

**DURDANS PARK PRIMARY SCHOOL**

**SPECIAL EDUCATIONAL**

**NEEDS POLICY**

**SENCO: Katie Brown**

**Abbreviations noted in policy:**

<b>SEN</b>	<b>Special Educational Needs</b>
<b>SENCO</b>	<b>Special Educational Needs Coordinator</b>
<b>SENPLAN</b>	<b>Special Educational Needs Planning Meeting</b>
<b>LSA</b>	<b>Learning Support Assistant</b>
<b>SSA</b>	<b>Special Needs Support Assistant</b>
<b>SENSS</b>	<b>Special Educational Needs Support Service</b>
<b>LEA</b>	<b>Local Educational Authority</b>
<b>ESW</b>	<b>Educational Social Worker</b>
<b>IEP</b>	<b>Individual Education Plan</b>
<b>SA</b>	<b>School Action</b>
<b>SA+</b>	<b>School Action Plus</b>
<b>CFCS</b>	<b>Child &amp; Families Support Service</b>
<b>CDT</b>	<b>Child Development Team</b>
<b>EP</b>	<b>Educational Psychologist</b>
<b>OT</b>	<b>Occupational Therapist</b>
<b>SLT</b>	<b>Speech &amp; Language Therapist</b>

**UPDATED : SUMMER 2009**  
**Last Reviewed: November 2010**

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**SEN Policy**  
**Durdan's Park Primary School**

**Statement of Intent**

**This policy is written in line with The Revised Code of Practice (January 2002). It is in keeping with the school aims, its teaching and learning policy and its policy for educational inclusion. The governing body and staff in the school will ensure that all pupils enjoy a broad balanced and relevant education that meets individual needs. Durdan's Park School perceives that the definition of children with special needs broadly include the following categories:**

- 1. Cognition and Learning**
- 2. Children with general behavioural emotional and social difficulties**
- 3. Sensory and Physical difficulties**
- 4. Communication and Interaction Difficulties.**

**Aims and Ethos**

**At Durdan's Park Primary School, we aim to be a fully inclusive school by**

- Setting suitable learning challenges**
- Responding to pupils diverse learning needs**
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils**

**There creating a positive, purposeful environment for all, allowing children to achieve their full potential with regard to intellectual, moral, personal, social and physical development.**

**This would be achieved through creating an atmosphere that develops:**

- Independence and self respect**
- Respect for others**
- Tolerance**
- Co-operation**
- Self esteem**
- Value within the community**
- Lively and enquiring minds**
- Creativity**
- Caring and responsible attitudes**
- Individual thought and expression**

**Within a framework that provides:**

- A curriculum broad enough to facilitate equal access to it for all children**

- **Assessment and tracking procedures targeted towards identifying and meeting special needs as early as possible in a child's school career.**
- **To support teachers continuing professional developments in SEN**
- **To maximise the potential of ICT for pupils with SEN**

### **Objectives, Principles & Values**

- **To help each child to learn to appreciate and value his/her own strengths.**
- **To help each child develop his/her potential to the full**
- **To create in each classroom a inclusive and supportive environment to enable effective learning to take place.**
- **To ensure that each child feels equally valued within the school community**
- **To endeavour to provide each with the core skills (literacy, numeracy and social independence) which s/he will need in adult life.**

**In addition as teachers and support staff we all have a responsibility to ensure that our practices are fully inclusive so that:**

- **Each child has equality of opportunity regardless of learning difficulty.**
- **Each child has access to a broad, balanced and differentiated curriculum.**
- **Intervention takes place as early as possible in the child's time in school**
- **Staff endeavour, when identifying children with special educational needs to "take account of the ascertainable wishes and feelings of the child concerned. "Children's Act 1989.**

**Nb A CHILD MUST NOT BE TAKEN AS HAVING A LEARNING DIFFICULTY SOLELY BECAUSE THE LANGUAGE IN WHICH THE CHILD IS TAUGHT IS DIFFERENT FROM THE LANGUAGE SPOKEN AT HOME.**

