

# HOLY TRINITY PEWLEY DOWN SCHOOL, GUILDFORD

## SEN POLICY

### Opening Statement

At Holy Trinity Pewley Down School the provision for children with SEN is an integral part of our school ethos. It is based on a belief that every child is valued as an individual and entitled to a broad and balanced education, allowing them to achieve their individual potential socially, emotionally, physically and academically.

We also recognise that each child is unique, displaying a range of intelligences and abilities. We aim to enable all children, including those who are gifted and talented to develop their full potential academically, emotionally, socially and spiritually.

### AIMS

By focusing on all that is positive, progressive and creative, our overall aim is to provide a structured and individualised programme which ensures that each child is given the opportunity to enjoy success through achievement during their time at our school.

We aim to:

- Identify the needs of the individual learner in the four broad areas specified in the SEN Code of Practice i.e. communication and interaction, cognition and learning, behaviour, emotional and social development, and sensory and/or physical development.
- Assess the most effective means of supporting individual needs
- Provide effective targets, in line with the National Curriculum, which direct a progressive pattern of teaching and learning
- Make such provision as is necessary to support monitor and attain those targets.
- Regularly review the progress of each child working closely with professionals, parents/carers to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.
- To ensure the views of the child concerned are sought and taken into account during their time at our school

All of the above being in accordance with the provisions of the Special Educational Needs Code of Practice, the Disability Discrimination Act and all other relevant legislation.

### CO-ORDINATION AND MANAGEMENT OF SEN PROVISION:

The SENCO is responsible for:

- overseeing the day-to-day operation of the SEN policy
- co-ordinating provision for children with SEN
- ensuring there is liaison with parents and other professionals in respect of children with SEN,
- managing learning support assistants /and the SEN team of teachers,
- advising and supporting other practitioners in the school,
- contributing to the CPD of the staff,
- ensuring that appropriate IEPs are in place, that relevant background information about children with SEN is collected, recorded and updated

- liaising with external agencies including the LEA's and educational psychology services, health and social services, and voluntary bodies.

The SENCO instigates and co-ordinates formulating our policy.

The Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.

The quality of SEN provision is continually monitored, evaluated and reviewed. A verbal report on the implementation of the SEN policy is presented annually to Governors.

SEN provision is an integral part of the School Development Plan.

### **Admission Arrangements**

Holy Trinity Pewley Down celebrates a wide range of learning ability. The presence or absence of a special educational need where a child does not have a statement plays no part in the selection of pupils. For children with statements, the arrangements confirming admission to the school named in the statement will continue as long as Governors feel that appropriate provision can be made available for each child. Governors will also pay particular regard to their duty to balance the needs of the other children in the school and will seek at all times to maintain the ethos of the school.

### **Specialist Provision**

In meeting the needs of pupils requiring a variety of programmes, we have developed the expertise in a variety of areas.

These include IEPs which focus on:

- Dyslexic tendencies (specific learning difficulties)
- Hearing impairment
- Visual impairment
- Reading support and development
- Developing and improving Motor skills
- Dealing with challenging behaviour
- Children with Down's syndrome
- Physical disability

The primary source of SEN provision is the class teacher, who takes responsibility for delivering a carefully differentiated, child centred curriculum. Through assessment and observation early in the academic year, class teachers identify the needs of each child. In addition, the Head teacher and the SENCo work closely with class teachers to ensure that all relevant information is quickly disseminated.

## **IDENTIFICATION, ASSESSMENT & PROVISION**

### **Identification and Assessment**

At Holy Trinity Pewley Down we:

- Liaise with nurseries and feeder schools through visits, meetings and reports
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- Use NFER Nelson diagnostic reading, spelling tests and maths tests at regular intervals
- Use MIRA in Year 1 and 2
- Use PIPs in Year 3
- Level children in reading, writing and maths
- Administer Year 4 SATs testing
- Liaise comprehensively with staff and parents regarding any expression of concern

Following such expression of concern:

- The class teacher and specialist support staff plan and implement a targeted course of action which gives individual help that is additional to and different from the usual differentiation, and review accordingly,
- The child may be further assessed using diagnostic language and/or number tests.

