

CONTENTS

Introduction

The Aims of the School to meet Special Needs

Summary of Provision

Identification of Special Educational Needs.

The Individual Education Plan (IEP).

Provision Mapping

School Request for a Statutory Assessment

Resources

Roles and Responsibilities

Appendix

INTRODUCTION

We endeavour to make every effort to achieve maximum inclusion of all pupils (including those with SEN) whilst meeting pupils' individual needs. Teachers provide learning opportunities for all the pupils within the school environment and provide materials appropriate to pupils' interests and abilities. This ensures that all pupils have a full access to the National Curriculum. We use the guidance given in the National Curriculum document to support inclusion.

The SEN policy includes all curriculum policies in the school. Some children have barriers to learning that mean they have special needs and require particular action by the school. Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a. have a significantly greater difficulty in learning than the majority of children of the same age; or
- b. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (LA);
- c. are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Special Educational Needs are separated into four distinct categories as defined by *Special Educational Needs Code of Practice* (2001)

A. Cognition and Learning Needs

- Specific Learning Difficulty (SpLD)
- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

B. Behaviour, Emotional and Social Development Needs

- Behaviour, Emotional and Social Difficulty (BESD)

C. Communication and Interaction Needs

- Speech, Language and Communication Needs (SLCN) " Autistic Spectrum Disorder (ASD)

D. Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Difficulty (PD).

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children deemed to be disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs.

THE AIMS OF THE SCHOOL TO MEET SPECIAL NEEDS

The staff of Middlestown Junior and Infant School will endeavour to adopt a whole school approach to catering for the needs of children with special educational needs. We believe that it is important to realise that 'special needs' children have needs which are basically the same as all children; they do, however, have specific needs in addition to other children, and it is these needs which we hope to cater for in a supportive, friendly and structured environment. We aim to help each child fulfill their potential, and to overcome possible difficulties to ensure their fullest possible integration into the activities of the school.

We aim that children with special educational needs:

- Have access to a broad, balanced, appropriate and relevant curriculum
- Achieve their full potential
- Demonstrate personal development and growth
- Are and feel included
- Make good progress
- Have meaningful input into provision made for them
- Have their needs accurately identified and met
- Receive interventions which are effective, evaluated and regularly reviewed
- Experience wider activities leading to greater independence.

Included in the above aims our policy for children with special educational needs Middlestown Junior and Infant School adheres to the key principles of the Special Educational Needs Code of Practice: 0-25 (2014)

We are firmly committed to the following aims:

- the participation of children, their parents and young people in decision-making
- the early identification of children and young people's needs and early intervention to support them
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality

SUMMARY OF PROVISION

WAVE 1

At Middlestown Junior and Infant School all teachers plan to include all children within lessons using a variety of strategies. Teachers use a variety of strategies to engage all pupils including; a range of multi-sensory approaches and differentiated work and questioning. Pupils are organised into different groups which are appropriate for the tasks which are set and supported by teaching assistants or teachers as required. Each learning opportunity is supported by a range of materials and resources.

Pupils are encouraged to share their learning through group cooperation and they are given regular feedback which informs future learning and ensures that every child has the opportunity to reach their full potential.

The provision of a range of opportunities for recording, and alternatives to paper and pencil activities, which show evidence of progression from previous years, e.g. images, charts, oral presentation, ready-made text, ICT, sorting and labelling, the use of symbols and scribing. **It should be noted that hearing aids large print and ICT recording aids such as an Alpha Smart are considered *reasonable adjustments* and therefore a Wave 1 provision.**

WAVE 2

Wave 2 provision comprises quality first teaching plus additional small group provision. These groups follow a range of programmes

- Additional guided reading using texts which are age-appropriate and at a suitable level of challenge, including with an educational support assistant.
- Additional oral/mental work which is age-appropriate and at a suitable level of challenge, including with an educational support assistant
- Handwriting groups
- Additional, focused opportunities for guided writing with the class teacher or educational support assistant
- Additional opportunities for guided oral language development, e.g. structured talk, discussion about text, role-play.

While it is not mandatory, at Middlestown, we believe it is good practice to discuss Wave 2 provision with pupils and parents.

WAVE 3

Wave 3 provision comprises quality first teaching plus specific, targeted support for children with special educational needs (see "Identification of Special Educational Needs" later in this document).

This specific, targeted support must be recorded on an Individual Education Plan (IEP) and a Pupil Profile completed with each child's wish. The school has a duty to inform the child's parents that special educational provision is being made for the child because the child has SEN. (Education Act 1996).

