

WREN'S NEST PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS POLICY

SEPTEMBER 2005

SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR - MRS ALISON KEYES

Defining Special Educational Needs

Special Educational Needs = SEN.

At Wren's Nest Primary School, we are committed to providing a stimulating, appropriate and high quality education for all of our children, to enable them to fulfil their true potential.

Some children may need additional or different support or provision to enable them to achieve this. These children may be said to have a special educational need.

We recognise that the early identification, assessment and intervention are the key to meeting the needs of individual children.

The full Code of Practice definition of what constitutes a Special Educational Need and Special provision can be found in the appendix.

At Wren's Nest a child with SEN may have difficulties or needs in one or more of the following areas:

Making little or no progress compared to their peers

Specific difficulties in reading, writing, spelling, number work

Processing information

Speech

Expressing themselves or understanding what others are saying

Making friends, or relating to adults

Behaving appropriately in school

Organising themselves

Some kind of medical, physical or sensory need affecting their ability to participate fully in the whole range of activities available in school.

Accessing the learning environment in school

These difficulties may present early on as a delay, in which case an enriched learning, language, emotional and social experience in the early years may resolve the difficulty. For other children these difficulties may present immediately or develop later sometimes requiring longer term and on occasions more specialist intervention. Some children may have a combination of these difficulties.

At Wren's Nest Special Educational Provision for a child will include the use of at least one of the following over and above what the school provides for the majority of the children within that child's year group.

- ❖ Additional or different resources, strategies
- ❖ Specific individual or small group support
- ❖ Outside agency advice

This provision may be made specifically through the school, the Children's Services Directorate or delivered by charitable or voluntary bodies.

Admission Arrangements:

We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs. There is no special provision for limiting or promoting access for children with or without additional needs.

Pupils with statements are welcomed equally warmly and fully integrated. The only exception to this would be if the needs of the "new arrival" were so exceptional that their presence would be incompatible with the efficient education of other children. The school adheres to the "Admissions Policy" of the LEA and the New Statutory Code on Admissions (DFEE 3/99).

For children with significant levels of SEN with or without a statement, admission arrangements may be staggered to facilitate successful integration.

The Role of the Governing Body.

Mrs Grice is the Governor with special responsibility for Special Educational Needs.

Mrs Wylie, the Head Teacher has overall responsibility for ensuring all children, including those with SEN, develop to their full potential.

Mrs Keyes, the Special Educational Needs Co-ordinator (SENCO) is responsible for the leadership and management of SEN.

The Governing body with advice from the Head Teacher and SENCO determines the school's general policy to meeting pupils' Special Educational Needs. They are involved in developing and monitoring the policy. Through the Head Teacher's Reports and SENCO Updates, they are kept informed about the provision and deployment of funding, equipment and personnel. The Governors, through the Curriculum and Standards Committee, receive a review of the policy each Summer. This outlines the successes, shortcomings and points for action to be included in the SEN Action Plan for the following year.

Inclusion

Wren's Nest is committed to the policy of inclusion and providing an education for all. As a school we try to cater for the needs of all children and work closely with parents to support every individual. It is the right of every child to receive a high quality education in a safe and secure environment, which is conducive to learning. In extreme cases of special need where Wren's Nest is unable to meet the needs of an individual such that they are unable to remain in the shared learning environment it may be necessary to follow the process of exclusion. This is seen as a very last resort and the school does not wish to undertake this process with any child.

We deliver a broad and balanced curriculum for all children, including the National Curriculum. Systems are in place for the early identification of barriers to learning and for intervention strategies within the financial limitations of the SEN budget.

The Leadership of SEN

From September 2005 Mrs Keyes will be non-class based to enable her to fulfil all the duties of her role.

From September 2005, the role of the SENCO will include the following:

1. Review SEN provision and the success of the SEN Policy and report this to Governors annually. (statutory duty)
2. Ensure statements are reviewed annually. (statutory duty)
3. To manage the additional provision, support staff and resources for pupils with SEN.
4. To give advice and support to class teachers in the writing and reviewing of IBP's/IEP's at School Action.
5. To write and review IBP's, IEP's, PSP's for all children at School Action Plus and with a Statement of SEN. The SENCO's responsibility for children in KS2 requiring an IBP has been delegated to the KS2 Behaviour Co-ordinator, Mrs Finney. Liaison is to be ensured by regular $\frac{1}{2}$ termly meetings.
6. To ensure that relevant background information is collected, recorded and updated.
7. To keep parents/carers informed regarding their child's SEN, interventions and progress.
8. To actively support parents in managing their children's behaviour and learning needs at home.
9. To liaise with feeder schools/Nurseries and receiving high schools/primary schools to ensure that all information regarding a child's SEN are passed on.
10. Keep teaching and support staff, the SMT, the Children's Centre Manager, Mrs Grice and the Governors informed of developments in SEN affecting Wren's Nest, through brief termly reports and updates at staff meetings. The SENCO and the SEN Governor will meet every half term to ensure that the SEN Governor is kept informed of all developments and can carry out the role as a "critical friend".
11. Liaise with Teachers, Nurture Group Leaders, Learning Mentors, Behaviour Co-ordinator (KS2), Speech Therapy NNEB and Support staff delivering IEP targets to monitor the effectiveness of the provision.
12. To joint plan, develop and evaluate effective and coordinated advice, support and working practices through the Children's Services Directorate, voluntary bodies and charities.
13. To facilitate multi-disciplinary assessments for children at Wren's Nest.
14. Maintain and update the SEN register (Sept. and Jan and April) and other documentation required by the LEA/Governors and Head Teacher.
15. To instigate and coordinate the formulation of the SEN policy, circulate it to Staff, Parents, SEN Governor and Parents and amend it based on the comments received from all the relevant parties.
16. Identify, arrange or deliver INSET to respond to the needs identified by the staff, SMT, Governors, or LEA.
17. Conduct an annual audit of resources and prioritise the purchasing of additional resources in line with the identified needs of individual children, groups and SIP.
18. Assist the Head Teacher in completing the OFSTED Self Evaluation Form for components relating to SEN.

See also Mrs Keyes' job description (appendix)

Specialist Facilities

The pupil support room is situated at the end of the Y5/6 corridor. Equipped with a telephone, additional resources, a networked and stand alone computer, it is available for small supported group work, review meetings and liaison. This room also contains an admin. area from which the SENCO works.

Next door a room has been furnished and equipped to support the role of the learning mentors in school. (The Safari Room).

From April 2006, the Children's Centre will include a Speech and Language Therapy room. This will be equipped with a two-way mirror. This will be used by our Specialist Nursery Nurse (Mrs Allport) as well as visiting therapists.

There is a fully equipped shower room, with toilet and changing facilities for the disabled in the Year 3 corridor. The Children's centre has been designed to cater for the disabled with toilets, a shower and ramps installed.

From September 2005, a seclusion room will be operational, funded through the "Behaviour Improvement Plan". This room will be used by Wren's Nest and its partner BIP schools (Priory and St Edmunds) to enable children to attend a school and continue with their education whilst excluded.

A Key Stage 1 Nurture Group has been established by Mrs Blewitt with support from Mrs Rogers for children from Year 1 and 2.

A full description of the referral, assessment, placement and review processes for children supported in the Nurture Group, through Speech Therapy and the Learning mentors appears in the "Provision" section.

Resources

To enable them to learn, children with SEN require more resources than their peers. (equipment/time/adult support/different teaching styles)

The LEA funds SEN through the indicative budget and through additional funding for statements. Specific initiatives for example, the Children's Centre, and Full Service Extended Schools as well as the Behaviour Improvement Programme and Mentoring Strand of the Excellence Cluster also bring additional funding and resources into school that will support the SEN of some of our children.

- ❖ The Head Teacher manages the overall budget for SEN. Staffing costs account for the majority of this budget.
- ❖ The services of the Learning Support Co-ordinator (Mrs Williams) and Counselling Service are bought back through a Traded Services Agreement. This is managed by the SENCO.
- ❖ Support is allocated to pupils on a needs led basis within the resources available by the SENCO.

- ❖ Consumables, including photocopying are provided through general admin.
- ❖ Resource needs specific to SEN are identified through outside agency advice, class teacher requests, IEP's and the SDP.

The distribution of money for resources is allocated through the school's resource request proforma. There have been no problems with funding the necessary resources to date. A specific budget for the previous year's SEN spending is appended to the SEN Policy Review.

All teachers are issued with an "Additional Needs Support File". This file contains the SEN Policy and Guidelines, INSET information, timetables and updates. During the course of the Year, the SENCO also distributes relevant articles from professional journals and the internet for reference.