#### **1. Roles and Responsibilities**

##### **The LEA**

**The London Borough of Ealing has identified its responsibilities as follow:**

- **To undertake an annual audit of special educational needs within its schools**
- **To distribute funding and resources equitably.**
- **To provide a cohesive, effective and well co-ordinated support service enhanced by skilled, specialist staff, to support mainstream primary and secondary schools in their efforts to respond to pupils with special educational needs.**
- **To provide special schools in order to meet the needs of pupils with more severe, complex and long term special educational needs.**

- To undertake multi-professional assessments of special needs in accordance with the procedures required by Section 5 of the Educational Act, 1981.
- To support pre-school children with special educational needs.
- If necessary, children with highly specialised needs to be referred to independent and non-maintained residential special schools.
- To promote increased awareness and knowledge of special educational needs for all staff, in all curriculum areas, through school based and centrally organised in-service training.

## **The Governing Body**

### **The Governing Body must:**

- To the best of its abilities, secure the necessary provision for any child who has special needs within budgetary constraints.
- Secure that, where the Head or the appropriate governor has been informed by the LEA that a pupil has special needs, these are made known to all who are likely to teach him/her.
- Ensure that the teachers in the school are aware of the importance of identifying and providing for those pupils who have special needs include in their Governors annual report to parents, details of their policy for pupils with special educational needs.
- Ensure that the pupil is fully included in the activities of the school together with the pupils who do not have special educational needs.
- When necessary and desirable in order to co-ordinate provision for pupils with SEN, consult the LEA and the Governing Bodies of other schools.
- Offer advice and support or parents who wish to challenge LEA decisions.

**The Governing Body of Durdan's Park Primary School has overall responsibility for managing provision of Special Educational Needs within the schools.**

### **The Governing Body manages its responsibilities by:**

- Delegating responsibility to the Curriculum Pastoral and SEN Committee
- Arranging for termly reports to the Governing Body on SEN issues in the school.
- Increasing awareness of SEN issues by attending training courses.
- Taking part in the school activities related to SEN and becoming familiar with some of the work done to meet children's needs.
- Delegating the day to day responsibility for SEN to the Head Teacher and SENco.

## **Curriculum and SEN Committee**

**The curriculum and SEN Committee has the authority to:**

- **Ensure that the allocation is spent on SEN.**
- **To make the decision to continue buying into the SENSS.**

## **Head Teacher**

**The Head Teacher has the responsibility to ensure that:**

- **The school demonstrates good, inclusive practice.**
- **A register of children with SEN is kept.**
- **Arrangements are being made to meet the needs of those children who have special educational needs.**
- **A staged process of assessment and action planning for individual children is implemented.**
- **Parents are involved and kept fully informed.**
- **Teachers are kept fully informed and are making appropriate provision.**
- **Support teachers have a clear brief about the children's needs and are providing appropriate strategies, programmes and materials to meet those needs.**
- **Children are referred to the LEA for statutory assessment, if required**
- **Appropriate staffing and funding arrangements are made and budgeted for.**
- **Governors are informed on SEN issues.**
- **That the school meets its SEN responsibilities.**
- **Information is published for parents**
- **Volunteers have a clear brief and confidentiality is maintained.**
- **Appropriate staff development and training is provided.**

## **SENco**

**The SENco is Mrs P Styman**

**The SENco has the responsibility of:**

- **Ensuring that children with SEN are fully included in all aspects of school life.**
- **Managing the day to day running of SEN policy.**
- **Maintaining the SEN register.**
- **Taking the lead and managing the provision at Early Years School Action, School Action Plus and Statements**
- **Overseeing records of pupils with SEN.**
- **Liaising with external agencies, including LEA support services, medical and social services and voluntary bodies.**
- **Planning support strategies, choosing appropriate resources, helping to prepare individual programmes, updating and overseeing records.**
- **Informing all staff of any development programmes, attending and feeding back for SEN courses.**
- **Making staff aware of training opportunities.**

- **Contributing to management team meetings on issues of curriculum policy and allocation resources; leading whole school policy development; advising and informing governors; gathering evidence of special needs and effective provision.**
- **Advising colleagues on strategies and techniques for individuals, or on differentiating the curriculum to meet the needs of all.**
- **Maintaining and building a resource bank in school.**
- **Purchasing resources.**
- **Keeping up to date with new development with reference to SEN.**
- **Liaising with parents at review meetings (see parents and partnerships).**
- **Liaising with assessment coordinator and all subject coordinators to facilitate identification of children with SEN and to ensure progression through the national curriculum commensurate with their ability.**
- **Consulting with parents.**
- **Working in partnership with parents regularly updated.**