The pupil receiving this specific, targeted support will be deemed to have special educational needs and will have a My Support Plan which will be completed with both parents and the child and will then be used to support their Educational Health Care Plan and (although this is not mandatory) will be recorded on the school's SEN Register.

IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS

At Middlestown all children are constantly assessed and monitored. Those children who do not make expected progress are highlighted on the school's internal tracking system. There should not, however, be an assumption that all children will progress at the same rate. A judgement has to be made in each case as to what it is reasonable to expect a particular child to achieve.

If a teacher feels that a child may not be making adequate progress as defined above, they should discuss the child's progress with the SENCo (Mrs White). If, following further monitoring, it is felt that the child requires interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum then the child has special educational needs. The child's parents must be informed (see "Wave 3"), the child will require a Pupil Profile to be completed by the child and a member of staff, alongside an IEP (Individual Education Plan), although these are not mandatory, Middlestown Junior and Infant School will still be using these.

THE INDIVIDUAL EDUCATION PLAN (IEP)

The appendix to this policy contains an example of an IEP

The IEP should include:

- The nature of the child's SEN / the child's current level of attainment / long term aims of the provision
- The pupil's view, if this can be ascertained
- The view of parents / guardians
- Contributors to the IEP
- The short-term, clear and specific targets for the child
- The teaching strategies to be used and the provision to be put in place
- The success criteria for each target
- The evaluation of progress against each target
- The date and time for the review of the IEP
- The outcomes of that review when it takes place

Children should be enabled and encouraged to participate in setting the learning targets recorded on their IEPs, and to give their opinions regarding the progress they are making.

Parents will be invited to discuss, and give their opinions and input regarding, their child's first IEP at Middlestown Junior and Infant, and will be invited to each IEP review when new targets which have been discussed with their child if possible will be agreed. Parents will be able to speak with the class teacher, literacy or mathematics teacher, or SENCO at any stage regarding their child's progress, and their input will be sought and valued.

IEPs must be reviewed every term. One of these reviews may coincide with a parents' consultation evening.

An IEP should focus on a maximum of three individual targets chosen from those relating to the key areas of communication, literacy, mathematics and behaviour and social skills that match the child's needs.

An IEP should usually be written by the child's class teacher. When pupils are taught literacy or mathematics by a teacher other than their class teacher, the teacher that takes them for literacy or mathematics is responsible for their IEP that relates to that subject. This may in practice mean that a child has two mini-IEPs that have a total of no more than three targets.

After an IEP has been completed, a working copy should be made which will be held by the class / subject teacher or the educational support assistant who works with the child. Dated records of interventions and their results are made on this working copy, except in the case of interventions with their own recording systems. The original IEP is to be kept in the child's file, until it is replaced by the annotated working copy following the review.

Under the personalisation of learning agenda outlined in Removing Barriers to Achievement, a child with SEN should have targets which tie in, at an appropriate level, with the targets of the whole class for the current unit of work. As many mathematics targets may be covered over a half-term, it is only realistic to pick certain ones. The idea is that the intervention, over a period of 6 to 12 weeks, provides the child with an exit level which would allow that child to have their needs met through normal planning (assuming the presence of an ESA where appropriate).

Targets set on an IEP should be SMART (specific, measurable, attainable, realistic and achievable within a given time).

Experience has also shown, however, that undertaking a more substantial intervention, such as Lifeboat, Sentence Smart, Buddy Writing or Catch Up, which is aimed at allowing a child to gain access to the general curriculum, can beneficially be continued over a substantial period of time with rolling targets. Such a programme is a Wave 2 programme and does not need an IEP.

When an IEP is reviewed, comments should be made upon:

- The progress made in meeting the targets, including deciding which targets, if any, need to be continued onto the next IEP
- New targets for the next IEP, if necessary
- How successful the implementation of the current IEP has been, including evaluations

Evaluations may be:

- Whether or to what extent the targets have been met
- Were the targets set too hard / too easy?
- Were any changes made to agreed strategies?
- Did the targets have to be broken down into smaller steps?
- Were the resources which were made available adequate?
 - Has the IEP led to greater access to the overall curriculum?

PROVISION MAPPING

All Group Interventions and Individual 1:1 support is recorded on the provision mapping sheet. This shows evidence of data for the children before commencing the intervention (taken from the Assessing Without Levels Information and for Years 2 and 6 the Levels). At the end of each term exit data is entered using the Assessing Without Levels Information and the progress is assessed. This will then inform the teacher and SENCO whether interventions are working or whether new interventions need to be put in place.