From September 2005, an annual audit of classroom resource needs will be conducted. Resources will be made or bought to address those needs within the first 2 weeks of term.

For children at SA+ or with Statements, a magazine file will be provided. It will contain a copy of their personal targets and a selection of resources tailored to meet the needs identified on their IEP.

Support staff have been allocated to each year group to deliver targeted IEP support, to named children at SA+ , under the direction of the SENCO. Children at SA will have their needs met by class teachers using additional resources or support as appropriate.

IEP's should be kept in the weekly planning file for immediate reference and to inform weekly planning.

Identification

As a school, we are committed to the identification and provision for children with SEN at the earliest opportunity.

For the majority of children, an initial cause for concern may be registered by a parent, previous school, the intuition and observations of school staff as well as through assessment or screening programmes. The criteria, drawn up by class teachers for placing a child on the SEN Register should be referred to. (see appendix)

In future, Health and Social Care Professionals, using the Common Assessment Framework, will trigger this process for some children from birth. Wren's Nest has been selected as the pilot primary school for development of the CAF and we hope this will be beneficial to our children, presenting with additional needs, as well as the LEA.

A list of assessments available in school or through an outside agency is appended to this policy.

As soon as a child is identified to the SENCO as having a SEN, the class teacher and SENCO will meet to discuss the available evidence and plan an appropriate response. . The SENCO will decide whether to involve outside agencies. For children with a speech or language difficulty, a separate Speech Therapy referral form should be completed and returned to Mrs Allport.

Class Teachers are responsible for informing parents of their child's SEN in the first instance.

Partnership with parents and the involvement of the pupil (where possible) are crucial at all stages at all times.

Provision

The graduated response adopted in the school, recognises that there is a continuum of needs. This is in line with the SEN Code of Practice and LEA Policy.

Within both thresholds (ie School or Early Years Action/Action Plus) there is a continuum of need. It does not necessarily mean that the child with the lowest ability will be on the higher threshold. Children with complex difficulties, requiring specialist advice are placed at SA+.

A $\frac{1}{2}$ termly provision map will be introduced from September 2005, to detail the type of provision being made for each year group to meet all types of SEN. Otherwise individual provision is detailed in IEP's or GEP's.

An IEP/GEP is a working document and all who use it should feel free to annotate/highlight /cross out /add notes etc as appropriate.

Early Years SEN .(For children aged between 0-5)

- ❖ For some children different or additional provision will be made within the Children's Centre . This may include the use of different resources, additional support or specific activities.
- ❖ The Teacher in Charge of the Foundation Stage will draw up an IEP in conjunction with the Nursery Nurse an IEP to run in the Centre with suggested strategies to enable parents to support their children at home. Plans will be reviewed at least half termly.
- ❖ These children are said to be at Early Years Action (EYA).
- ❖ Children with more severe or complex combinations of needs requiring an assessment, support or advice from an outside agency will be placed at Early Year's Action Plus (EYA+). This time the IEP will be drawn up by the SENCO in consultation with the Teacher in Charge. The specialist advice/recommended targets will be included in the EY+ IEP.
- ❖ NNEB's supporting children in the Nursery will deliver additional targeted work. For this reason the group sizes have been kept down.
- ❖ In the Reception classroom, the designated NNEB will deliver any additional support at SA under the direction of the teacher and at SA+ under the direction of the SENCO.

SEN in Key Stage 1 and 2

- ❖ For some children different or additional provision will be made within the classroom. This may include the use of different resources, additional support or specific activities. These children are at School Action (SA).

- ❖ The class teacher is responsible for setting targets, recording provision and monitoring progress. Ideally reviews should be termly. It would be beneficial for them to coincide with other target reviews including ISP reviews and target setting.
- ❖ Children with more severe or complex combinations of needs requiring an assessment, support or advice from an outside agency will be placed at School Action Plus (SA+). These children will all have an IEP drawn up by the SENCO with input from the class teacher, support staff, outside agency, parent and child. Individual reviews will be conducted as appropriate.
- ❖ Very few children are identified in Years 2-6. This is because of the successful screening and intervention during the Early Years.

School Action:

It is the responsibility of Class Teachers to inform parents that they have a concern about their child's progress and inform them of the targets and provision being made to meet their needs.

Where assessment reveals that there are a number of pupils within a single year group or phase with the same learning needs, particularly within word level work, a Group Education Plan (GEP) would be the most sensible solution.

