



**ST MATTHEW'S PRIMARY SCHOOL**  
**(VOLUNTARY AIDED)**

**SPECIAL EDUCATIONAL NEEDS**  
**POLICY**

## **Rationale:**

St. Matthew's School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children including those identified as having 'Special Educational Needs' have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

St Matthew's is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

We also view partnership between the school, parents and carers, Local Education, Health and Social Services and voluntary organisations as crucial to success in encouraging participation and learning for the whole school family.

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

## **Objectives:**

1. To ensure the SEN and Disability Act and relevant Codes of Practice, Disability Equality Scheme (D.E.S.) including Every Child Matters and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with 'Special Educational Needs'.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum\* through differentiated planning by class teachers, SENCo, and support staff as appropriate.

(\*Except where disapplication, arising from a Statement occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils).

5. To provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEN at School Action or School Action Plus.

6. To ensure that pupils with SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
8. To involve parents/carers at every stage in plans to meet their child's additional needs.
9. To involve the children themselves in planning and in any decision making that affects them.

### **Arrangements for coordinating SEN provision:**

1. The SENCo will meet with each class teacher at least twice a year to discuss additional needs concerns and to review IEPs.
2. At other times, the SENCO will be alerted to newly arising concerns through the 'additional needs' concern form.
3. The SENCo will discuss issues arising from these forms with the class teacher within one week of receiving the form.
4. Where necessary, reviews will be held more frequently than twice a year for some children.
5. Targets arising from IEP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
6. The SENCo, together with the Head teacher, monitors the quality and effectiveness of provision for pupils with SEN through classroom observation.
7. SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENCo and by trained teaching assistants (T.A's) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed annually, by the SENCo, and the management team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. Additional support is funded through individual allocations from the LEA.
8. Support staff, class teachers, SENCo and outside agencies liaise and share developments in order to inform reviews and forward planning.

## **Roles and Responsibilities:**

All teachers are teachers of pupils with SEN. They work as part of a team, however, which includes the governors, head teacher, special educational needs co-ordinator (SENCo), learning support workers (LSW's) and voluntary helpers.

1. The governing body, in collaboration with the head teacher and SENCo, determines the school's general policy and approach to provision for children with SEN, establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school's work. Governor's report to parents annually about the school's SEN performance.
2. The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEN.
3. The SENCo has responsibility for day-to-day operation of the school's SEN policy and for co-ordinating provision for pupils with SEN, particularly through School Action and School Action Plus. The role includes: advising teachers and LSW's, overseeing the school's SEN records and liaising with parents and outside agencies such as the Education Psychology Service. (The 2001 Special Needs Code of Practice carries a detailed description of the role of SENCo. Cop.4:15-17 and 5:30-36.
4. Class Teachers have responsibility for day-to-day education of all pupils including those with special needs. When planning teachers take account of individual needs through differentiation referring to I.E.P's and personalised learning.
5. T.A's provide practical support both in classrooms and during physical activities. The T.A. is trained to liaise closely with the teacher and may be asked to work with an individual, a small group, or within the whole class. The work may take place in the classroom, or in some other quiet, working environment. Voluntary helpers (often parents) all undergo the standard police check before working with the children on a wide variety of activities, ranging from hearing readers to cooking and gardening.

## **Admission arrangements:**

Children with additional educational needs are considered for admission to the school on exactly the same basis as for children without additional educational needs.

Prior to starting school, parents/carers of children with a Statement of SEN or Statement pending will be invited to discuss the provision that can be made to meet their identified needs.

## **Allocation of Resources:**

Funding is provided to support provision for SEN pupils according to the numbers of SEN pupils on the SEN list.

Allocation of resources is determined by need and can be seen in the school's provision map.

## **Identification, Assessment, Provision and Review:**

In St. Matthew's School, we have procedures for SEN intervention, which focus on the whole child, not just their difficulties. Parental involvement is encouraged at every stage. Support strategies for pupils range from use of in-class T.A's and booster groups to consultation with outside agencies for specialist advice.

In summary: the school's approach to SEN involves these four levels of support.

### **1. CAUSE FOR CONCERN**

Procedure:

The class teacher initiates the support process by collating evidence to verify concerns; they decide on initial intervention strategies and monitor the child's progress; they keep both SENCo and parents informed.

Initially, a class teacher will provide for a child's individual needs through the normal process of differentiation (by input: teacher access, use of adult or peer support, use of equipment; by outcome: mode of recording or delivery, length of assignment, etc). This is currently called Wave One Intervention. If this is insufficient for the child's needs, the teacher may choose to include the pupil in some school-based catch-up or booster groups (e.g. ALS, ELS, Springboard maths.) This is currently called Wave Two Intervention.

Children listed as "cause for concern" do not require an IEP (individual education plan). However, as with the whole class, they will have personal targets agreed with their teacher.