SCHOOL REQUEST FOR A STATUTORY ASSESSMENT

Regular updates received from Wakefield LA (Local Authority) regarding the Education Health Care Plan (EHCP) process and annual reviews, including the appropriate proformas, are held by the SENCo.

A parent, an agency such as a health authority or social services, or an educational setting may request a statutory assessment.

The decision to request a statutory assessment would normally be made after a minimum of two IEPs and where progress is not made and serious difficulties are persisting and the child has demonstrated a significant cause for concern.

Parents and the EPS must be involved in any decision to make such a recommendation, and the child's ascertainable views must be recorded.

The following points should be kept in mind and may need to be relayed to parents:

- referral to another agency, e.g. educational psychology, does not necessarily lead to an EHCP.
- statutory assessment does not necessarily result in an EHCP.
- An EHCP does not automatically result in additional provision at Middlestown or in a special school

Issuing of an Educational Health Care Plan (EHCP).

The Local Authority makes a decision to issue an EHCP when the advice received through the statutory assessment indicates that the child's needs are such that the LA should determine the special educational provision. The statement describes the child's SEN and the provision to meet these needs. Some needs may be met by existing resources normally available in school but for other needs additional or alternative provision may be made by the LA.

The Educational Health Care Plan (EHCP)

An EHCP is a legal document which specifies the child's special educational needs and secures the special educational provision made for a child by an LA.

Annual Review

Each child's EHCP must be reviewed annually. Meetings between school staff, parents and representatives of outside agencies are chaired by the SENCo.

At the review in Year 5 it should be possible, in most cases, to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the same or similar timescales to other parents. In a very few cases the options may not be clear at the Year 5 review, in which case it may be necessary to hold an interim or early annual review in the autumn of Year 6.

ROLES AND RESPONSIBILITIES

The Role of the Governing Body

- The governing body will, in co-operation with the headteacher, determine the school's general policy and approach to provision for children with Special Educational Needs, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work.
- The governing body may appoint a committee closely to monitor the school's work on behalf of children with SEN. One member is to be appointed as 'responsible person' for contact with LA. The SEN Governor (Mrs Shaw) will be involved with all aspects of SEN provision and will meet with the SENCo (Mrs White) to discuss various aspects of our work.
- The headteacher will be responsible for keeping the governing body informed about the progress of children with SEN.
- As part of our statutory duties, the governing body will publish information about, and report on, the school's policy on special educational needs. This information is to be made freely available to parents.
- The SEN policy will be subject to a regular cycle of monitoring, evaluation and review. The governing body will report annually on the effectiveness of the school's work on behalf of children with special educational needs. This will include information on the implementation of our policy and any changes that have been made

The Role of the SENCo

- The coordinator shall be responsible for:
- the day to day operation of the school's SEN policy.
- liaising with and advising colleagues, including educational support assistants.
- coordinating and managing provision for children with SEN.
- supporting and advising staff on the assessing, teaching and monitoring of children with SEN.
- supporting and advising colleagues in the assessment, setting of targets and planning of IEPs for children with SEN. If possible, one staff meeting per term could be used to review IEPs together as a staff, considering the appropriateness and effectiveness of targets and interventions
- ordering, organising and maintaining resources for SEN.
- maintaining the school's SEN Register
- assisting staff to liaise with the parents of children with SEN
- together with the headteacher, liaising with external agencies, including the Education Psychology Service and Special Educational Needs Support Service and other support agencies, medical, social services and voluntary bodies

- contributing to in-service training of all staff involved with children with SEN, including educational support assistants.

The Role of the Classroom Teacher

- The class teacher will be responsible for the delivery of a differentiated curriculum and monitor, evaluate and record progress made.
- The class teacher will discuss with the SENCo any child who may not be making adequate progress.

The Role of Educational Support Assistants

- ESAs play a vital role in helping to raise and maintain standards of achievement for all children, including SEN children within school.
- ESAs will liaise with the class teacher / literacy or mathematics teacher / SENCo in discussing the progress of pupils against their targets and in suggesting future targets.
- ESAs will in most circumstances maintain the annotated working copy of a child's IEP and Pupil Profile in a file with the child's intervention work.

APPENDIX

- Definitions of types of need
- IEP
- Provision Map

A. COGNITION AND LEARNING NEEDS

Specific Learning Difficulty (SpLD)

Pupils should only be recorded as SpLD if it is the pupil's primary or secondary SEN and they are at *School Action* or have an EHCP.

