
Folens Basic Rules for	1	Writing	



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Grammar <ul style="list-style-type: none"> • Book 1 • Book 2 • Book 3 • Book 4 • +answer books 			
New Treasury of England (Grammar Books) <ul style="list-style-type: none"> • 2 • 3 • 4 • 5 	1	Writing	
Talking About	1	Speech & Language	
Language in Pictures	1	Speech & Language	
Concepts in Pictures	1	Speech & Language	
Listening Skills	1	Speech & Language	
Looking & Thinking <ul style="list-style-type: none"> • 1 • 2 • 3 • 4 • 5 		Speech & Language	
Look See & Understand	1	Speech & Language	
Time to Talk	1	Speech & Language	
ESL material file	1	Speech & Language	
Power of 2	2	Basic number work	Management room
Power of 2 Times tables	1	Basic number work	Management room
Power of 2 Plus 1	2	Basic number work	Management room



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VI. ADEQUATE PROGRESS

The key test for action is evidence that the child's current rate of progress is inadequate. There should not be an assumption that all children will progress at the same rate. A judgement has to be made in each case as to what it is reasonable to expect that particular child to achieve. Where progress is not adequate, it will be necessary to take some additional or different action to enable the child 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:

- (a) closes the attainment gap between the child and the child's peers
- (b) prevents the attainment gap growing wider
- (c) is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- (d) matches or betters the child's previous rate of progress
- (e) ensures access to the full curriculum
- (f) demonstrates an improvement in self-help, social or personal skills
- (g) demonstrates improvements in the pupil's behaviour.

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VII. GLOSSARY

LEA	Local Education Authority
SEN	Special Educational Needs
SENCO	Special Educational Needs Coordinator
Standard Assessment Tasks	National tests given to children in the summer term of years 2 and 6.
Formal Assessment	Standardised tests given to children to measure their progress.
Educational Psychologist	
SEN Register	Register kept of all children who meet the East Riding's criteria for being considered as being a child with special needs.
Differentiated Curriculum	Curriculum that is altered so that it is accessible to children of differing abilities.
Differentiation	The process whereby teachers meet the need for progress through the curriculum by selecting appropriate teaching methods to match an individual child's learning strategies, within a group situation. (Visser 1993)
External Agency	People who assess, plan work for and give advice about provision for children with special educational needs. They are not directly employed by the school.
SENDA	Special Educational Needs and Disability Act
SEN Code of Practice 2001	Code of practice that ensures that schools meet the requirements of the SENDA
IEPs	Individual Education Plans written for children who are at school action, school action plus or statemented. They show the work that is provided for the child over and above the normal curriculum.
National Curriculum Levels	The National Curriculum is split into 8 levels. Level 2 is the expected level at Year 2, Level 4 is the expected level at Year 6.
National Curriculum Attainments	The National Curriculum level attained by a child in SATs at Year 2 or Year 6.
Transfer	Moving from one school to another. E.g. Nursery to Primary or Primary to Secondary.
Progress	The improvement shown by a child over a set period of time.
Targets	Short term indicators of expected progress



VIII. USEFUL PUBLICATIONS

Further reading

The materials listed below may provide further support for teaching pupils with learning difficulties.

Lorenz S, *Psychobabble A parents' guide to Psychological reports*

DfES, *SEN code of practice on the identification and assessment of pupils with special educational needs*, DfES, London (forthcoming)

DfES/QCA, *Curriculum guidance for the foundation stage*, QCA, London, 2000

DfES/QCA, *Supporting the target setting process*, DfES, London, 1998

DfES/QCA, *The National Curriculum: Handbook for primary teachers in England*, HMSO, London, 1999

SCAA, *Planning the curriculum at key stages 1 and 2*, SCAA, London, 1995

SCAA, *Planning the curriculum for pupils with profound and multiple learning difficulties*, SCAA, London 1996

QCA, *Maintaining breadth and balance at key stages 1 and 2*, QCA, London, 1998

Aitken, S & Buultjens, M, *Vision for doing*, Moray House Publications, Edinburgh, 1992

Brown, E, *Religious education for all*, David Fulton, London, 1996

Byers, R & Rose, R, *Planning the curriculum for pupils with special educational needs*, David Fulton, London, 1996