If a child's needs cannot be met through appropriate group work, then an Individual Education Plan (IEP) at SA will need to be written to include appropriate targets, support, resources and strategies.

- ❖ Responsibility for writing and reviewing individual plans remains with the class teacher at SA.
- ❖ The SENCO will give advice or carry out more detailed assessments at the request of the class teacher.
- ❖ An IEP records only the **different or additional** provision.
- ❖ Copies of the IEP are given to all practitioners named on the IEP as well as parents.
- ❖ IEP targets should be included on weekly planning where it is being delivered as part of the literacy and numeracy hours.
- ❖ Where individual IEP's are written and additional targeted support is needed, the class teacher will need to liaise with the SENCO who is responsible for the allocation of SEN support time.
- ❖ Children should be actively involved in monitoring their own progress.
- ❖ When it is necessary to write an IEP, class teachers may chose to write it using IEP Writer, on computer or by hand (we can meet the IEP writing styles of our staff!!!!). Samples of SA IEP's using each method are attached as an appendix).

SA Reviews.

Reviews with parents may be timed to coincide with parents' evenings, target setting meetings or may be arranged by the class teacher at any other time. IEP's are reviewed at regular intervals. At the review it may be decided that the child no longer needs additional or different provision. In which case, their name is removed from the SEN register. The class teacher is responsible for assessing the pupil against the targets set. For children with literacy difficulties, NLS assessments will need to be completed prior to the review to establish the progress and set appropriate targets for the forthcoming GEP/ IEP. A timetable has been drawn up to facilitate this.

Moving from SA to SA+

If a child is failing to make appropriate progress or their needs are becoming more complex, the class teacher should involve the SENCO in the review process. If, at the review, it is decided that specialist advice should be sought from an external agency, then the child is placed at SA+

School Action Plus:

Parents are always informed as to why their child might need to be referred to an outside agency. With signed parental permission, the outside agency will be able to come in and assess, offer advice or give support.

- ❖ The SENCO will write a SA+ IEP in consultation with teachers and outside agencies and with reference to recent assessment material.
- ❖ Parents will be invited into school to meet with the SENCO/outside agency and teacher where possible.
- ❖ Where a child is in need of additional support, school will provide at least 2 sessions of 30 minutes of individual or paired support.

SA+ Reviews

Children's progress at SA+ is reviewed by the SENCO with advice from the class teacher, support staff, and outside agency. The views of the parents and child are also taken into account. These reviews are timed to respond to the particular needs of each child.

Once a child no longer needs an IEP written with advice from an outside agency, the SENCO and class teacher will decide whether to remove the child's name from the register altogether or move to SA.

Where a child presents a significant cause for concern and we cannot meet their needs with the resources available at SA+ then a referral for statutory assessment may be made. This may result in a "Statement of Special Needs" being written.

Fast Tracking

In a few cases, a child may need to be fast tracked to SA+ for support, advice or more detailed assessments from a specific outside agency. This may be following parents' separation, bereavement or abuse or as a result of a significant concern from class teachers or parents regarding very limited progress or complex needs

Statements

A Statement of SEN may be necessary for a very small group of children (up to approximately 2%).

Once a child has had at least 2 reviews at SA+ and the school can provide evidence of their severe and complex needs, a request for a formal assessment may be made in writing to the LEA. The LEA has up to 26 weeks to produce a final statement (see chart). If the LEA agrees that the child has sufficiently severe and complex needs, and meets the rigorous criteria, a statement is written. It sets out the background, current concerns and objectives to be met over the following 12 months. Additional resources may be written into the statement in order to support the school in meeting the child's SEN. (see appendix)

A statutory review of a statement is held annually. Recommendations are made to the LEA regarding the need to cease or maintain the statement by the parents and professionals in attendance. For the purpose of this meeting, a member of the admin staff will be invited along to take the minutes.

Additional reviews are held at least termly.

As review meetings can be rather daunting, the NNEB supporting the child, will prepare them for the meeting. They will also record the child's views and act as their advocate in the meeting.

Additional support, funded by the LEA is managed by the SENCO. A timetable is drawn up in consultation with the class teacher to indicate when and how the support is to be used. Guidance has been drawn up specifically for this purpose. See appendix.