Evidence (paperwork):

- A cover sheet with child's details.
- BEHAVIOUR SUPPORT has an additional coversheet and checklist with teacher evidence specified.
- Stage Descriptors listing child's difficulties (Glos. C.C. SEN categories).
- Unaided samples of the child's work dated and annotated to clarify how the work was undertaken. (e.g. time taken, support given).
- Supporting teacher-collated evidence. This may include assessment results. Standard forms are also available for recording observations and interviews.

- Description of teacher's current intervention for child.
- Support requested of SENCo.
- Parent and teacher signatures as evidence of consultation.
- A school Diary of Intervention is begun. Over time this gives a brief overview of school action for the pupil.

#### Responsibilities:

- Parent: to undertake action agreed at initial consultation with class teacher.
- Teacher:
  - Collect evidence to support their concerns.
  - Inform the SENCo of their concerns.
  - Inform parents of their concerns.
  - Plan Wave One Intervention, and Wave Two if necessary.
- Pupil: work on personal targets.
- SENCo: to record cause for concern. If requested, to offer advice.

## 2. SCHOOL ACTION

#### Procedure:

When a pupil makes little or no progress despite a differentiated curriculum (Wave One and Wave Two Intervention), the teacher will inform the parents and ask the SENCo to place the child at School Action on the SEN list. The SENCo may carry out further assessment to clarify the child's areas of strengths and difficulties. From this pupil profile either an individual education plan (IEP) or behaviour support plan (BSP) is drawn up as appropriate. The IEP/BSP shows the planned targets and provision for the pupil, which are in addition to, and different from what is normally expected within the classroom or social areas of the school.

#### Evidence (paperwork)

- Reviews: are written on the IEP form itself.
- Stage Descriptors listing child's difficulties (Glos. C.C. SEN categories)
- Unaided, annotated samples of the child's work.
- Supporting teacher-collated evidence.
- School Diary of Intervention continues.

#### Responsibilities:

- Parent: to undertake action agreed at review meetings.
- Teacher:
  - To provide interventions, which are additional to or different from those, provided as part of the classes usual differentiated curriculum.
  - To plan with, and oversee any support staff working with the pupil.
  - To write and review IEP's termly, involving child, parents and support staff where possible. These meetings sometimes take place as part of the usual Parents' Evenings.
  - To keep SENCo informed of action taken.

- Pupil: work on personal targets.
- SENCo.
  - To oversee SEN records on pupil.
  - To offer advice, if requested.
  - To carry out assessment of pupil, if requested.

### **School Action Plus**

Provision at this level always includes the ongoing involvement of specialist services.

When a child continues to make little or no progress, despite “School Action” intervention, (CoP 4:31 and 5:56) then “School Action Plus” is triggered. After consultation with the teacher and parent/carer, the SENCo (or the parent) will request help from external services.

A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child’s progress.

Evidence (paperwork):

- Agency reports.
- IEP’s: targets in line with agency advice.
- Unaided, annotated samples of pupil’s work.
- Reviews: written on the IEP form, at least termly.
- School Diary of Intervention continues.

Responsibilities:

- Parent: to undertake action agreed at review meetings.
- Teacher:
  - To liaise with SENCo when planning overall provision for the child, ensuring a co-ordinated approach.
  - To plan with, and oversee any support staff working with the pupil.
  - To write and review IEP’s termly, involving child, parents and support staff where possible.
  - To keep SENCo informed of action taken.
- Pupil: work on personal targets
- SENCo:
  - To liaise with outside agencies, class teacher and support workers.
  - To oversee SEN records on pupil.
  - To provide advice, support and training, if requested.

### **3. STATEMENTS**

Procedure:

A request for statutory assessment may be made to the Local Education Authority (LEA), by a school or by the parents of a child. The child will have significant

difficulties in one or more of the following areas, which are hindering their access to education. (Chap.7 CoP).

- Communication and interaction
- Cognition and learning
- Behavioural, social and emotional development
- Sensory and/or physical needs.
- Medical Conditions

The LEA will need clear documentation showing the child's progress over time, and action taken by the school. The LEA may feel that the special educational provision necessary for the child cannot reasonably be met within the resources of the school. If so, the LEA will then issue a statement of the child's SEN. This will include a description of the child's learning difficulties (what the pupil can and cannot do) and the special educational provision to meet those needs. This provision may include the use of an LSW to support the child in their area of need. It will also set out long-term objectives for the child's development and learning. (More detailed information about this process can be found in chapters 8 and 9 of the CoP. Chap. 8:134 shows the time limit for this process).