Coupe O'Kane, J & Goldbart, J, *Communication before speech: Development and assessment*, David Fulton, London, 2nd edition, 1998

Farrell, P, Balshaw, M & Polat, F, *The management role and training of learning support assistants*, DfES, London, Research Report RR161, 1999

Lacey, P, 'Multidisciplinary work', in C Tilstone, L Florian & R Rose (eds), *Promoting inclusive practice*, Routledge, London, 1998



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Lawson, H, *Practical record keeping*, David Fulton, London, 2nd edition, 1998

Marvin, C, '*Individual and whole class teaching*', in C Tilstone, L Florian & R Rose (eds), *Promoting inclusive practice*, Routledge, London, 1998

McInness, J M & Treffry, J A, *Deaf-blind infants and children*, University of Toronto Press, 1982

Mencap, *On a wing and a prayer: Inclusion and children with severe learning difficulties*, Mencap, London, 1999

Nind, M & Hewett, D, *Access to communication*, David Fulton, London, 1999

Norwich, B, '*Special needs education or education for all: Connective specialisation and ideological impurity*', *British Journal of Special Education*, 23(3), 100-104, 1996

Rose, R, '*A jigsaw approach to group work*', *British Journal of Special Education*, 18(20), 54-57, 1991

Tilstone, C, Lacey, P, Porter, J & Robertson, C, *Pupils with learning difficulties in mainstream schools*, David Fulton, London, 2000

Uzgiris, I C & Hunt, J M, *Assessment in infancy: Ordinal scales of infant development*, University of Illinois Press, Urbana, 1975

Ware, J, *Creating a responsive environment*, David Fulton, London, 1996



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Links

The following sites provide further support for teaching pupils with special needs.

[The ACE Centre - North](#)

[Aiding Communication in Education](#)

Supports the learning and communication of learners with physical and communication difficulties.

[Afasic](#)

A parent-led organisation that helps children and young people with speech and language impairments and their families. Provides information for parents and professionals and produces a range of publications.

[Association of Workers for Children with Emotional and Behavioural Difficulties \(AWCEBD\)](#)

Promotes excellence in services for children and young people who have emotional and behavioural difficulties and supports those who work with them.

[Inclusion and SEN](#)

BECTa's links to inclusion and special educational needs websites.

[The British Association of Teachers of the Deaf \(BATOD\)](#)

Develops the professional expertise of association members, provides support for people working with deaf children and promotes the educational interests of hearing-impaired people.

[The British Dyslexia Association \(BDA\)](#)

Offers advice, information and help to families, professionals and dyslexic individuals.

[Centre for micro-assisted communication \(CENMAC\)](#)

A central resource for pupils with physical disabilities, supported by the inner London boroughs.

[Deafax](#)

Helps people with hearing impairments develop their communication, literacy and employment skills.

[The Down's Syndrome Association](#)

Support parents and carers of people with Down's syndrome and helps improve the lives of people with this condition

[Dyslexia Action \(DA\)](#)

Assesses and teaches people with dyslexia and trains teachers.



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The Dyspraxia Foundation

Support individuals and families affected by developmental dyspraxia and increases the understanding and awareness of this disability.

EQUALs

Organisation of schools and individuals that work on entitlement and quality education for pupils with severe learning difficulties.

Inclusion

The National Curriculum for England inclusion statement.

Inclusion

NGfL's catalogue of resources supporting individual learning needs.

The National Association for Special Educational Needs (NASEN)

Promotes the education, training, advancement and development of all those with special educational needs.

The National Autistic Society (NAS)

Encourages a better understanding of autism and pioneers specialist services for people with autism and those who care for them.

The Oxford ACE Centre

Focuses on the communication and educational needs of young people with physical and communication difficulties.

Royal National Institute for the Blind (RNIB)

Helps blind and partially sighted people in the UK.

The Royal National Institute for Deaf People (RNID)

Helps deaf and hard-of-hearing people in the UK.

Schemes of work

DfES's schemes of work site.

Scope

National disability organisation that focuses on people with cerebral palsy.

Special Educational Needs

DfES's SEN site.

The Standards Site

DfES site that offers on-line services for teachers in England and helps raise standards of achievement in schools.