Speech Therapy

- ❖ When practitioners have identified either a speech or language difficulty, they refer the child to Mrs Allport who carries out a preliminary assessment and observation to discuss with the therapist.
- ❖ Mrs Allport completes the referral forms, gets signed parental permission and discusses the child with the Speech and Language Therapist.
- ❖ If the therapist decides to proceed with an assessment, parents have to meet with the therapist to give informed consent and share relevant background/developmental information.
- ❖ If therapy is indicated, the therapist sets overall aims for the therapy and Mrs Allport and/or the Therapist write a programme.
- ❖ The child is seen in school by Mrs Allport for 2-3 sessions a week either individually or in a small group.
- ❖ The child is placed at EYA+ or SA+.
- ❖ An IEP is not written. Mrs Allport evaluates and records progress on a weekly basis and the therapist re-assesses the child every other term in line with Speech and Language Therapy Practice (see appendix).
- ❖ Parents are kept informed in writing of their child's progress in writing by the therapist and informally by Mrs Allport.
- ❖ Class Teachers are given a summary of the intervention to date and current targets by Mrs Allport.



The Role of the Learning Mentors

Learning Mentors work with class teachers and the SENCO to identify, assess and work with pupils who need help to overcome barriers to learning. These barriers might be as a result of behavioural problems, difficulties at home, bereavement or change.

Learning mentors may work individually with children or as part of a small group on specific topics, for example: coping skills, assertiveness skills, anger management, conflict resolution, confidence building, relaxation and raising self esteem.

Children may be referred for this support where a concern is raised regarding self-esteem, confidence, motivation, social skills, behaviour, anger or aggression, bullying others, being bullied, underachievement, exclusion, bereavement, transition to high school or specific problems at home.

Once a child has been referred, the Learning Mentor will inform parents about the proposed support. The Learning Mentor will then support the pupil in completing a self rating assessment checklist which forms part of the assessment and monitoring procedure.

Once the initial assessments have been completed, the Learning Mentor will draw up a plan of intervention with the pupil which is then shared with parents.

Interventions are for a fixed period of time. At the end of the intervention, the programmes are reviewed with the pupil and parents.

Children supported as part of a group, who continue to need support, may be allocated individual mentoring support. Mrs Keyes will liaise with the mentors and see the parents of children for whom the intervention has supported, but need more specialist support e.g. counselling, referral to a psychologist or psychiatrist.

The Learning Mentor Guidelines and Information book written by Mrs Murphy, Mrs Round and Miss Ashwood describes the interventions and includes copies of the assessment and monitoring materials used.



Key Stage 1 Nurture Group The Rainbow Group

Our Nurture Group offers specialist support for children who may feel insecure in school, or require more teacher attention than can be provided in their own class. These children may present with either introverted or extroverted behaviour. Our Nurture group provides a safe and predictable structured environment in which children are given opportunities to re-visit early "nurturing" experiences.

Children who are identified by class teachers or through the observations of Mrs Blewitt and Mrs Rogers may be considered for a place in the KS1 Nurture Provision, known as the Rainbow Group.

Once identified, detailed observations on the children at work and at play are carried out over a period of 2-3 weeks. Class teacher assessments are gathered. The class teachers and Mrs Blewitt and Mrs Rogers discuss the results of these observations and the class teachers own perceptions of the child within their class. Following this, a decision is made, in consultation with the SENCO to offer places for up to 10 children in the morning and 12 children in the afternoon. Some children are offered extended places from 9.00 - 2.00. Other children will be offered afternoon places only, from 12.45 - 2.00.

Mrs Blewitt and or the SENCO then inform parents about the offer of a place. Parents are invited into the Rainbow Room and the routines, curriculum and ethos are explained in more detail. A start date is decided and parents and staff informed. Children may start in this specialist provision at any point in the school year. Placements can extend from 2 terms to 4 terms depending on the progress made and the individual needs of each child.

The morning session begins with a daily routine incorporating both literacy and numeracy activities, as well as a structured snack time and Circle Time. The focus for the afternoon is the development of social and emotional skills. Through out the day teaching staff model positive relationships and there is an emphasis on the development of language and communication skills.

Children placed in the Rainbow Group are taught 1:1 and in very small groups and their levels of achievement are raised by carefully targeted learning opportunities. They are monitored by Mrs Blewitt and Mrs Rogers as well as

their class teachers. In addition, the children are assessed and monitored by the Learning Support Coordinator and the SENCO. An IEP is written to include individual targets set in addition to the Nurture Group Targets. These children are placed on the register at School Action Plus. The curriculum includes the National Curriculum and takes account of all school policies.

