

Date Valley School

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Date Valley School Special Educational Needs Policy

Introduction:

This policy is in keeping with the school's aims, its teaching and learning policies, and its policy on equality of opportunity. The school is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all children matter – including those identified as having special educational needs (mentioned as SEN hereafter). The culture, practice, management and deployment of the school's resources are designed to ensure all children's needs are met.

The Management Team believes that all children, regardless of ability and behaviour, are valued equally at Date Valley School. SEN children are not viewed as a separate entity but are part of the whole school approach, and different children's needs are recognised and met through varied and flexible inclusion provisions throughout the curriculum.

Objectives & Guiding Principles of the SEN Policy:

- To ensure that all children, whether or not they have SEN, have access to a broad, balanced and relevant curriculum which is differentiated, to meet their individual needs
- To ensure early identification, assessment and provision for any child who may have SEN
- To help every child realise his or her full potential and optimise their self-esteem
- To enable all staff to play a part in identifying SEN pupils and to take responsibility for recognising and addressing their individual needs
- To encourage the whole school community to demonstrate a positive attitude towards SEN
- To encourage an effective parent partnership in developing and implementing a joint learning approach at home and at school
- To encourage and support children to participate in all decision-making processes that occur in their education i.e. their views are sought and taken into account
- To follow the Code of SEN Practice (2001) which recommends a graduated approach whereby appropriate actions (Early Years Action/Action Plus and School Action/Action Plus) are matched to the individual child's needs. (Please refer to Appendix 1 for SEN procedure)

Definition of Special Educational needs:

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made, under the following broad categories:

- Cognitive and learning
- Communication and interaction
- Behavioural, emotional and social
- Sensory, physical and/or medical

(Special Educational Needs Code of Practice November 2001)

A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age

Special Education provision means:

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age

In maintained schools:

- For a child under two, educational provision of any kind. (1993 Education Act, section 156)

Children must not be regarded as having learning difficulties solely because their language, or home language, is different

from that in which they are taught.

Date Valley School will have due regard for the Special Educational Needs Code of Practice when carrying out our duties towards all pupils with SEN, and ensure that parents are notified when SEN provision is being made for their child.

Staffing:

The Principal:

The Principal has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEN. The Principal should keep the Board of Trustees fully informed and also work closely with the SENCO.

The SENCO (Special Educational Needs Co-ordinator):

The SENCO is a member of the Management Team within the school. The SENCO in collaboration with the Principal, plays a key role in determining the strategic development of the SEN policy and provision in the school, in order to raise the achievement of children with SEN.

The name of Date Valley School Trust Primary SENCO is Naheed Mughal and Date Valley Early Years SENCO is Erum Jaffri.

They are responsible for:

- Overseeing the day-to-day operation of the school's SEN policy
- Coordinating provision for children with SEN
- Liaising with and advising fellow teachers
- Assisting in constructing and reviewing Individual Education Plans (hereafter mentioned as IEPs)
- Managing learning support assistants
- Overseeing the records of all children with SEN
- Liaising with parents of children with SEN and keeping them informed
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies
- Manage and develop resources for SEN
- Monitoring the progress of the children through class observations

Training for Staff:

Whole staff training in SEN will be identified and met through INSET (In-Service Training) and provision (county, cluster and school). SEN training sessions will be organised as required to meet the current needs of staff and will be led by the SENCO, another member of staff or by an appropriate outside agency. LSAs (Learning Support Assistants) will be invited to attend relevant inset sessions and external courses.

The SENCO will attend the cluster SEN meeting/training sessions, which are usually held termly.

The SENCO keeps up to date with current developments through attending courses and disseminates this information to staff through INSET and informal conferencing.

Date Valley School Trust is committed to keeping parents' informed and have available a wide selection of books about SEN and the LEA's support services for parents or carers to read – Parents' are encouraged to ask their child's teacher about these.

Identifying SEN:

At the heart of the work of every class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements.

