



Special Educational Needs Policy

Adopted by Governors: 13th February 2008

Definition of Special Educational Needs:-

A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.

A child has a learning difficulty if he or she:

- (a) has a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority
- (c) is under compulsory school age and falls within the definition at (a) or (b) above or would do if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught.

Special educational provision means:

- (a) for a child over two, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area
- (b) for a child under two, educational provision of any kind

(Section 312 Education Act 1996)

From SEN Code of Practice 2001

"Emotional and behavioural difficulties which are persistent constitute learning difficulties" (DFE Circular 9/94)

Areas of Special Educational Need

Four areas of SEN are detailed in the Code of Practice 2001 (page 85)

1. Communication and interaction
2. Cognition and learning
3. Behaviour, emotional and social development
4. Sensory and/physical

These four broad areas are further subdivided into 11 categories to record pupil's needs. These are detailed in Appendix 1.

Aims and Objectives

School Aims

- To provide the highest possible standard of education for every child within the school having special regard for each individual child's particular needs.
- To establish a caring community in which people can be happy and fulfilled.
- To encourage tolerance and consideration for others, to develop an appreciation of team spirit and a sense of social responsibility.
- To raise the self-esteem of every child so that he or she may relate confidently to, and with empathy for others.
- To encourage good habits of learning and equip children with the skills essential for success at secondary level and beyond.
- To help each child discover his or her own creative and sporting talents, to encourage self expression and to promote an ethos in which the achievements of individuals are valued.
- To encourage every pupil to fulfil his or her individual responsibilities within the school community and within society at large.
- To give knowledge of the influences of Christian values upon society, without neglecting awareness of other faiths and the beliefs which sustain them.
- To promote the best possible partnership between the school, its pupils, its parents and its community, whilst at the same time rejecting any self-interest, prejudice or acts of intolerance by any individual within the partnership.

INCLUSION

At Bushfield we aim to offer all pupils the access to a full, broad and balanced curriculum, that offers them the appropriate level of challenge. All children should also be given the opportunity to access and experience a full range of extra-curricular activities to further enhance their learning and understanding.

Roles and Responsibilities

The Governing Body

The Governing Body must:

- do their best to secure that the necessary provision is made for any pupil who has special educational needs.
- secure that, where the 'responsible person' - the head teacher or the appropriate governor has been informed by the LEA that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her.
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- consult the LEA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- report to parents on the implementation of the school's policy for pupils with special educational needs.
- ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the special educational provision their learning needs all for the efficient education of the children in the school with whom they are educated and the efficient use of resources.

(Section 317 Education Act 1996)

- Have regard to this Code of Practice when carrying out their duties toward all pupils with special educational needs

(Section 313 Education Act 1996)

- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

(Section 317A Education Act 1996)

From the SEN Code of Practice 2001

The "Responsible Person"

Every school must have a "responsible person" who makes sure that all those who are likely to teach a pupil with a statement of special educational need are told about the statement. The 'responsible person' means the head teacher or the appropriate governor: that is the Chair of the governing body unless the governing body have designated another governor for the purpose.

From the SEN Code of Practice 2001 (Section 1:19)

At this time the 'responsible person' is to be confirmed but they will be from the curriculum monitoring and evaluation group.

The Head Teacher

The Head teacher has responsibility for the day to day management of all aspects of the school's work including provisions for children with special educational needs. The Head teacher keeps the governing body informed whilst working closely with the school's Inclusion Manager.

The Special Educational Needs Co-ordinator

The Inclusion Manager has responsibility for managing the day-to-day operation of the schools SEN policy and for co-ordinating provision for pupils with Special Educational Needs. At this time the Inclusion Manager is Laura Shirley who is also the Acting Assistant Head.

The Class Teacher

The class teacher has responsibility for identifying, assessing and making provision for pupils with special educational needs, liaising with the Inclusion Manager as and when appropriate to the needs of the child.

The Learning Mentor

The learning mentor is responsible for monitoring, logging and following up cases of prolonged absence. They are also responsible for delivering a nurture based programme for our children in the lower years and for offering group or one to one mentoring to children in the upper years of the school.

The Teaching Assistants

The Teaching Assistants work with class teachers and the Inclusion Manager to support the learning of the children. The Teaching Assistants are also responsible for keeping daily records, charting the progress of the children they work with.

Admission arrangements

Parents are most welcome to visit the school and see it in operation at any time.

Applications for places for children in older year groups will be considered according to the number in existing year groups.

We adhere to the Milton Keynes Council Admissions Policy, which allocates places according to the criteria outlined in our admissions policy. This applies to all children equally regardless of any area of identified special need.

The criteria apply to children transferring at 7+ from September 2006 onwards.