From September 2005 a Boxall profile will be completed for each child by Mrs Blewitt in discussion with Mrs Rogers and the child's class teacher. Within the first half term, the Reintegration Readiness Scales will be completed by Mrs Blewitt and Mrs Rogers. The children's social and emotional progress will be monitored throughout their placement against these assessments.

As children are ready to be fully reintegrated into their mainstream class, a plan will be drawn up by Mrs Blewitt and Mrs Rogers with the SENCO and class teacher. The timescale for the reintegration will be planned to take into account the needs of the child and the receiving class.

Partnerships with parents can make a big difference to the progress made by individual children and parents are welcomed in at any time to meet with the staff to share progress and any concerns.

A copy of the Rainbow Room Parents information sheet, written by Mrs Blewitt and the assessments used are appended to this policy.

Pastoral Support Plans (PSP's)

When a pupil is at serious risk of disaffection/exclusion, a pastoral support plan may be written and the IEP appended. The PSP does not replace the need for an IEP.

QCA/SAT's EndAssessments

Children should be assessed against the targets they have been working towards in class. It is the class teacher's responsibility to make sure that children sit the assessment at an appropriate level or are teacher assessed. Advice may be sought from the Assessment Co-ordinator, literacy/numeracy co-ordinators or the SENCO. The Deputy Head is responsible for timetabling support for reading the papers or scribing answers where appropriate. Children's IEP's at SA+ have a special section to indicate what additional/alternative exam arrangements need to be made for each child. In addition, children may be assessed against the P Scales as well as through observation, discussion, and questioning for the core subjects.

Confidentiality

Children's individual folders are confidential. Class teachers have access to these folders but they may not be removed from the Pupil Support Room. The folders are stored in the four tier filing cabinet by year group. Parents also have the right to see what has been written about their child. 0-5's IEP's are kept in the Foundation Stage folder.

Additional evidence, including photo's and video evidence are also taken on occasions. This is in line with school policy. Parents can refuse to allow school to take photographic images of their child in writing. The Admin. staff will keep the SENCO informed of this.

Access to the Curriculum

All children are entitled to a broad, balanced and relevant curriculum, including the National Curriculum. . However, it may be necessary for some pupils to be taught in specialist intensive groups or 1-1 to meet their very specific and complex needs. Therefore, there may be occasions when the best solution is to withdraw children from the timetable on a rolling programme to ensure that no one subject area is constantly missed.

Teachers will need to take account of the needs of children with SEN in their class, when grouping children, planning and accessing resources. Use of the Readability Checker will help teacher's gauge the reading level of text. The use of concept- mapping , mind maps and computer programmes like Clicker to support writing are examples of effective strategies that can be used to enable access.

The Deputy Head Teacher (ass Curriculum Manager) through the Foundation subject co-ordinators is responsible for ensuring that their policies take into account the needs of all children including those with SEN ad the Gifted and talented.

An audit of SEN Resources, to aid access to the curriculum, will be carried out in the first 2 weeks of September. Staff will be able to indicate additional resources needed. These will be purchased from the SEN budget or made or reallocated.

Support sessions are not a reward. They are an **entitlement** and as such they should not be used as a reward or withdrawn as a privilege. Unfinished class work should not be sent to these sessions (unless previously agreed) as work has already been planned.

Parents as Partners

Parents are viewed as partners in their child's education and are kept informed about their child's progress through the target setting meetings in the Autumn, Spring and Summer Terms., subsequent reviews and parents evenings. Copies of IEPs will also be given to parents at their child's review if they wish. Where parents choose not to attend, the child will still have their review with their teacher or SENCO and a set of targets shared.

The school will seek to engage the services of a translator where deemed necessary by the SENCO to ensure equality of access for all parents.

Review meetings can be held outside the school day and off site to meet the specific needs of some parents. On these occasions the SENCO will attend instead of the class teacher if necessary.

Where a child is in the care of the Local Authority, the term "parents" also includes foster carers and designated social workers.

Pupil Participation

Children have a right to receive information and make comments about discussions and decisions that affect their lives. Their opinions should be taken into account and handled sensitively. Review meetings therefore, should be carefully managed to ensure that the child is not overwhelmed by the number of adults in the room.

Pupils should be involved in the setting and subsequent review of their personal targets.

Outside Agencies/Facilities and Support Services.

