



St Martin's Primary School **Special Educational Needs (SEN) Policy**

All teachers at St. Martin's Primary are aware of the importance of identifying and providing for pupils with Special Educational Needs. All pupils have individual needs, and may have special needs in varying degrees and at different times during their school life. All pupils have the right to a broad, balanced, relevant curriculum to achieve their maximum potential.

Definition of Special Educational Needs

The Education (Amendment) (Guernsey) Law 1987 states that

- A child has Special Educational Needs if he/she has a learning difficulty which calls for special educational provision to be made
- A child has a learning difficulty if he/ she has a significantly greater difficulty in learning than a majority of young people of his/her age
- A child has a disability which prevents or hinders him/ her from making use of educational facilities of a kind generally provided in schools for children and young people of his/her age

Areas of need

The four main areas of learning difficulty are Cognition and Learning; Behaviour, Emotional and Social Development; Communication and Interaction; Sensory and/or Physical Impairment.

1. Cognition and Learning

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

2. Behaviour, Emotional and Social Development

- Behaviour, Emotional and Social Difficulty (BESD)

3. Communication and Interaction

- Social Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

4. Sensory and/ or Physical Impairment

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

Aims

At St Martin's Primary School we aim to:

- identify all pupils with special educational needs as early as possible in order for their needs to be met
- set suitable learning challenges, responding to pupils' diverse learning needs

- ensure that, wherever possible, pupils are able to access the curriculum and be included in the school community
- seek and allocate provision by the most appropriate outside agency
- target resources effectively
- involve parents/carers and educational professionals in partnership
- provide effective assessment procedures
- review provision for each child with SEN regularly

Indicators of pupils with SEN

- Pupil has significantly greater difficulty in developing literacy or numeracy skills than the majority of children
- Pupil has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Pupil displays emotional or behavioural difficulties which do not respond to strategies recommended in the behaviour policy
- Pupil has communication, language or social difficulties and continues to make little or no progress

A pupil may display one or a combination of the above.

Identification, Assessment and Provision (Appendix 1)

A clear and defined system for identifying, assessing and providing for pupils with SEN is explained in the Special Educational Needs Code of Practice (Guernsey 2004). Copies of the Code of Practice have been distributed and discussed with all teachers. The Code of Practice should be referred to on a regular basis.

The importance of early identification of pupils who may have SEN is recognised at St Martin's Primary School. Some children admitted to St Martin's Primary School have attended an early years education setting, such as a pre-school playgroup or nursery, and have been identified as having SEN on entry. If a pupil has an identified need, a transition plan is made to meet that child's needs and is discussed with parents/ carers and reception staff at the first parent meeting.

Reception teachers assess each child's levels of attainment on entry in order to ensure the pattern of learning and experience already established is built upon. The Foundation Stage Profile may indicate areas for concern, although this assessment is not specifically designed to identify those pupils with SEN. It may, however, alert teachers to children who have particular difficulties, some of whom may have special needs.

Information about the individual needs of children is made clear to new teachers when pupils progress from year to year through meetings with the previous/ new teachers and the SENCO. Information is also included in the SEN register and the Class Pupil Progress Folders. The SENCO organises Transition Reviews as appropriate for pupils who leave the school at the end of KS2 or at other times.

Pupils who may have SEN are identified in the first instance by class teachers measuring individual's progress by referring to:

- his/her performance as part of ongoing observation and assessment
- his/her performance against objectives specified in the National Literacy and Numeracy frameworks

- his/her performance against the level descriptions within the National Curriculum
- his/her performance against objectives specified in the Pupil Progress Folders
- his/ her performance in relation to standardised reading and spelling tests

St Martin's Primary School has adopted a graduated response that encompasses a variety of strategies. In many cases the action taken by the class teacher to address a pupil's identified SEN will mean that the pupil's difficulties are resolved. For those pupils whose progress continues to cause concern, some additional or different action is taken to enable the pupil to learn more effectively.

The SENCO and class teacher will decide on the action needed to help the pupil progress in the light of their earlier assessments. Intervention or action taken should be provided from within the school's resources e.g. further differentiation within the classroom, introduction of different learning materials or more planning time for staff. It will be recorded that the pupil has an identified special educational need on the SEN register and they should be placed at **Level N (No special provision)**. Careful monitoring will continue.

When a class teacher or SENCO identifies a pupil with SEN, and action is taken in addition to the normal level of support available in St Martin's Primary school, this should be recorded as **School Action (Level A)** on the SEN register. This is the first level of additional support to meet a pupil's SEN, and will include collation of evidence and parental consultation. Concerns are shared with parents/carers and additional information sought from them. A review is carried out between the classteacher and parents to collate views. The outcome of the review may be to formally request advice or support from Education Support Services or Health & Social Services Department (Appendix 2).

The SENCO makes a request for involvement from Education Support Services through referral processes, with the parental consent. The pupil is entered onto the SEN register as **School Action Plus (Level P)**. An IEP (Appendix 3 and 4) is drawn up to include strategies for supporting the child's progress. The IEP is reviewed regularly and at least twice annually. Review meetings are co-ordinated to include the Headteacher, SENCO, classteacher, parents, support staff and external specialists.

For the very few children who do not make adequate progress through School Action Plus, a request is made for additional support from the Education Department. A Formal Assessment of a pupil's special educational needs under the Education (Amendment) (Guernsey) Law, 1987 is made. If it is concluded that a pupil's needs cannot reasonably be met within the resources available at St Martin's Primary a Draft Determination will be produced by an Education Officer. If a Determination is agreed, the Education Department considers a recommendation for placement.

Roles and Responsibilities

Class Teacher

Class teachers offer differentiated learning opportunities within the classroom through appropriate classroom management and organisation, effective teaching materials and matching teaching style to individual learning styles. Class teachers meet with parents on regular occasions. The class teacher informs the SENCO of any concerns that may indicate a pupil has SEN, including concerns raised by parents and carers. They plan

for, liaise with and monitor the day-to-day work of support staff working in their classroom and draw up, implement, monitor and review IEPs as necessary.

SENCO

The SENCO is responsible for the day-to-day operation of the SEN policy and works closely with the Headteacher, Senior Management Team and staff. They assist class teachers in the identification and assessment of SEN pupils and co-ordinate provision, involving Education Support Services when appropriate. The SENCO maintains the SEN register using SIMS (Appendix 5) and oversees the records for all pupils with SEN. They ensure IEPs are written and organise review meetings in line with the Code of Practice. The SENCO identifies in-service training needs for special needs.

Headteacher

The Headteacher works closely with the SENCO to ensure that the Code of Practice is properly implemented, and the SEN policy is developed and maintained.

Facilities

St Martin's Primary School has a Special Educational Needs room, which is used by a range of outside agencies and pupils. The SENCO organises a timetable at the beginning of each term. A variety of resources are available for staff to use.

Reviewed January 2007

