



# All Saints Carshalton, Church of England Primary School

## Policy for Special Educational Needs

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## PHILOSOPHY

- All teachers are teachers of SEN.
- Children within SEN deserve an enhanced level of resourcing to meet their needs.
- All children can learn and make progress, if only in very small steps or with an extended curriculum.
- All children have a right to a broad and balanced curriculum, which is both relevant and differentiated, and which demonstrates progression and coherence.

## AIMS

- The school aims to provide a broad balanced and differentiated curriculum which takes into account the needs of all children.
- The staff recognise that all children are unique and, during some children's time at the school, there may be cause for concern. These children will be considered to have Special Educational Needs.
- The school aims to develop a whole school approach to the special needs of the children.

## OBJECTIVES

- All teachers are responsible for identifying children who have Special Educational Needs (SEN).
- All teachers at the school are teachers of children with SEN.
- Teachers are responsible and accountable for the progress made by children with SEN in their class
- Children with SEN should be identified through careful observations and assessment of their progress. The London Borough of Sutton document 'Graduated Support for Special Educational Needs 2011' lays out the graduated level of support children are entitled to in Sutton Maintained schools, linked to the four areas of need identified in the SEN Code of Practice 2014
- Children should be assessed using diagnostic and formative assessments as early as possible and as quickly as is consistent with thoroughness
- Detailed records, in line with the SEN Code of Practice, will be kept about children with SEN
- Liaison between all parties involved in the identification and teaching of children with SEN is essential. The Inclusion Manager will act as the link between the school and outside agencies
- Effective assessment and provision will be secured where there is the greatest possible degree of partnership between parents, their children and the school. Parents will be involved and their views taken into account at all stages
- In line with the Code of Practice the views of the child will also be sought and taken into account
- Provision for children with SEN is a matter for the school as a whole. The Governing Body will have the statutory duty, with the Headteacher having responsibility for the day-to-day management working closely with the Inclusion Manager. The Headteacher will ensure the Governors are kept fully informed through the termly report to Governors
- The school has identified at least one governor with responsibility for SEN. Regular meetings with the Inclusion Manager take place

## **Identification of children with SEN**

School follows the guidance from London Borough of Sutton's 'Graduated Support for Special Educational Needs 2011' document when identifying and planning the provision for children with special educational needs.

## **TEACHING AND LEARNING STRATEGIES**

The arrangements in the school for planning and teaching take into account the wide range of abilities and aptitudes of the children (see Teaching and Learning policy). The National Curriculum programmes of study provide a framework for differentiation.

Definition of Special Educational Needs as in the Code of Practice 2014.

## **Special educational needs (SEN)**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Special educational needs are generally thought of in the following four broad areas of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Support is known as SEN support and there will be a graduated response in accordance with London Borough of Sutton guidance. Support from school or outside agencies will be allocated according to need, using this graduated response as a guideline.

Some children may be identified with a special educational need, which through an intensive support programme is addressed. Other children may have a specific learning difficulty that will continue to require some level of intervention. Others with a more severe need may progress through the graduated response towards statutory assessment. If a request for statutory assessment is successful a child will be issued an Education Health Care Plan (EHCP) by the local authority.

All children on the SEN register have an Individual Education Plan (IEP). The plan will be reviewed at least once during the term and new objectives will be agreed in a meeting with the child's parents.

The Inclusion Manager is available for advice for children with SEN. The Inclusion Manager or teaching assistants may work with children on the School Action stage of

identification. Outside agencies work with children on the School Action Plus stage of identification, and beyond where appropriate.

Outside agencies that the school may call on for support include:

Learning Support Team (LST)  
The Speech, Language and Communication Support Service (CLSS)  
The Speech and Language Therapy Service (SALT)  
The Autistic Spectrum Disorder Service (ASD)  
Behaviour Support Team (BST)  
Occupational Therapy (OT)  
Educational Psychologist (EP)  
CAMHS

Children are identified to work with these agencies through discussion with the class teacher and Inclusion Manager using the graduated response as a guideline.

## **EQUAL OPPORTUNITIES**

The aim of this policy is to ensure that there are equal opportunities for all children in the school to have access to the curriculum.

All children of nursery and primary school age are welcome at All Saints' and are admitted according to the Governors' published admissions policy.

Specific facilities for children with physical disabilities include;

- A ramp outside the front door
- A ramp from the Talbot Road entrance to the school
- A disabled toilet
- A portable ramp for wheelchair access
- Hand rails
- A special toilet seat
- A lift

The school also has a range of other resources which are used as appropriate under the guidance of the appropriate specialist and wherever possible makes reasonable adjustments in accordance with the Equality Act 2010.