Specific learning difficulties, is an umbrella term which indicates that pupils display differences across their learning. Pupils with SpLD may have a particular difficulty in learning to read, write, spell or manipulate numbers so that their performance in these areas is below their performance in other areas. Pupils may also have problems with short-term memory, with organisational skills and with co-ordination. Pupils with SpLD cover the whole ability range and the severity of their impairment varies widely.

Specific learning difficulties include:

Dyslexia

Pupils with dyslexia may learn readily in some areas of the curriculum but have a marked and persistent difficulty in acquiring accuracy or fluency in learning to read, write and spell. Pupils may have poor reading comprehension, handwriting and punctuation. They may also have difficulties in concentration and organisation and in remembering sequences of words. They may mispronounce common words or reverse letters and sounds in words.

Dyscalculia

Pupils with dyscalculia have difficulty in acquiring mathematical skills. Pupils may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.

Dyspraxia

Pupils with dyspraxia are affected by an impairment or immaturity of the organisation of movement, often appearing clumsy. Gross and fine motor skills are hard to learn and difficult to retain and generalise. Pupils may have poor balance and co-ordination and may be hesitant in many actions (running, skipping, hopping, holding a pencil, doing jigsaws, etc). Their articulation may also be immature and their language late to develop. They may also have poor awareness of body position.

Moderate Learning Difficulty (MLD)

Pupils should only be recorded as MLD if it is the pupil's primary or secondary SEN and they are at *School Action* or have an EHCP.

Pupils with moderate learning difficulties will have attainments well below expected levels in all or most areas of the curriculum, despite appropriate interventions. Their needs will not be able to be met by normal differentiation and the flexibilities of the National Curriculum.

Pupils with MLD have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills

Severe Learning Difficulty ISLD)

Pupils should only be recorded as SLD if it is the pupil's primary or secondary SEN and they are at *School Action* or have an EHCP

Pupils with severe learning difficulties have significant intellectual or cognitive impairments. This has a major effect on their ability to participate in the school curriculum without support. They may also have associated difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. Pupils with SLD will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Some pupils may use sign and symbols but most will be able to hold simple conversations and gain some literacy skills. Their attainments may be within the upper P scale range (P4-P8) for much of their school careers (that is below level 1 of the National Curriculum).

Further information about P scales can be found in **Supporting the Target Setting Process**, and **Using the P scales**.

Profound and Multiple Learning Difficulty (PMLD)

Pupils should only be recorded as PMLD if it is the pupil's primary or secondary SEN and they are at *School Action* or have an EHCP.

Pupils with profound and multiple learning difficulties have severe and complex learning needs, in addition they have other significant difficulties, such as physical disabilities or a sensory impairment. Pupils require a high level of adult support, both for their *learning* needs and also for personal care. They are likely to need sensory stimulation and a curriculum broken down into very small steps. Some pupils communicate by gesture, eye pointing or symbols, others by very simple language. Their attainments are likely to remain in the early P scale range (P1-P4) throughout their school careers (that is below level 1 of the National Curriculum).

Further information about P scales can be found in **Supporting the Target Setting Process**, and **Using the P scales**.

B. BEHAVIOUR, EMOTIONAL AND SOCIAL DEVELOPMENT

Behavioural, Emotional and Social Difficulty (BESD)

Pupils should only be recorded as BESD if it is the pupil's primary or secondary SEN and they are at *School Action* or have an EHCP.

Pupils with behavioural, emotional and social difficulties cover the full range of ability and a continuum of severity. Their behaviours present a barrier to learning and persist despite the implementation of an effective school behaviour policy and personal/social curriculum. They may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, have immature social skills or present challenging behaviours.

C. COMMUNICATION AND INTERACTION NEEDS

Speech, Language and Communication Needs (SLCN)

Pupils should only be recorded as SLCN if it is the pupil's primary or secondary SEN and they are at *School Action* or have an EHCP.

Pupils with speech, language and communication needs cover the whole ability range. Pupils with SLCN may have difficulty in understanding and/or making others understand information conveyed through spoken language. Their acquisition of speech and their oral language skills may be significantly behind their peers. Their speech may be poor or unintelligible.

Pupils with language impairments find it hard to understand and/or use words in context. They may use words incorrectly with inappropriate grammatical patterns, have a reduced vocabulary or find it hard to recall words and express ideas. They may also hear or see a word but not be able to understand its meaning or have trouble getting others to understand what they are trying to say.

Please note that pupils whose first language is not English should not be recorded as SLCN unless they also have a special educational need in this area.