Evidence (paperwork):

- Agency reports
- IEP's: targets in line with agency advice and with statement guidelines.
- Unaided, annotated samples of pupil's work.
- Reviews: written on the IEP form, at least termly. Any LSW supporting the child will be required to keep a record of their ongoing work with the pupil, making a note of successes and difficulties encountered.
- Agencies may ask the school for a termly report on the pupil.
- Annual review: a yearly get together of the whole team which supports the pupil (e.g. parent, teachers, LSW's, outside agencies, etc.) to share progress, to plan ahead for the following year and, if necessary, to recommend amendments to the statement. The pupil may attend where appropriate, and their views are always sought as part of the review process. Those attending the review will be asked for a written report of progress, which the school will circulate to the team two weeks before the scheduled meeting. Within ten days of the annual review, the school must send a review report to the LEA. (chap. 5: 68-73 and Chap.9, CoP).

Responsibilities:

- Parent: to undertake action agreed at review meetings.
- Teacher:
  - To liaise with SENCo when planning overall provision for the child, ensuring a co-ordinated approach.
  - To plan with, and oversee any support staff working with the pupil.
  - To write and review IEP's termly, following agency advice. The child, parents and support staff will be involved where possible.
  - To keep SENCo informed of action taken.
- Pupil: work on personal targets.

- SENCo:
  - To liaise with outside agencies, class teacher and support workers.
  - To oversee SEN records on pupil.
  - To provide advice, support and training, if requested.
  
- Outside Agencies:
  - To provide advice and support to parents and the school.
  - To monitor the progress of the child through regular visits and follow-up reports.

**NOTE:** This policy covers concern for educational special needs. Support for behavioural needs is covered in detail in the behaviour policy, although the basic principles for support will be the same.

- Class teacher as first and main point of school contact.
- Class teacher carries responsibility for day-to-day provision for the child's needs. At school Action and School Action Plus, the class teacher draws up targets for the behavioural equivalent of an IEP: that is the BSP (Behaviour Support Plan) or PSP: (Pastoral Support Plan).
- Parental consultation vital.

## **ACCESS TO INFORMATION ABOUT PUPILS WITH SEN**

- All information will be kept in a central lockable file.
- Class teachers will hold a "work in progress" file containing information relevant to planning.
- Information will only be shared in accordance with the Data Protection Act policy.

## **Access to the Curriculum**

All pupils have an entitlement to a broad, balanced and relevant curriculum. At St. Matthew's, all children have access to the full curriculum, as well as a wide range of school clubs and extra-curricular activities. Pupils with SEN are taught for most of the week with their peers in mainstream classes, studying the curriculum appropriate for their age. All teaching and support staff are aware of the National Curriculum Inclusion Statement and in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the pupils' diverse learning needs
- Remove the barriers to learning and assessment.

Matching learning to the needs and abilities of the pupils, teachers use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEN to access learning and assessment opportunities. If pupils are withdrawn for part of a lesson to work on personal targets, care is taken to minimise the impact of such provision on the child's entitlement to other areas of the curriculum. For example,

children would not be regularly withdrawn from a PE lesson or assembly, to practice literacy skills.

### **Dealing with complaints**

If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCo, who will try to resolve the situation.

If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Head teacher in writing or any other accessible format. The Head teacher will reply within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office.

### **Arrangement for *In-Service Training***

- SENCo attends termly cluster meetings and the annual county SENCo conference.
- In-service training (INSET) available from staff within school and from outside agencies (eg. Educational psychologist, speech therapist, Behaviour Support Team, etc.)
- Staff attendance at county teacher-training courses.

### **Links with Other Schools, Teachers and Outside Agencies**

The school has access to all county support agencies, whether for medical, education or behavioural reasons. We benefit from the support of the educational psychologist and carried advisory teachers on their termly visits. We also liaise with parent support agencies (e.g. Child Action and the Parent Partnership Service).

The school has close links with: **Play School**, pre-intake meetings, visits, observations (by receiving teacher and SENCo) to discuss SEN of those starting in Reception. Where possible, transfer of SEN records and provision for those with identified SEN or disability in place to ease transition. The children have a series of visits to the school to familiarise them with school routines. This culminates in the annual teddy bears' picnic.

### **Secondary Schools.**

Junior children have frequent opportunities to visit local Secondary Schools, taking part in different curriculum related projects. In preparation for Y6 transition, where possible, Secondary School SENCO visits SEN children; transfer of SEN records, SEN "flagged up" with receiving school. For those children with a statement, the annual review at the end of Y5 will involve discussion of SEN provision at possible Secondary Schools. At the end of Y6, Secondary School SENCo's are invited to attend the child's last annual review. The Y6 children also attend an open day at the school of their choice.

## **The Role Played by Parents of Pupils with SEN**

In accordance with the SEN Code of Practice, the school believes that all parents of children with SEN should be treated as equal partners. The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice. Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEN framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision-making processes about special education provision.

To return to our opening statements:

We view **Partnership** as crucial  
for the whole school family.