Following diagnostic testing :

- The class teacher and specialist staff plan and implement a targeted action and review accordingly
- External agencies are consulted as appropriate

A review date is set for the regular assessment of individual progress, and the review procedure is implemented by class teachers, specialist support staff and the SENCo, in close partnership with parents and external professionals where appropriate.

### **Provision**

Provision for special needs occurs in a number of ways:

- Differentiation within the classroom
- Additional support within classroom from SNA/TA/parent
- Additional I.C.T support for children ( Dyspraxic/Dyslexic tendencies)
- Withdrawal in small group at a regular time each week to focus on particular learning difficulties
- S&L targeted support groups
- Social skills/team building provision
- Ability-based setting for three maths sessions a week (Years 4, 5 and 6)
- Ability-based setting for two English sessions a week (Year 3- 6)
- Small group withdrawal to focus on specific learning needs

### **Differentiation**

An awareness of differentiation is encouraged through a culture of close year group planning. Differentiation largely by task, but also sometimes by outcome is highlighted in weekly planning documents. This ensures that all children receive work to challenge and

inspire them. The effectiveness of this is regularly evaluated and assessed and feeds future planning.

### **Integration**

Children with SEN are fully integrated in the life of the school. Equal value is placed upon each child and the development of his or her individual strengths.

### **Evaluation**

The value of any provision made for each child is reviewed and analysed on a regular basis.

### **Allocation of Resources**

The SEN budget is set by the Senior Management team of the school and agreed by the governors. It is allocated by the Headteacher and SENCo. The bulk of the resource needs of pupils on school action plus or with statements are met by the Local Authority and supplemented by the school when necessary.

The governing body monitors the effective use of funds through the finance Sub-Committee and the governor with special responsibility for SEN .

## **STAFFING POLICIES & PARTNERSHIP WITH OTHER BODIES.**

### **Staff Development**

The SENCo and the rest of the SEN team provide in-service opportunities for colleagues. Outside experts are used when appropriate including the EPS, LSS & S&LT and HSLW.

Teachers:

- The School is committed to the training of all teachers to meet the SEN of their children
- There is an induction procedure for NQT's and new staff into the school's policy and procedures for SEN.

Teacher Assistants:

- The school is committed to the training and development of Teaching Assistants in the delivery of SEN
- TAs are line managed by the SENCo in liaison with the Class Teacher with whom they work and share their CPD needs. Reviews are undertaken termly in which progress is discussed, targets are set and training needs/wishes are identified
- Half-termly meetings are held by the SENCo with all TAs to discuss strategies, share expertise and discuss any difficulties
- There is an annual full day of training for all TAs

### **Support Services**

The school works closely with the EPS, LSS and SLT both in planning and delivery of SEN provision, including the formulation of IEPs. The school is committed to using specialists when appropriate.

### **Parental Involvement**

Parents of children with SEN are particularly encouraged to be involved in their child's progress. Parents are encouraged to make contact with the Class Teachers and/or SENCo should they have any concerns regarding their child's progress. At each stage of the assessment procedure parents are consulted and informed of review dates and procedures.

Each year there are:

- Two consultation evenings where parents are invited to speak to any member of staff concerning their child's progress, specific interview times are set aside for parents to talk to the school's SENCo
- Termly review meetings, to which parents are invited, for all children with statements or on school action plus

### **Complaints Procedure**

Should a parent be unhappy with the school's provision for a pupil with SEN. they should initially approach the SENCo followed by the Head teacher, followed by the governor with responsibility for S.E.N. followed by the Chairman of Governors.

Any further complaints should be directed to the L.E.A local officer. This is in line with the governor's general complaints policy.

If parents have concerns regarding their child's statement of SEN or feel that the school is not allowing their child's name to be put forward for statementing, they should contact the EPS via the local authority.

This policy incorporates where appropriate the provisions of the Education (Special Educational Needs) (England) (Consolidation) Regulations 2001 and will be reviewed bi-annually.

**Date of Policy:** September 2010

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**Directory:** O:\SHARED\POLICIES\SENPOL.DOC

**Review Date:** September 2012