If a child's attainment is only slightly behind the expected range, then the child is placed on an initial 'Intervention Program' (this is not the SEN register) The intervention program will provide the child with channelled extra support from the class teacher or learning assistants to help close the learning gap for that child.

Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may be identified as having SEN. The Initial Concerns Form is completed and supported by a minimum of **three** class teacher observations. The SENCO must also contribute to these observations.

Thereafter an IEP is completed by the class teacher overseen by the SENCO and the parents of the child are informed of the child being placed on the SEN register.

Date Valley School models its approach on the guidelines given in the SEN Code of Practice (2001). This is a graduated approach in the early years and primary phase. The child may move up or down these stages or stay at any stage for an extended period. They will be removed from the register if they no longer need special help. (Please see Appendix 1)

In the early years we identify SEN through Early Years Action:

- When a Key Worker who works day-to-day with the child, or the SENCO identifies a child with SEN, they should devise interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum
- Date Valley School Early Years SENCO checks each child's progress and monitors any child who seems to be having difficulties in any area of learning, including problems with behaviour
- Each child's progress is recorded and shared with parents or carers on a regular basis through discussions / meetings and / or the home-school communication book
- If a child's need requires additional or different support from the standard Early Years curriculum, this is discussed with parents or guardians (and where possible the child) and together prepare an IEP (see below) which shows clear and achievable targets for the child. This plan is reviewed half termly with parents or guardians (and their child if appropriate)
- Discussion takes place with the parents or guardians on how they can best support their child's progress at home

Request for further support through Early Years Action Plus:

- If a child is still having difficulties and their needs are not being met, a request for further support and advice from the LEA support professionals will be made: such as the Early Years Learning Support Teacher, the Sensory Support Teacher, the Behaviour Support Teacher, the Educational Psychologist, the Specialist Health Visitor, the Speech And Language Therapist or the Physiotherapist
- Concerns may be raised by external agencies also: such as the family GP. The SENCO will work together with these agencies and take into account concerns raised
- The SENCO will liaise with the external professionals and the child's parents or guardians, together with the child if appropriate, in planning a new IEP
- The SENCO will organise review meetings with external professionals, parents or carers and the child's Key Worker to monitor progress

In Early Years, we have children from the age of two and it has been identified that some of the children may have speech difficulties, therefore we help children with speech and language and EAL (English as an Additional Language) by forming small social structure group sessions, these sessions are held for 15 minutes once a week in which a group of children are encouraged to speak and listen by using different resources. This is new incentive and we are hoping to see some good results and will be reviewing every term.

In the Primary years we identify SEN through School Action:

- When a class teacher identifies that a pupil has SEN - the class teacher devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum.
- While the class teacher remains responsible for working with the child on a daily basis, the class teacher works with the school's SENCO to plan and deliver an individualised educational programme (IEP) to meet the needs of the child

School Action Plus:

- If a child is still having difficulties and their needs are not being met, the SENCO and class teacher, in consultation with parents, ask for help from external agencies
- Class teachers and SENCO are provided with advice or support from outside specialists
- Additional or different strategies to those at School Action are put in place and an IEP will usually be devised

Individual Education Plans:

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when IEP is reviewed)

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus on three or four individual targets that match the child's needs and have been discussed and agreed with the child and the parents. The IEP will be reviewed at least twice a year.

School Request for a Statutory Assessment:

- Where a request for a statutory assessment is made by the school to the LEA, the child will have demonstrated significant cause for concern. The LEA will need information about the child's progress over time, and will also need 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.
- The school will provide this evidence through School Action and School Action Plus

Statutory Assessment of Special Educational Needs:

- Statutory assessment involves consideration by the LEA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary
- A child will be brought to the LEA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency
- Where the evidence presented to the LEA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to the schools, the LEA will consider the case for a statutory assessment of the child's special educational needs
- The LEA may decide that the degree of the child's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LEA to determine the child's special educational provision through a statement

Statement of Special Education Needs:

- All children with statements of special educational needs will have short-term targets set for them that have been established after consultation with parents, child and include targets identified in the statement of educational need
- These targets will be set out in an IEP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher

External specialists:

- Occasionally, in cases of significant learning difficulties, external specialists (e.g educational psychologist) may be required to assess the child if the SENCO believes this to be helpful. In this case the SENCO will liaise with the parents in regards to fees that may be incurred

Teaching arrangements for children with SEN:

- For the most part, children with SEN will be taught in the classroom alongside their peers.
- Where necessary, for Early Years Action / School Action and above, children will sometimes have the in-class support of an LSA
- Teaching techniques and strategies within each class, including differentiated resources and learning tasks, will accommodate those of differing abilities, including those with special needs, wherever appropriate and necessary
- This will enable individual learning needs to be met and all children to maximise their potential in all areas of the

curriculum

- We believe that it is essential that children who are having difficulty learning such skills are supported as soon as possible
- The teaching arrangements for those children with a statement will be determined by their statement of special educational needs

Monitoring children's progress:

- The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily
- Under these circumstances, teachers may need to consult the SENCO to consider what else might be done
- This review may lead to the conclusion that the child requires help over and above that which is normally available within the particular class or subject
- The key test of the need for action is evidence that current rates of progress are inadequate.
- Adequate progress can be defined in a number of ways. It might be progress which:
 1. closes the attainment gap between the child and their peers
 2. prevents the attainment gap growing wider
 3. is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
 4. matches or betters the child's previous rate of progress
 5. ensures access to the full curriculum
 6. demonstrates an improvement in self-help, social or personal skills
 7. demonstrates improvements in the child's behaviour

Inclusion:

- Date Valley School believes that all children have a right to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum
- We welcome all children, regardless of their individual needs and we aim to welcome them to an inclusive setting, if we feel that we can meet their needs
- In order to achieve this, we work closely with the children, parents or carers and other agencies as necessary
- We aim to identify and address difficulties a child has and aspire to work with the child and their parents
- Date Valley School aims to offer extra support to children with needs and encourages parents / carers who think their child might have particular needs to talk to us about this

Admission Arrangements:

Please refer to the current Admissions Policy.

SEN Specialist:

We do not have a specialist SEN unit nor do we specialise in any particular area of SEN.

Parent/Carer Partnership:

- The aim is to develop a partnership where professionals and parents work together in the best interests of the child
- Date Valley School recognises that positive attitudes, sharing of information, procedures and awareness of needs are all important. The views and wishes of the child are also sought and taken into consideration
- Parents are fully involved in the school-based response for their child, and we will ensure that they understand the purpose of any intervention and any subsequent programme of action
- Parents are informed when a teacher considers that a child's needs are significant enough for the child to be placed on the SEN register
- At this point an IEP is developed. Regular meetings are held with parents, teachers, SENCO and the child, as appropriate, to review the child's progress and the programme of learning
- During the procedure of applying for a statutory assessment (which may lead to a statement), the parents will be given as much help, advice and support as possible
- Parents are also encouraged to help in school – listening to children read, accompanying school outings, helping with events such as fund-raising, sports days or cake sales, etc

Monitoring and evaluating the success of the policy:

This SEN policy is subject to regular review - for example, as part of the annual updating of the Staff Handbook. We monitor the policy by:

- Reviewing it with the SENCO; parents or carers are invited to contribute their ideas and opinions to the review
- Asking parents, carers and staff regularly about how well we are meeting SEN provision in the school
- Monitoring the progress of SEN children

Complaints about our SEN provision:

If parents or carers have concerns about the SEN provisions in place, they should speak to the Key Worker/ Class Teacher initially. Following this if concerns continue then they should follow the procedure of the complaints policy.

Moving on (transition):

We give the child's progress reports, plans and assessments and records of reviews to the next setting or school when the child leaves Date Valley School. The SENCO liaises with other settings when the child moves on or if they attend more than one setting at a time.

This policy has been read and approved for Date Valley School, by the school SENCO, School Principal and the Date Valley Trust Policy Committee.

Date: January 2014