### **Class Teacher**

**Class teachers have the responsibility for ensuring that children with SEN are fully included in the life and work of our school by familiarising themselves with school policies and procedures on special educational needs, inclusion, behaviour management and disability.**

- **Gathering information about the child and making an initial assessment of the child's special educational needs.**
- **Providing support within the normal curriculum framework, exploring ways in which increased differentiation of classroom work might better meet the needs of the individual child at School Action, School Action Plus and Statemented.**
- **Monitoring and reviewing the child's progress.**
- **Informing special needs co-ordinator, if the child's progress indicates that School Action needs to be taken.**
- **Consulting with parents.**
- **Working in partnership with parents and keeping parents regularly updated.**
- **Drawing up a plan for differentiating teaching (within normal classroom work).**
- **Informing parents about special programmes of work and encouraging parents to support their child's learning.**
- **Arranging and attending reviews.**
- **Liaising closely and planning jointly in teams and with any support teachers who are working with children in their class.**
- **Monitoring progress closely and keeping up-to-date records, assessments, observations and examples of work.**
- **Maintaining class SEN file and passing information on to the next class teacher/school.**

### **Teachers As Curriculum Co-ordinators**

**Teachers, in their role as curriculum co-ordinators have the responsibility of:**

- **Ensuring that subject policies have a statement on inclusion and that inclusive practices are in evidence.**
- **Identifying and purchasing resources for their particular subject, to support children with special needs.**
- **Offering support on differentiation within their subject area to support children with special educational needs.**
- **Liaising with SENco for advice when necessary**
- **Learning Support Assistants (see job description)**

## **2. Resources**

### **Budget**

**The SEN budget is identified by the LEA through the audit which is undertaken every October.**

**Governing Body Curriculum committee will endeavour to:**

- **Maintain current staffing levels for direct SEN Support.**
- **Provide for special equipment or teaching resources suggested for particular children at School action Plus.**
- **Compensate for shortfalls between academic year and financial year, for support to continue at some level if statements are taken away.**
- **Ensure that funding for statemented children is delegated appropriately.**
- **Make recommendations to full Governing Body for additional funding where possible within constraints.**

### **Staffing**

**We currently fund the following support through our SEN budget:**

- **SENCO (non class based) – three days per week SEN support teaching 1 and a half days per week for SEN admin / monitoring / line management.**
- **LSA's for classroom support and intervention programmes – 1 hour per week LSA training, of LSA's and Special Support Asstiatnt's.**
- **SSA's for Statemented children.**

**The Governing Body Curriculum Committee recognise their obligation to “use their best endeavours to meet identified needs on an individual basis”.**

- At Early Years School Action and School Action Plus it is the responsibility of class teacher and SENCo, to write an Individual Education Plan, set appropriate targets and monitor and review progress regularly. Advice could also be sought from SENSS to help support at this level.
- These children would receive some direct teaching or Support Staff time in a small group, or on an individual basis as appropriate to need. For provision map, please refer to Appendix 2.
- Resources allocated by the London Borough of Ealing for pupils with Statements of SEN will primarily be used by those pupils.
- Teaching and support staff will be encouraged to attend relevant courses to develop areas of expertise.
- Review support timetables regularly to ensure children are targeted appropriately and resources are used to maximise potential.
- The needs of the children will, where possible and appropriate, be matched to the experience and expertise of the teaching & support staff.
- Volunteer help could be used to support individuals or groups.

### **3. Admission Arrangements**

The Local Education Authority is responsible for deciding and administering the admissions of this school. Parents have a right to express a preference for the school, s/he will have priority for a place. If there are more children living in the catchment area than there are places, the Authority will allocate places on the basis of the following criteria, in order of priority. The same criteria will be used to allocate any vacancies remaining after all catchment area children have been accommodated.