Autistic Spectrum Disorder (ASD)

Pupils should only be recorded as ASD if it is the pupil's primary or secondary SEN and they are at *School Action* or have an EHCP.

Pupils with autistic spectrum disorder cover the full range of ability and the severity of their impairment varies widely. Some pupils may also have learning disabilities or other difficulties, making identification difficult.

ASD recognises that there are a number of sub-groups within the spectrum of autism. Pupils with ASD find it difficult to:

- understand and use non-verbal and verbal communication
- understand social behaviour - which affects their ability to interact with children and adults
- think and behave flexibly - which may be shown in restricted, obsessional or repetitive activities

Pupils with Asperger's syndrome should be recorded in this category. These pupils share the same impairments but have higher intellectual abilities although their language development is different from other pupils with autism.

D. SENSORY AND/OR PHYSICAL NEEDS

Visual Impairment (VI)

Pupils should only be recorded as VI if it is the pupil's primary or secondary SEN and they are at *School Action* or have an EHCP.

Visual impairment refers to a range of difficulties from partial sight through to blindness. Pupils with visual impairments cover the whole ability range. For educational purposes, a pupil is considered to be VI if they require adaptations to their environment or specific differentiation of learning materials in order to access the curriculum.

Hearing Impairment (HI)

Pupils should only be recorded as HI if it is the pupil's primary or secondary SEN and they are at *School Action* or have an EHCP.

Pupils with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, pupils are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum.

Multi-Sensory Impairment (MSI)

Pupils should only be recorded as MSI if it is the pupil's primary or secondary SEN and they are at *School Action* or have an EHCP.

Pupils with multi-sensory impairment have a combination of visual and hearing difficulties. They are sometimes referred to as deaf blind but may have some residual sight and/or hearing. Many also have additional disabilities but their complex needs mean that it may be difficult to ascertain their intellectual abilities.

Pupils should only be recorded as MSI if their sensory impairment is their greatest need.

Physical Disability (PD)

Pupils should only be recorded as PD if it is the pupil's primary or secondary SEN and they are at *School Action* or have an EHCP.

There is a wide range of physical disabilities and pupils cover the whole ability range. Some pupils are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe. Similarly a medical diagnosis does not necessarily mean that a pupil has SEN. It depends on the impact the condition has on their educational needs.

There are a number of medical conditions associated with physical disability which can impact on mobility, such as cerebral palsy, spina bifida and muscular dystrophy. Pupils with physical disabilities may also have associated sensory impairments, neurological problems or learning difficulties.

Other (OTH)

This category **must not** be used when the pupil has a statement. If, after looking at Part 2 of the pupil's statement, you are unclear as how to record the pupil's needs please contact the LA who makes and maintains the Education Health Care Plan for advice.

This category should **only** be used for pupils at *School Action* where it is not possible to identify the type of special educational need. With ongoing advice from the school's educational psychologist and other visiting specialist teachers, it is expected that schools should rarely have to use this category.

Pupils with a range of difficulties, including emotional disorders such as depression and eating disorders; conduct disorders such as oppositional defiance disorder (ODD); hyperkinetic disorders including attention deficit disorder or attention deficit hyperactivity disorder (ADD/ADHD); and syndromes such as Tourette's, should be recorded as BESD if additional or different educational arrangements are being made to support them.

Where the only additional provision is routine medicine pupils should not be recorded as having SEN.

Middlestown Junior, Infant & Nursery School

Individual Education Plan

Name:

D.O.B:

Class:

SEN:

IEP No:

Date:

Behaviour & Emotional	Literacy	Medical	Physical	Speech & Lang	Sensory	Numeracy	Communication	Self esteem	Independence	Young carer
-----------------------	----------	---------	----------	---------------	---------	----------	---------------	-------------	--------------	-------------

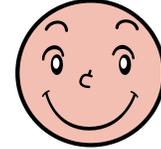
My Targets



What do I need to do? Who's Going to help me and when?



How did I get on?



Things I want to Improve

Additional Comments	Activities to Support your child at Home
---------------------	--



Middlestown Junior and Infant School Provision Map

Year:

Date Started:

Review Date:

Wave 1 Strategies (Whole Class Strategies)

Literacy

Numeracy

Wave 2 Strategies (Group Intervention Plans)-

Intervention	Group Size	Frequency & TA	Pupils	Entry Data (Sep 2013)	Targets (Up to 3)	Exit Data (Dec 2013)	Outcome

Wave 3 Strategies (Individual Education Plans/ 1:1 Support)

Pupil Premium Children in Year

--