



Special Educational Needs (SEN) and/or Disabilities (D) & Inclusion

At Old Earth Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Our educational aims for children with special educational needs and/or disabilities are the same as those for all children in the school.

What are special educational needs?

If your child has more difficulties than most children their age with aspects of their learning, communication or behaviour, they are likely to benefit from additional support in school which will enable them to access the curriculum at their level.

Good special needs practice is good practice for all pupils, which is of utmost importance as any pupil may encounter difficulties at some stage in their school lives.

Within school, this means that they will be identified on the school's special educational needs register so that provision to meet their needs can be planned for.

Sometimes parents/carers can be concerned about their child being added to this register; please do not be. It is simply a record of which children require additional support and allows the Special Educational Needs Co-ordinator to ensure that resources are allocated appropriately and to enable support to be sought for your child from additional outside agencies, such as an Educational Psychologist, Child & Family Support Worker or Speech & Language Therapist.

As children progress, they may be taken off of the register at a future point when their needs no longer require additional support.

Children are not 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.

What is a disability?

A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse affect on his or her ability to carry out normal, day to day activities.

Children with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in school.

What needs do we have experience of supporting at our school?

Old Earth Primary School is a mainstream school with experience of supporting pupils with a range of differing needs including learning difficulties, emotional behavioural and social difficulties, physical difficulties, sensory impairments, speech, language and communication difficulties, autistic spectrum disorder, medical difficulties and other difficulties or disabilities. We do not have a special unit for any type of special educational need or disability.

All the teachers in our school are teachers of children with special educational needs. As such, Old Earth Primary School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority. This means that all children with SEND are taught together with their peers for the majority of the time, being withdrawn for short periods only when specialist provision cannot be incorporated in any other way due to practical considerations for the child and the class as a whole.

The Special Educational Needs Co-ordinator (SENCo)

All mainstream schools must appoint a designated teacher; the Special Educational Needs Co-ordinator (SENCo), who is responsible for the day-to-day operation of the school's SEND policy. He or she will co-ordinate provision for pupils with SEND and liaise with parents, staff and external agencies.

The named SENCo for Old Earth Primary School is Mrs Freeman.

A member of the Governing body, Mrs Aspin, takes a special interest in SEND, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

Individual Targets

Targets specific to that child which promote learning in small achievable steps are set as part of our school intervention process. These are evaluated each half term and progress is shared with parents at least each half term. Children and parents are made aware of the targets.

Relationships with Parents/Carers

We recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for pupils. Parents/carers are encouraged to be fully involved with their child's educational provision, so that a collaborative problem solving approach can be implemented.

Class Teachers will meet with parents/carers termly to discuss a child's progress and targets.

The SENCo, or teacher, will contact parents to discuss referrals to outside agencies, such as the Speech & Language Therapy, Educational Psychology etc. Parental permission is always sought before any referral is made.

We encourage parents to discuss any concerns that they may have about their child's needs. This is usually initially with the Class Teacher, although parents can also make an appointment to meet with the SENCo directly.

The school will provide information about the Parent Partnership Service to all parents of pupils with special educational needs. Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice.

Parents are always welcomed into the school and are a highly valued group of people.

Access to the Curriculum

All children are entitled to a balanced and broadly based curriculum including the Early Years Foundation Stage and National Curriculum in line with the school's policy of inclusion. Where pupils have special educational needs and/or disabilities, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

It is desirable to work with children with SEND in the classroom and to enable them to access the full curriculum at their level through differentiation and by supporting their learning alongside the class teacher and with the rest of the class. Sometimes children benefit from a period of time of individual attention/small group attention, external to the classroom, to address specific skills to enable them to access the curriculum more fully. Children are then withdrawn into a specialist group teaching room and given 1:1 or small group support in a quiet atmosphere, without distractions from others around them.

All children are encouraged to talk about how they feel about their learning and their progress and are encouraged to feel able to 'have a go' to take charge of their own learning. The rest of the class are encouraged to be supportive to SEND/all children by encouraging and helping each other to tackle tasks and to join in with the praise and encouragement given by the teacher which are fundamental to this process.

There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts. The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs. Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

A child's special educational needs and/or disabilities will be met at one of the following stages:

Initial Concern/Monitoring

An informal stage where class teachers identify a concern about a pupil's progress, gather available information about the pupil, discuss strategies for providing appropriate learning tasks for the pupil with the SENCo and seek to discuss concerns with the pupil's parents/carers.

School Support

This is the first formal stage. The triggers for intervention through School Support could be the teacher's or others' concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas.
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school.
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Provision is mainly classroom based, managed by the Class Teacher, where:

- a set of individual targets are drawn up for the pupil, in consultation with the pupil's parents/carers and advice from the school's SEND team, including the SENCo.
- progress is reviewed on at least a termly basis.

The majority of support is provided in class by the Class Teacher and Support Teacher, but there may be some low-level involvement from the school's Intervention Team.

If, despite significant support and intervention the school has evidence that a pupil is making insufficient progress, or if the SENCo believes the nature of the pupil's difficulties requires it, we may seek further advice and support from external professionals.