Supporting the target setting process

A DOLMAN SENCO

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DfES guidance for effective target setting for pupils with special educational needs.



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IX. USEFUL WEBSITES

- *Special Educational Needs and Disability Act 2001*
<http://www.hmso.gov.uk/acts/acts2001/20010010.htm>
- *SEN Code of Practice 2001*
<http://www.dfes.gov.uk/sen/viewDocument.cfm?dID=260>
- *Contact a Family*
<http://www.cafamily.org.uk/>
- *Downs Syndrome Association*
www.dsa-uk.com
- *The British Dyslexia Association*
<http://www.bda-dyslexia.org.uk/>
- *The Dyspraxia Foundation*
<http://www.dyspraxiafoundation.org.uk/>
- *RNIB*
<http://www.rnib.org.uk/>
- *RNID*
<http://www.rnid.org.uk/>
- *MENCAP*
<http://www.mencap.org.uk/>
- *National Autistic Society*
<http://www.nas.org.uk/>
- *British Epilepsy Association*
<http://www.epilepsy.org.uk/>
- *Disability Rights Commission*
<http://www.drc.org.uk/drc/default.asp>



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- *National Association for Special Educational Needs*
<http://www.nasen.org.uk/mainpg.htm>
- *The Centre for Accessible Environments*
<http://www.cae.org.uk/>

X. DEFINITION OF SPECIAL NEEDS

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:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- 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
- 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.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- 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
- for children under two, educational provision of any kind.

See Section 312, Education Act 1996



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Definitions in the Children Act 1989 and the Disability Discrimination Act 1995

A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities.

Section 1(1), Disability Discrimination Act 1995

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

Section 17 (11), Children Act 1989

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XI. ROLE OF GOVERNING BODY

The governing body of a community, voluntary or foundation school must:

- (a) do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- (b) 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
- (c) 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
- (d) 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 special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources report to parents on the implementation of the school's policy for pupils with special educational needs

See Section 317, Education Act 1996

- (e) have regard to this Code of Practice when carrying out its duties toward all pupils with special educational needs

See Section 313, Education Act 1996

- (f) ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

See Section 317A, Education Act 1996

(LEAs have these duties, where relevant, in relation to maintained nursery schools)

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XII. SUMMARY OF SEN CODE OF PRACTICE 2001

Fundamental principles:

- The special educational needs of all children will normally be met in mainstream schools and settings;
- The views of the child should be sought and taken into account;
- The role of parents is crucial to SEN provision;
- Pupils should be offered full access to a broad, balanced and relevant education.

The LEA will be obliged to:

- Promote high standards for all children, including those with SEN;
- Ensure that special educational needs are identified and assessed quickly, and that provision matches need;
- Provide high quality support;
- Make arrangements for sharing good practice;
- Ensure coordinated provision and close partnership with parents, other agencies and the voluntary sector;
- Establish strategic planning and develop systems for monitoring and accountability;
- Secure training, advice and support for SEN staff;
- Clarify what schools' budgets should cover for non-statemented pupils, and what should be provided centrally.

Governors will be obliged to:

- Do their best to ensure that the necessary provision is made for pupils with SEN;
- Ensure that Performance management objectives include SEN;
- Make SEN provision an integral part of the school development plan.
- "Ensure that a pupil with SEN joins in the activities of the school with pupils who do not have SEN so far as is reasonably practical and compatible with (a) the child receiving the special educational provision their learning needs call for, (b) the efficient education of the pupils with whom they are educated, and (c) the efficient use of resources.

With regard to schools the Code states that::

- Provision for pupils with SEN is a matter for the school as a whole;
- All teachers are teachers of children with SEN.
- Some difficulties in learning may be caused or exacerbated by a school's learning environment or adult/child relationships. So the school should look carefully at classroom organisation, teaching materials, teaching styles, differentiation.



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- Schools should not assume that children's learning difficulties always result solely or even mainly from problems within the child. A school's own practices make a difference for good or ill.

With regard to the SENCO:

- Consideration should be given to the SENCO's status and seniority. The SENCO should be at least on the same level as a major subject coordinator, Head of Faculty, or Head of Year.
- Time should be designated for the SENCO's specialist role.
- Funding for the SENCO's specialist role should come from school's base budget, and not from additional SEN funding.