1. brother or sister at the school
2. brother or sister at the school on the same site (it applicable)
3. exceptional medical reasons relating to the child
4. exceptional personal circumstances
5. ease of access to the school (measured by the nearest safe walking route)

There are no special arrangements made for the admissions of children with SEN, although consideration will be given to any requests by the LEA.

Admission arrangements are as detailed in the school's induction policy.

### **4. Identification, Assessment and Review**

We recognise that in identifying some children as having special educational needs that there is a risk of labelling and creating negative expectations and this is something we should avoid at all cost. Nevertheless, we know that effective identification, assessment and record keeping is essential in order to:

- Ensure the effective deployment of resources, both from within the school and from external support agencies.

- Ensure continuity of response when the child moves from one class or school to another.
- Ensure that parents or carers are involved early in discussions about the best ways to support the child.
- Provide the school with information about areas where the curriculum or teaching approaches may be creating difficulty for pupils.

## Identifying

Initial identification is the responsibility of the class teacher in consultation with parents who through a combination of assessment tools and professional judgement expresses concerns about a particular child. These concerns should be discussed informally with the school team leaders and the assessment coordinator then be brought to the attention of parents, colleagues who work with the child, Head Teacher and SENco. The child is then placed at School Action.

## Reviews

The purpose of review meetings is for those involved to discuss the child's progress in relation to its current targets and to review the effectiveness of the strategies, provision and resources used.

Information shared at the meeting enable the plan to be amended so that it targets and supports the next stage of the child's development. The new plan is discussed with the child and copies are given to the parent and to those who work with the child.

Review of school-based stages are organised as follows:

Stage	Frequency	Attended by	Arranged by	Advance notice for parents	Review focus
School Action	2 x yearly	Class teacher SENco Learning Support Assistant Head Teacher Child concerned Parent/carer	SENco	2 weeks prior to meeting by formal means	Progress mad by the child Effectiveness of the education plan. Contribution made by parents at home Updated information & advice. Future action

<b>School Action Plus</b>	<b>Termly</b>	<b>Class Teacher, SENco Learning Support Assistant (i/a) SENSS teacher (i/a) Head Teacher. Child concerned, Parent/carer</b>	<b>SENco</b>	<b>2 weeks prior to meeting by formal means</b>	<b>Progress made by the child Effectiveness of the education plan. Updated information &amp; advice. Future action, Whether the child is likely in future to be referred for statutory assessment.</b>
<b>Statements</b>	<b>Termly Meetings Annual Reviews</b>	<b>Class Teacher, SENco, Learning Support teacher (i/a) EP (i/a) SENSS teacher (i/a) Head Teacher Child concerned (if appropriate) Parent/carer</b>	<b>SENco</b>	<b>2 weeks prior to meeting by formal means. Four weeks for Annual reviews</b>	<b>Using Annual Review format from SENCO pack.</b>

**\* nb not all of these people will be able to attend every meeting. Those unable to attend will be given necessary feedback.**

### **Assessment and record Keeping**

**The following are used for assessment and record keeping purposes.**

- **Classroom observations.**
- **Analysis of child's work both academic and non-academic.**
- **Analysis of use of language and language assessment.**
- **Child-adult conference. (Particularly reading)**
- **Reading records.**
- **Phonic check lists.**
- **Analysis of child's writing.**

- **Analysis of spelling**
- **NLS reading and spelling check list.**
- **Core curriculum areas – we keep examples of “significant improvements” and Special Books.**
- **Nursery / Reception transfer document.**
- **Early Learning Goals**
- **P scales**
- **End of year tests**
- **SAT’s results at the end of a key stage.**
- **Target setting and reviewing action plans.**
- **Attendance records**
- **Special Books which show progression in writing throughout the child’s school career.**
- **Marks for spelling tests, homework, end of year teacher assessment, levelling of work. Q.C.A. tests.**
- **End of year “best fit” class overview.**
- **Reading, Spelling, Comprehension tests given 2x yearly for Salford Reading Test, Schonell Spelling Test and NFER Group Reading Test. Children on SEN register.**
- **Behaviour Management Strategies (see Behaviour Policy)**