The triggers for this could be that, despite having received an individualised programme and/or concentrated support the child:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty developing literacy and numeracy skills

- has emotional and behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Provision is still mainly classroom based, with additional advice/input from the SENCo and support from members of the school's SEN Team, where the school will:

- seek the involvement of external agencies to support the production of an IEP for the pupil or to provide a course of support which is carried out in school in a small group situation or a 1:1 basis.
- continue to work closely with parents.
- continue to keep the pupil's progress under regular review.

Reviews are carried out as before and decisions made with the parents as to whether to continue the child at School Support if some progress is being made which shows the child is improving significantly, or to be put forward a request for the consideration of the initiation of statutory assessment if everything that has been tried so far does not seem to be making sufficient difference to the child's situation and development.

The criteria for applying for statutory assessment are set by the Local Authority. The school's Educational Psychologist must be in agreement with any application for statutory assessment.

Request for the consideration of the initiation of statutory assessment

The school will use reports from all of the professionals involved with the child to complete the statutory forms 'SN1' and 'Appendix B'. All of these reports are then submitted to the Local Authority's SEN Panel where it will be decided whether a statutory assessment will be granted.

Parents'/carers' views and feelings are sought throughout this process.

If a statutory assessment is granted, then the Local Authority's SEN Panel will request detailed reports from all of the professionals involved about the child's development, progress and the difficulties being experienced, with details of what has been provided to support the child up to this stage.

If the SEN Panel are in agreement, an Education Health Care Plan (EHC) will be drawn up, which will detail the child's specific special educational needs and required provision. The plan will also detail any additional funding which is being provided to the school and how this must be used as well as detailing the school placement for the child.

The SEN Panel may make a recommendation as part of the process as to the best placement of the child in light of their special educational needs.

It must be pointed out to parents that not all requests for a statement are successful and that this will be up to the Local Authority SEN Panel.

Where the Statement is not issued, the school will continue to provide support for that child at School Action Plus and decisions will be made about gathering evidence for a further request to be made if this is deemed appropriate/necessary.

Whilst the LA makes its decision about whether a statutory assessment is necessary, and whilst any subsequent assessment is being made, the child continues to be supported at School Action Plus.

Statement of Special Educational Needs

The production of an EHC is organised by the Calderdale SEN Team, in close liaison with the school, external agencies involved with the pupil and the pupil's parents/carers.

The provision set out in a pupil's plan will be closely monitored by the SENCo and reviewed annually. Parents/carers will be invited to contribute to the review and attend the review meeting.

If a pupil makes sufficient progress, a plan may be discontinued by the Local Authority.

Our School's SEN Team

Higher Level Teaching Assistants (HLTAs) and Teaching Assistants (TAs)

Our team of HLTAs and TAs work mainly within class based Phonics, Guided Reading, Literacy and Numeracy sessions, supporting identified children. This enables us to offer small group support to those children with higher levels of need at School Action and School Action Plus. Their work is carried out under the direction of the class teacher, SENCo and/or external agencies. They may work with children on a 1:1 basis working towards specific IEP targets.

Intervention groups include a wide range of intervention programmes including Better Reading , Teodorescu Handwriting programme, Sulp groups and Jumping Kanga's (Fine & Gross Motor skills) and Precision Teaching as well as our own school interventions.

Speech and Language Intervention

We employ Mrs Clare Midgley, a Higher Level Teaching Assistant for Speech and Language intervention. She screens each Reception child as they start school then works with children in small groups or on a 1:1 basis to develop their understanding of speech and language or work on speech sounds. Alongside the SENCo she will make referrals to the SALT team based at Broad Street.

If children are to receive 1:1 therapy at Broad Street Mrs Midgley will accompany the child and parents to the sessions. She will then continue the therapy in school as part of the child's IEP.

Child & Family Support Worker (C&FSW)

Mrs Jane Holden is our C&FSW. She is available on the Infant Playground each morning or you can drop in anytime. The C&FSW is able to complete the Common Assessment Form with parents to identify needs and access additional services. Mrs Holden works 1:1 as pastoral support for children experiencing any emotional difficulties.

Statement Support Assistants (SSAs)

SSAs work with children with Statements of Special Educational Need to support them in the classroom and through 1:1 work. They work alongside the class teacher and SENCo to support the child's IEP targets and record their work. They also liaise with external agencies, where appropriate, and parents. Support is tailored to suit the individual needs of the child as identified within their Statement.

External Support Agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The SENCo can refer pupils with special educational needs and/or disabilities to an appropriate outside agency using the individual referral criteria for each agency. Such referrals will always be first agreed with parents/carers. We can access the following agencies:

Educational Psychology Service

Speech and Language Therapy

ASD Team (Autistic Spectrum Disorder)

Behaviour Support Service

Family Support Workers

Occupational Therapy

Physiotherapy

Inclusion Service

Child & Adolescent Mental Health Services (CAMHS)

School Nurse

All these agencies offer meeting times with parents to explain their involvement with the children.

Social Services become involved if a referral is made to them with concerns about a child or they sometimes notify the school of concerns raised by another external agency.

The School Building

The school complies with the Disability Discrimination Act, through ensuring equal access to both the school's buildings and curriculum. At present there is wheelchair access to all buildings. There is also a disabled toilet and bed with hoist for lifting. The curricular provision also takes account of children's individual needs.

Admission & Inclusion Arrangements

The school's admissions criteria does not discriminate against pupils with special education needs and/or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice which accompany the SEN and Disability Act 2001

Date of Policy:

September 2014