



ADDITIONAL NEEDS POLICY FOR PARENTS

FLAKEFLEET PRIMARY SCHOOL

MARCH 2018

PHILOSOPHY

We aim to provide a broad and balanced curriculum for all the children, appropriately differentiated and supported, to enhance the education of all children with a variety of individual special needs. These needs may be mild, severe, long or short term. The school operates a fully inclusive policy.

OBJECTIVES

1. To identify individual strengths and weaknesses in children as early as possible to enable appropriate programmes to be developed, which meet the requirements of the National Curriculum and the needs of the individual child.
2. To provide appropriate training and awareness for all staff in assessing children with S.E.N. and have a range of suitable diagnostic and support materials.
3. To establish a positive dialogue with parents about their child and look for ways to support the child's progress at school and home.
4. To liaise, inform and involve Governors. To ensure parents are aware of policy and practice.
5. To liaise with outside agencies, other schools as appropriate.
6. To establish, as part of the school assessment policy, an effective monitoring and recording system, which will provide continuity of experience, which is crucial for all children with special educational needs.

TARGETS 2016/2017

- To ensure progress against targets is monitored regularly by support staff using KLIPS and I can statements – Marking Ladders (in addition to meetings, verbal feedback etc.)

- To use our most experienced special needs support staff to provide specialist input for teaching assistants working with children with additional needs.
- To provide training for all support staff to broaden knowledge and understanding.
- To implement the use of PIVATS for children in the spring term of year 1.

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SUCCESS CRITERIA

- Children make good progress against targets (1 – 2 targets over a period of 4 -6 weeks)
- I.E.P. targets closely correlate to individual needs and their progress is significant.
- Children make progress against their targets across the curriculum.
- All staff working with children with additional needs are confident in their support teaching and hence children make significant progress.

QUANTITATIVE JUDGEMENTS	QUALITATIVE JUDGEMENTS
<p>☐ monitoring of progress through teacher assessment</p> <p>☐ performance against KLIPS statements</p> <p>☐ IEP targets met</p> <p>☐ meeting statement objectives</p>	<p>☐ staff views</p> <p>☐ parental views</p> <p>☐ pupil views – especially with the emphasis on pupil participation</p> <p>☐ advisor/SIP view – monitoring visits</p> <p>☐ community views</p> <p>☐ Area office/EPS</p>

S.E.N. ORGANISATION

Headteacher: Mr David McPartlin

SEND Governor: Mrs Joanne Spencer

SEND Co-ordinator Lead: Mrs Jill Clayton

SEND Co-ordinator: Mrs Kate Jagger

SEND Assistant: Mrs Sheila Rawlinson

Educational Psychologist: Mrs Jayne Smith

School Doctor: Dr Maurice Gordon

School Nurse: Andrea Goodey

SPECIAL NEEDS PROVISION

In order to provide the best educational provision, all staff work together with the parents and outside agencies. The class teacher role is central in the identification and assessment of the child with special educational needs. The class teacher retains the overall responsibility for the child.

The role of SENCo. is to work in an advisory and support capacity, moderate the assessment and decide on the appropriate stages for children. The SENCo. will liaise between all staff involved and meet with parents and staff at review and on other appropriate occasions.

The SENCO is a member of the Senior Management Team and has release for special needs. The Head teacher has responsibility for liaison with Governors and other outside agencies to help facilitate the success of the Policy. The Head teacher has a formal role in meetings, particularly annual reviews for children with an Educational Helathcare Plan (EHCP). The Head teacher works alongside the SENCo. in referral to the L.E.A. for assessment.

The SENCo. is a school governor and a member of the "Standards and Effectiveness Committee" and liaises with both the Head teacher and SENCo. regarding the success of the special needs provision.

The role of the support assistant is to work with children who have IEP's (Individual Educational profiles) and those who need short term interventions. They also provide in-class support by working alongside the class teacher to deliver the curriculum, modify or adapt tasks, thus helping the children to achieve their I.E.P. targets. The support assistant will work with the class teacher to ensure continuity with "special needs support assistants" working to support statements and also working with groups. The SENCo. will work with class teachers and the support assistants to monitor children's progress and evaluate success against I.E.P. targets.

Children may have particular needs for a range of reasons, including:- Specific Learning Difficulties, moderate learning difficulties, complex learning difficulties, autism, A.D.H.D., behavioural difficulties, absenteeism, neglect or abuse, health or physical difficulties or emotional difficulties. Any of these may affect the learning and progress of children on a short or long-term basis. The SENCo. works alongside the Family Learning Mentor (Mrs Karen Pratt) and Family Support Mentor (Mrs Gaynor Brotherton).

Areas of concern will normally be identified by the class teacher (and/or parent) re: an individual child. This concern is brought to the attention of the SENCo. who will accept an initial concern form. This is completed by the class teacher over a set period of time and the findings discussed with the SENCo.. A decision is made to support the child in the best way possible.

For children whose problems are not clear and require longer term observation, the class teacher continues to provide work appropriately differentiated (and monitors the progress made).

Additional help from the teaching assistants will be given. Progress is assessed on a regular basis but results are placed on Incyte every half term. At these formal assessments, or indeed at any time, a child can be removed from an IEP.

At a later stage, additional advice is sought from outside agencies and/or outside agencies are involved in support of the child. Specific advice may be sought from our Educational Psychologist (Mrs. Jayne Smith), The Language Tree, Speech Therapist, Occupational Therapist, Inclusion and Disability Support Service or any Advisory Services or external agency. Medical reports are always requested at this stage from the School Medical Service

The required evidence is collected by Mrs Clayton and with parental knowledge and agreement is sent to the L.E.A. If the L.E.A. agrees to formal assessment an Educational and Health Care Plan may result.