## **Outside Agencies**

**The following experts may be consulted:**

- **Educational Psychologist**
- **Advisory teachers**
- **LEA**
- **ESW**
- **SENSS Staff**
- **Staff at SEN Plan meetings**
- **Health Service – Occupational & Speech & Language Therapists**
- **Language Service (for interpreters / translators) where applicable.**
- **Primary Behaviour Team**

## **5. Documentation**

**Individual Education Plans are kept in the class teacher’s SEN file and a copy is always stored centrally. Updated information from SEN Plan meetings. Advisory Teachers, Education Psychologists etc. is also given to class teachers and stored centrally. Copies of Individual Education Plans and Target Sheets are also given to parents, support staff or teachers working with the child.**

- **Target cards are given to each child at School Action and School Action Plus.**

Paperwork pertaining to each child is handed to the next class teacher, to be kept in SEN files. Class SEN files are monitored termly by SENco. Class SEN registers must be updated regularly by class teachers.

## **6. Parents and School Working Together**

### **School Responsibility to Parents**

**Parents and carers with children at Durdan's Park Primary School, can expect:**

- **Their concerns to be treated seriously and with sensitivity and confidentiality.**
- **To be involved in an equal partnership with the school.**
- **To be involved at every stage in any plans made to meet a child's special needs.**
- **To be updated regularly on their child's progress.**
- **To be given a copy of their child's current IEP and Target Sheets.**
- **Arrangements to be made to make effective communication possible, where English is not the main language.**
- **Opportunities to discuss reports, where literacy is a barrier.**
- **To be encouraged to support their child's learning.**
- **Given specific, rather than general suggestions as to how they can best support their child.**
- **Their child's strengths as well as weaknesses to be discussed.**
- **Their advice / opinions to be sought and valued.**
- **To be invited to attend regular review meetings and have feedback if unable to attend.**
- **No outside agencies will be involved in the assessment process, without parental permission.**
- **To feel that concerns are shared jointly and not the sole responsibility of parent or teacher.**
- **To be encouraged to seek advice from relevant professional agencies (e.g. health service/speech).**
- **To be given details of local voluntary organisations and parents' support groups (e.g. Ealing Parent Partnership).**
- **To be given information about a Named Person.**
- **To be kept regularly updated about school's arrangements and developments to do with special educational needs through:**
  - a) **Durdan's Park Primary School**
  - b) **A copy of Durdan's Park Primary School's SEN Policy**
  - c) **The Governors Annual Report to Parents**
  - d) **DFES "Special Needs Guide for Parents", and other relevant publications that the school has access to.**
  - e) **Information leaflet about Ealing Parent Partnership Intuition.**

## **Parents Supporting School**

**Parents' support is vital in helping to create a positive, purposeful environment for all, which allows children to achieve their full potential. Parents can support us by ensuring that:**

- **Their child attends school in good health, punctually and regularly.**
- **Attending termly review meetings and regular attendance at any relevant 'agencies'.**
- **Formal/informal discussions and attending review meetings take place regularly concerning their child's progress and attainments.**
- **They support the activities outlined in their child's Individual Education Plan where possible.**
- **Regular attendance with professionals e.g. speech therapy / occupational therapy.**
- **Early contact is made with the school, to discuss matters which affect their child's happiness, progress and behaviour.**
- **They offer encouragement and praise and recognise success.**
- **They support any mutually agreed sanctions which might be needed.**
- **Due importance is given to homework, reading practice and the learning of tables and spellings.**
- **Their child is allowed to take increasing personal and social responsibility as they progress throughout the school.**

## **Ealing Parent Partnership Scheme (Intuition)**

**The Ealing Parent Partnership Scheme has been set up to provide support and advice to parents and carers who have special educational needs.**

**The Ealing Parent Partnership Scheme can provide information on:**

- **Services for children with special educational needs.**
- **Mainstream and special schools providing for pupils with special educational needs.**
- **Voluntary organisations and groups for parents specialising in the needs of children with a disability.**
- **Special educational needs in a number of other languages.**

**They will also arrange for parents to receive support from a Named Person who can support by:**

- **Helping parents with any letters or reports sent to them by the Local Education authority, the school, the educational psychology service and other services.**
- **Helping parents to write any reports that might be needed**
- **Attending meetings with parents**
- **Helping parents express their views**
- **Listening to parents and letting parents talk the situation through**