We believe that effective action on behalf of children with SEN depends upon close co-operation between the school and other professionals. The Full Service Extended School and Children's Centre provision alongside the Common Assessment Framework will really move this forward.

Parental permission is always sought before a referral to an outside agency is made.

The following services are regularly involved/available to the school: Educational Psychology, Clinical Psychology and Child and Adolescent Mental Health, Learning Support, Physical and Sensory (inc. Visually and Hearing Impaired Services.), Educational Welfare, Social Services, Speech Therapy, Health Visitors, School Health and Barnardos. Currently each service has its own referral proforma. (see appendix)

The school has a **service level agreement** with the Learning Support Service. Counselling is bought in when needed. It is anticipated that we will be able to offer this service to children as part of the Full Service Extended School.

Other agencies may be contacted by the SENCO if deemed appropriate.

It is envisaged that Joint Planning Meetings for the school and outside agencies will be reintroduced to co-ordinate and streamline assessments, interventions, monitoring and reviews in line with the Common assessment Framework.

Links with other Establishments

Previously, Wren's Nest received a small number of children from Woodsetton School into Year 6 and Year 2 to aid their reintegration into mainstream. This is arranged by and monitored by the Head Teacher at Woodsetton and the teachers involved.

Statemented children have also gone from Wren's Nest to the PRU "The Mere" and to the Language Units at Highgate, Withymoore and Gig Mill. These places are allocated by the LEA. Progress is monitored by the teacher in charge of the unit and fed back to the SENCO. Reintegration programmes are written by the SENCO and Teacher in Charge.

During the Summer Term, the SENCO liaises with the receiving high schools to pass on relevant information prior to induction weeks. Receiving High schools are invited to the reviews of children with SEN during the last 6 months of Year 6 and to Annual reviews for children in Year 5 (where a high school place has already been identified) and Year 6.

INSET

The LEA offer courses in SEN and may be accessed by all staff according to their professional needs identified through performance management, the needs of the pupils within their class and the SIP.

The INSET Co-ordinator (Miss Ashwood) has overall responsibility for this.

The SENCO attends training on a range of SEN issues. This is then disseminated by sharing handouts, discussions or staff briefings.

The SEN Policy and the role of the class teacher in managing children with SEN should always form part of the school's induction programme. Teachers new to Wren's Nest should meet with the SENCO within 3 weeks of starting to go through IEP's in more detail, once the children are known to them.

NNEB support staff delivering IEP support at SA+ will all have had training delivered by the LSS to address a range of SEN issues including dyslexia, autism, dyscalculia and behaviour. Additional training to meet more specific and individual needs will be delivered by the SENCO as necessary.

Monitoring the success of the Policy.

This will be determined by the way in which:

- ❖ Pupils' needs are successfully identified, assessed, provided for and reviewed as early as possible.
- ❖ Pupils are removed from the register when the intervention has been successful (reflected in the termly audit)
- ❖ The majority of new pupils identified are in KS1 or on entry to school in KS2

And through:

- ❖ The effective deployment of outside agencies
- ❖ Feed back from parents and pupils
- ❖ Examination/assessment results
- ❖ Evaluating the success of the policy against the principles set out in it.
- ❖ The monitoring of classroom practice in October and March through pupil observations, tracking of planning, and evidence in books.
- ❖ Analysis of pupil tracking data and test results identifying value added by the Assessment Co-ordinator.

The policy is to be reviewed in June 2006.

Complaints Procedure

Parents are partners with the school and the LEA and are entitled to query decisions made by the school or the LEA.

If the complaint concerns issues in school, it should be addressed to Mrs Keyes (SENCO) or Mrs Wylie (Head Teacher) or Mr Lacey (Chair of Governors - via the school office)

If the complaint relates to a decision made by the LEA, then parents are advised to contact Mrs C Cole, the Named LEA officer, at Westox House. (01384 818181) Parents may also approach the Parent Partnership organisation to support them in the complaints procedure (01384 818096)

Appendix

As the school becomes more effective in target setting for all children (including ISP, specific literacy and numeracy, BESD and language and communication. It is envisaged that the need for IEP's at SA will be reduced and replaced by termly target setting with targets and progress identified and recorded on weekly and termly planning. There will always be some children requiring less intensive but nonetheless individual support at SA and they will continue to need an IEP. This process will begin during the Autumn Term with a view to implementation during the Spring Term 2006.