We maintain at all levels contact with parents. This contact is crucial if a child is to move towards an Education and Health Care Plan.

IDENTIFICATION AND ASSESSMENT

Children can be identified through class observation, assessment procedures and parent observation.

Having been identified, more detailed tests and assessment activities may be used for standardised testing or diagnostic activities and PIVATS.

Our school assessment policy ensures individual children's progress is monitored through a variety of formal statutory and non statutory tests and informal assessment.

CRITERIA FOR IDENTIFYING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

The following guidelines outline at which point a child should be referred to the SENCo for additional testing to determine whether or not they have a Special Educational Need. These are relevant for Reading, Writing and Maths.

Other factors will determine whether a child needs to be additionally assessed in other areas such as handwriting, motor skills or emotional issues. A class teacher will make these judgments and refer them to the SENCo when necessary.

Additionally to the above, if a child has made no progress in two terms, then a class teacher should liaise with The SENCo. who can advise on steps forward.

Please be aware that it may be that the child's rate of progress is down to under achievement, or low entry points (in Reception), rather than a special educational need.

If a child fails to reach the required phonic standard by the end of Year 1, they should begin Fast Track Phonics in Year 2. They will also benefit from streamed phonic sessions every morning, appropriate to their ability.

ACCESS TO THE CURRICULUM AND INTEGRATION

All children work in their own classrooms with limited withdrawal outside the classroom. Withdrawal is to support the targeted areas individually or in small groups for relevant Interventions. Support staff work in all classrooms, sometimes with a group of children working on specific aspects of Language, Numeracy and other relevant curriculum areas plus emotional, behavioural and physical aspects where relevant.

At other times he/she may support the children directly on the work set for the rest of the class. Children are helped to have full access to the National Curriculum by the use of differentiated work set by class teachers. This may be differentiated by task set, by outcome or by the amount of support given to complete a task. The full integration of all special needs children into school life is achieved and this includes all physical activities, educational visits and after-school clubs.

ACCESS FOR DISABLED

Under the Disability Discrimination Act, from 2002 we have done our utmost to receive children with special educational needs. When the school was re-designed, all doors are at ground level and there are no steps for children or adults to access the building. There is a ramp leading up to the dance studio to the rear of the building. There are also accessible toilets for wheelchairs and a shower room.

ALLOCATION OF RESOURCES

The school receives general funds for S.E.N.D.. The L.E.A. uses a banded system to determine the amount related to the assessed needs of the child.

The school uses its general funding to provide S.E.N. Co-ordinator and administration also special needs support assistants. Equally money is used to provide training and purchase of specialist advice if appropriate.

Some of the funding pays for additional special needs support assistance and some expertise provided by teachers and IDSS Service Traded.

TRAINING FOR STAFF

This is organised in line with school policy as a school need or an individual staff member need in line with professional development/performance management etc. Requests can hence be made direct to the INSET co-ordinator or via the SENCO or class teacher.

Learning Support Assistants

Teaching assistants who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by school Inset and attending courses. Support staff are also given the opportunity to acquire a certificate in First-Aid.

RELATIONSHIP WITH OUTSIDE AGENCIES

We have developed a good relationship with various representatives of the Health Service, particularly the school medical service via the local clinic, the school nurse and their service and the school doctor. We also have good links with Blenheim House in Blackpool where some of our children have spent some of their early years, Speech and Language Therapists at Fleetwood Health Village and St. Annes, the Occupational Therapist and Audiology services.

We work closely with a number of Educational Services, specifically, Educational Psychologist, S.E.N. Inspector/Advisor, Outreach Services, such as Stepping Stones Tutorial Centre (E.B.D) and medical professionals at Blackpool Victoria Hospital for those with medical needs. Regular visits to school are undertaken by the Speech and Language Specialist, Occupational Therapist and the Diabetes and Epilepsy nurses.

Flakefleet also has excellent links with local nursery providers who provide assistance with the transition of children into our foundation stage.

Support is provided by the Inspector/Advisory Service. Senior staff and when appropriate other staff attend area meetings organized by the L.E.A. and local cluster groups of SENCO's from other local schools.

PARTNERSHIP WITH PARENTS

Class teachers discuss progress with parents through the formal processes in place but informally as and when needed. We have an open policy in which we encourage communication and partnership with parents and it is part of that policy to keep in touch with parents who have special needs children. At any time on Wednesdays, meetings can be held with the SENCo. and other professionals. However, meetings can be held at any other time which is convenient to all parties.

PUPIL INVOLVEMENT

It is our philosophy to involve the children in their learning and open records of achievement

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are an integral part. Therefore, we involve special needs children in their development, particularly in reviews and discussion of targets. They attend review meetings and are always invited to share their experiences and present a review of their year if they wish.

ADMISSION ARRANGEMENTS

There are no preferential arrangements related to specific facilities or premises. Thus the admission arrangements are the same as those for all parents wanting their child to attend Flakefleet Primary School. All children under the school criteria are given equal opportunity for entry.

COMPLAINTS PROCEDURE

Complaints about special educational provision within the school should be discussed with the following: initially the class teacher, then Mrs Jill Clayton (SENCO) and Mr. D. McPartlin (Headteacher). After this, the formal complaints procedure is followed, as laid down in the School Prospectus.

EVALUATION OF POLICY

In addition to the review of the special educational needs element of the SIP and progress towards the annual targets in the policy, the school needs to be confident that they are doing a good job and used as part of whole school self evaluation. The school can evaluate the success of the policy by using both the qualitative and quantitative judgements.

MRS JILL CLAYTON

SENCo.

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