**Further details on the Ealing Parent Partnership Scheme can be obtained via the school office.**

### **Complaints Procedure**

**Arrangements for considering complaints about SEN provision with the school are as follows:**

- a. Any concerns expressed by parents should be dealt with and hopefully resolved by the class teacher.**
- b. Matters unresolved would be referred to the SENco and then, if still unresolved, to the Head Teacher.**
- c. If the matter could not be resolved, the Governor with responsibility for SEN and the Chair of the Governing Body would become involved.**
- d. If the complaint concerned provision for a child with a statement would be referred by the SENco to the LEA.**

## **7. Structure for Supporting Pupils with SEN**

### **Curriculum and Teaching Strategies**

**Children are given support to access the curriculum using a variety of teaching strategies which for children with special educational needs, would include some of the following:**

- Individual support, with class teacher, SENCO Learning Support Assistant, or Special Needs Support Assistant.**
- Transition arrangements with particular reference to Y6 – Links with special schools / movement between schools.**
- Following an IEP designed specifically for an individual child.**
- Attending review meetings.**
- Involving children with own IEP – setting own targets.**
- Curriculum designed through liaison with outside agencies.**
- Providing stimuli through a range of IT facilities.**
- Small group / class group/ mixed ability teaching groups.**
- Differentiated tasks.**
- Tasks broken down into manageable steps, but within that, smaller steps to reinforce understanding, skills, attitudes and knowledge achieved at each stage prior to moving on.**
- Multisensory approach with opportunities for overlearning.**
- Creating situations where there is a high possibility of success.**
- Providing opportunities to develop self esteem and confidence.**
- Handling and publicly recognising the success of all children, but particularly special needs children (e.g. Team Point assemblies).**
- Building up evidence base for regular assessments and reviews.**
- Talking with children, about their own success and achievements.**

- **Developing individual behaviour programmes based on rewards and sanctions.**
- **Developing home/school links.**
- **Developing class rewards and sanctions in line with school systems (see behaviour policy).**

### **Additional Support**

**We seek to provide support within the classroom wherever possible, but recognise that there are some children who learn better when withdrawn for a short period, that children with similar needs from several classes can help to economise on limited support time. In all such situations, we will monitor carefully the children's response to the withdrawal teaching and any effects it may have on their self esteem and ensure that pupils have access to a broad and balanced curriculum.**

### **Staff INSET**

**The purpose of Staff INSET sessions is to:**

- **Promote inclusive practices in all classes.**
- **Meet the training needs of all staff including class based support staff.**
- **Improve the quality and effectiveness of classroom intervention at all stages.**
- **Provide staff with the necessary awareness of forms and procedures.**
- **Enable staff to write clear and concise IEP's with Smart targets.**
- **Keep staff up to date with local and national initiatives.**
- **Support newly qualified teachers, in line with the DFEE Guidance.**

### **8. Integration Arrangements**

#### **Access for pupils with disabilities**

**The building is now accessible for pupils with mobility difficulties and Visual Impairment.**

- **Access through main doors via ramps.**
- **Accessibility for those with mobility difficulties.**
- **Purpose built toilets for wheelchair access.**
- **Blinds at some windows to minimise glare.**
- **Resurfaced playground with obstructions removed.**

#### **PSHE Curriculum**

**Our PSHE curriculum in-line with school aims promotes an acceptance of one another's differences and states our commitment to inclusion rather than exclusion for those we perceive as different from ourselves. Our PHSE curriculum is also committed to challenging racism, sexism bullying and**

**discrimination based upon special educational needs or upon perceived notions of ability or disability.**

- **Accelerated learning techniques are promoted in all classes circle time sessions to promote inclusion and peer mediation strategies are used throughout the school.**

## **9. Working with other schools and agencies**

### **Other Schools**

**Documents relating to children with SEN at School Action, School Action Plus and Statements are sent to receiving schools as soon as possible.**

**We endeavour to arrange meetings with parents and relevant staff of the new school to discuss the needs of pupils with SEN. The SENco from receiving schools are invited to Y6 review in Summer Term. If there is an indication that special school provision may be requested by parents, we will accompany them on a pre-arranged visit to the school.**