## **MULTICULTURAL EDUCATION**

As stated in the Code "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."

However the planning of SEN provision must take into consideration the multicultural society in which we live. In particular, the identification and assessment of the special needs of children from minority ethnic groups, including children whose first language is not English, requires careful thought.

The aims and objectives in our Racial Equality Policy will be taken into account when working with children from other ethnic groups.

## **ASSESSMENT AND RECORDING**

It is important that children who may have SEN are identified as early as possible.

The following factors may also support in the early identification process:

- SEN triggers using the London Borough of Sutton graduated response
- Assessments of children (both formative and summative) within the National Curriculum.
- Expressions of concern and information provided by parents.
- Information passed from other schools.
- Observations carried out by the Inclusion Manager or Outside Agency.
- Appropriate screening and testing tools.

The following assessments are used:

Aston Index

Neale Analysis

Sutton Diagnostic Maths Test

Graded Spelling Test

Graded Reading Comprehension Test

Vocabulary Test

Phonics Screening Check

Foundation Stage Age Related Bands

Salford Sentence Reading Test - Reading Age/Comprehension

The Inclusion Manager will keep a register of all children with Special Educational Needs. A record will be kept of the steps taken to meet the needs of individual children. There are central records kept by the Inclusion Manager and each class teacher has an SEN file for the children in their class. The class records should be kept up to date with the tasks carried out and the achievements of the children. The Inclusion Manager will ensure that the register and all records are kept up to date.

Records will be needed if a child is referred for Statutory Assessment. This is given in detail later in the document.

All SEN records are passed to the next school when a child transfers at age 11 or before. Any concerns regarding a child and special educational needs are raised with the school prior to transfer if possible.

## **HOME-SCHOOL LINKS**

The development of positive working relationships with parents, pupils and the providers of support services are most important. In particular, a positive relationship between parents of children with SEN and the school is crucial. All assessments should be undertaken with the knowledge of the parents and take into account their wishes, and feelings. Everyone involved with the child should feel they are in partnership, working together.

Should any parent feel that the needs of their child are not being met they should share their concern firstly with the child's teacher and then with the Inclusion Manager, Key Stage Leader and the Headteacher if this is felt necessary. If the parents are still not happy then they can write to the governor with responsibility for SEN and there after follow our Complaints Procedure. However it would be hoped that it would not be necessary to go along this route.

To support this document there is an SEN guidance leaflet for parents, to explain the process of identification of children with Special Educational needs.

## **RESOURCES**

Each year a budget for SEN is allocated. Most SEN resources are kept centrally in the Lavender Room.

The Inclusion Manager is employed for three days per week. An SEN teaching assistant is employed for three days a week and an ELSA is employed for two and a half days a week. A Speech and Language TA supports children in Early Years and Key Stage 1. As part of their teaching role, classroom teaching assistants are employed to support the learning of children with SEN on a 1-1 basis, in groups and within the class.

Children with an Education Healthcare Plan have an amount of money allocated to them by the LA according to their level of need. The first £6,000 of this funding has to be provided from the school's own budget. This may be spent on providing extra help in the classroom or within small groups, purchasing special resources and administrative costs involved in the statement review.

## **ROLE OF THE INCLUSION MANAGER**

The Inclusion Manager at All Saints is Mrs. L Callaghan. With the Headteacher and the Governing Body she has 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 and is part of the school leadership team.

The Inclusion Manager:

- Has day to day responsibility for the operation of the SEN policy
- Co-ordinates the provision made for individual children with SEN
- Provides related professional guidance to colleagues
- Manages the Learning Support Teacher, other outside agency staff and teaching assistants employed to work with children with SEN
- Oversees the records of all children with SEN
- Liaises with parents of children with SEN
- Contributes to the in-service training of staff
- Liaises with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary services.

## **CONTINUAL PROFESSIONAL DEVELOPMENT**

Training needs are identified on an annual basis through performance management and professional development meetings. The Inclusion Manager attends the network meeting

and other relevant training and teaching assistants attend a variety of courses provided by the borough.

## Appendix 1

### DISABLED CHILDREN AND YOUNG PEOPLE

**This section should be read in conjunction with the Single Equality Policy.**

Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is

‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory - it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of

education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers must also make reasonable adjustments by making physical alterations. Schools and local authority education functions are not covered by this last duty, but they must publish accessibility plans (and local authorities, accessibility strategies) setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review. Where school governors are publishing information about their arrangements for disabled children and young people, this should be brought together with the information required under the Children and Families Act 2014.