Early Years: The Code contains a major section on provision in Early Years education, including the maintained, voluntary and private sectors.

Phased Approach:

The current five stages will cease to exist. When a school's normal differentiated learning approaches have failed to ensure a pupil's adequate progress, special intervention will be initiated:

- *School Action* will draw in the additional resources of the wider school;
- *School Action Plus* will trigger the resources of wider LEA and other agencies.

IEPs:

IEPs will be written for pupils on School Action and School Action Plus. The guidance for IEPs is in line with ERYC's existing guidance: 3 or 4 targets focusing on the areas of Literacy, Numeracy, Communication and Behaviour. This simple document should only record "*what is additional to or different from the normal differentiated curriculum*".

Statements

Statutory assessment process can now be requested directly by a school or setting.

Parent Partnership

- The Code contains a strong emphasis on promoting a culture of cooperation between parents and schools and empowering parents to play a valued and active role.
- LEAs must set up a Parent Partnership Service at arm's length from LEA, offering advice, information and guidance.
- LEAs should also set up a Disagreement Resolution Service, pre-empting Tribunals by offering independent arbitration.

Children's Involvement:

Children should where possible participate in decision making processes. They should be involved in developing and reviewing their IEPs at an appropriate level. It is essential that they should understand what is happening and why.

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XIII YEARLY TIMETABLE

September	<ul style="list-style-type: none"> • Visits to High Schools for TAs of YR6 (who have recently transferred) Pupils if necessary • Reminders about IEP reviews to TAs and Teachers • Reviewed IEPs and new IEPs to SENCO for monitoring • IEPs photocopied for parents, SENCO, Teachers, TAs. • Start Analysis of data for SEN section of Standards report TAs test all SEN children and those listed as cause for concern with Spar spelling, Young's group Math's and Young's Group Reading test 	
October	<ul style="list-style-type: none"> • IEPs discussed with parents by class teachers, parents given a copy of the IEP by Class Teacher • Follow up interviews with SENCO if requested by parents • Follow ups to parental interviews • Ask for TA timetables – monitor against IEPs and SEN register • SEN Register Update • Get info from SEN register ready for School Census Collection Children who are a cause for concern and who score <85 in tests are looked at in more detail by Consultant teacher 	
November	<ul style="list-style-type: none"> • Publication of Standards report 	
December	<ul style="list-style-type: none"> • Pupils in Year 6 who may need extra time in SATs tested by Consultant Teacher 	
January	<ul style="list-style-type: none"> • Reminders about IEP reviews to TAs and Teachers • SENCO start to gather information together from TAs and Teachers about children who are a cause for concern, but not yet on the SEN register 	

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	<ul style="list-style-type: none"> • Info for School Census Collection to Admin Officers 	
February	<ul style="list-style-type: none"> • SEN register updated by SENCO • Pupil Progress Meetings mid-year • Parents of children new to SEN register informed by SENCO • Reviewed IEPs and new IEPs to SENCO for monitoring • IEPs photocopied for parents, SENCO, Teachers, TAs. • Visit (where necessary) Pre-school settings to discuss / observe Easter Starters with SEN • 	
March	<ul style="list-style-type: none"> • IEPs discussed with parents by class teachers, Parents given a copy of IEP by class Teacher • Follow up interviews with SENCO if requested by parents • Follow ups to parental interviews • Adjust IEP groups to reflect changes to SEN register • Ask for TA timetables – monitor against IEPs and SEN register • Yr 5/6 Coordinator to apply for extra time / readers for Yr 6 SATs 	
April	<ul style="list-style-type: none"> • 	
May	<ul style="list-style-type: none"> • Review SEN policy annually • Contribute to review of Inclusion policy annually • Contribute to review Accessibility plan annually • Arrange extra visits to High Schools for YR6 Pupils who need them 	
June	<ul style="list-style-type: none"> • SENCO start to gather information together from TAs and Teachers about children who are a cause for concern, but not yet on the SEN register • Meet with SENCOs from High Schools to discuss YR6 SEN pupils • Visit (where necessary) Pre-school settings to discuss / observe September Starters with SEN • Extra visits to High Schools for YR6 Pupils who need them 	