**We have close links with the following agencies, seeking advice and sharing information. Parents are kept fully informed and their advice and permission is sought at every stage.**

### **Education**

**Special Educational Needs Support Services (SENSS)  
School Psychology Service  
Education Welfare  
Advisory Teachers  
Special Schools  
Primary Support Bases  
Advisory and Monitoring Team  
Primary Behaviour Team  
Speech and Language Project**

**Teachers who wish to seek advice from the above sources, put their concerns and requests in writing and these are discussed at SEN Plan Meetings.**

### **SEN Plan Meetings**

**SEN Plan Meetings are held half termly, usually with the following in attendance.**

- **Head Teacher**
- **SENco**
- **Educational Psychologist**
- **Class teachers or LSA & SSA's if appropriate**

**The purpose of the meeting is to share concerns and receive professional advice and support and if necessary, refer particular children to external agencies or support services provided by the London Borough of Ealing.**

### **Health Service**

**School Nurse and Doctor  
Speech and Language Therapists  
Child and Family Support Counselling Service  
Occupational Therapists  
Physiotherapists  
Clinical Psychologist  
C.D.T. (Child Development Team)**

**Teachers with a concern about a child's hearing or eye sight can request (with parental permission) that the school nurse, on one of her regular visits, tests the child's vision or hearing.**

**Teachers need to be aware of the process of referring children to the Speech Therapy Service for an initial assessment and these referrals are co-ordinated by the SENco.**

**Teachers' concerns on other issues are passed to the Head or SENco and discussed at SEN Plan Meetings. Concerns passed to the Head and SENco, are then acted upon, and the information received and action taken disseminated to all staff who work with the particular child, on a "need to know" basis.**

### **Social Services**

**All referrals or information from Social Services is dealt with directly by the Head and the information disseminated to the SENco, class teacher and support staff on a "need to know basis".**

- **Social Workers**
- **Family Support Services**
- **Educational Social workers.**

### **Voluntary Agencies**

**Parents are given information concerning voluntary groups who offer particular support. E.g. Log Cabin**

**RNIB  
Earlybird  
Ealing Parents' Partnership (intuition)  
SEEN (for parents of children with Downs Syndrome)  
Ealing Dyslexia Association**

## **10. Implementation**

**The SENco will work with parents, pupils, governors and staff to evaluate our effectiveness in meeting special educational needs. On the basis of the evaluation, the SENco will put before governors an annual action plan for school development. The plan will clearly indicate who is to do what by when and any costings.**

## **11. Monitoring**

**Monitoring the effectiveness of the SEN Policy will be the responsibility of the Governing Body Curriculum and Special Needs Committee and the School Management Team who will**

- **Identify key tasks to be measured**
- **Decide on performance indicators**
- **Decide on monitoring methods collect and document information**
- **Review audit**
- **Review SEN budget**

**The Governing Body Committee will chose a particular focus each term and report back termly to the full Governing Body. The Governors will then give details of the evaluation and effectiveness, in their annual report to parents.**

## **12. Evaluation**

**We intend to evaluate the effectiveness of our SEN Policy, using some of the following performance indicators:**

- **Index for inclusion**
- **Pupil achievement**
- **Pupil self esteem**
- **Pupils views**
- **Parental views**
- **Parental participation**
- **Parental complaints**
- **Resources actually used**
- **Resources acquired**
- **Disability Rights Act**
- **Success of IEP's / Targets**
- **Schemes of work / reflecting special needs**
- **Schemes of work reflecting breadth or curriculum schemes of work promoting inclusive practices**
- **Planning showing evidence of differentiation relating to targets set**
- **Termly audit of each class and their SEN register**
- **Paperwork being completed within a specific time period**
- **Staff confidence in meeting particular special needs**
- **Staff training**

- **Support staff training**

### **13. Review**

**A review will involve:**

- **An analysis of the information collected**
- **Value judgements**
- **Actual achievement against planned achievement**

**The review should tell us about the reliability and effectiveness of the policy: the degree of compliance with performance indicators, areas where standards are absent or inadequate and if the stated objectives have been met within the given time scale. It should also link in closely with the School Improvement Plan.**

**The SEN policy will be reviewed annually, or sooner following new legislation, or new developments locally or nationally.**