In the event of there being greater demand for admission than there are places available, children with a statement of special education needs naming BUSHFIELD SCHOOL will have the highest priority followed by Looked After Children living in Wolverton, Stacey Bushes and Haversham (as designated by the LEA).

Our intended admission number is 90 (ninety) for each year group.

Once places have been allocated to these children the following criteria will be applied:

1. Children living within the defined area with a sibling who has attended, or still is in attendance at the time of admission. Proof of residence may be required.
2. Children who live in the defined area. Proof of residence may be required.
3. Children living outside the defined area with a sibling who has attended, or is still in attendance at the time of admission.
4. Children who live outside the defined area.

In the event of oversubscription in any of the criteria above, places will be allocated to children living nearest to the school as measured by the nearest available route.

Special Facilities

Bushfield can cater for children with wheelchairs as we have classrooms on the ground floor with smooth access into them. We also have a lift in place to take wheelchair bound students to certain parts of the building. Bushfield has also been equipped and assessed to be able to offer places to visually impaired children. Bright yellow lines have been painted on all steps so that any children with visual impairments will be able to safely walk around the school independently, including going upstairs. There are also toilet facilities for the disabled.

Hearing impaired children are catered for through the support and resources of SENDIS.

Identification, Assessment and Procedures

(a) Resources

The school uses its SEN budget in the following ways:

- It employs an Inclusion Manager to manage all Special Needs issues in school.
- It employs a Senior Teaching Assistant/Special Provision Administrator. She deals with special provision paperwork in the morning, before school i.e. carrying out statutory requirements, updating files, IEPs and registers etc.
- It employs 12 full time teaching assistants per week for Years 3 - 6. They provide additional programmes and special needs support in sets. In the afternoons they offer support and intervention programmes according to current numbers on the SEN register and additional programmes. (See Appendix 3 for individual placement)
- The school also employs 2 full time language support assistants (1 also working as one of the TA's counted above) to provide pre-teaching and over learning to our children who have English as an additional language.
- Bushfield also employs 1 full time learning mentor. She provides in class special needs support in the mornings and in the afternoon runs our nurture group and provides mentoring sessions.
- The school also employs 1 full time Higher Level Teaching Assistant. He provide mentoring support for children, predominantly during break and lunchtimes and also provides 1:1 in class support for particularly vulnerable children.

Materials are provided which enable pupils to work at appropriate ability levels. These include:

- General language and maths based equipment located across the school.
- SEN resources are located in the TA room specifically for the use of SEN children working with a teaching assistant individually or in small groups on School Action or IEP programmes. These include information on various areas of special needs identification and teaching, documentation, programmes of work, suggestions and special needs teaching resources.
- ICT - computers for curriculum and IEP work.

A catalogue of resources will detail SEN specific resources that are used by the children on the SEN register. Additional resources are purchased or devised as appropriate. Resources are borrowed where practical from outside agencies for children at School Action Plus and Statemented Provision.

Children with statements of special educational need have particular resources attached to their statements, which may be both human and material.

Allocation of teaching assistant time is dependent on the child's needs and reflects a graduated approach that recognises the continuum of special need. This allocation is reviewed in accordance with the numbers of children on the SEN register. However all children on the special needs register for School Action or School Action Plus receive at least 15 minutes individual or small group work with a teaching assistant everyday. Support for children going through the statutory assessment procedure remains as School Action Plus. However, this could also include group work provision. Children with statements will receive support as detailed in their statement.

(b) Identification, Assessment and Procedures

Early identification of special educational need is essential for appropriate provision to be made. The school takes into account the literacy and numeracy results from the first school. Children achieving below their chronological age for reading will be targeted for reading support. Below average achievement in spelling and writing will also be targeted through small, specialist set teaching with a teacher daily and also regular small group/individual support with a teaching assistant depending on need and stage of the SEN register. These programmes will be determined by the Inclusion Manager and the Head of Year. The Inclusion Manager will monitor the process alongside the Head of Year.

Difficulties in numeracy will be highlighted from standardised maths tests and provision allocated accordingly.

- Children making slower progress may do alternative reading and spelling assessments appropriate to their needs.
- Year Group meetings are also seen as a place to discuss SEN children who may be causing concern.
- The class teacher may, at any time, refer a child to the Inclusion Manager through the referral form system. The Inclusion Manager can then take appropriate and immediate action to reduce the child's barriers to learning.
- A variety of sources of information may be used to assess the child's needs. These may include
 - Informal assessment based on the teachers own expectations of children
 - Parents perception of difficulties
 - Parent's expression of concern/information
 - Observations of behaviour patterns
 - Curriculum records
 - Teachers own records
 - National Curriculum levels/P levels
 - Records of achievement
 - Children's work
 - Assessments made by support teacher/educational psychologist
 - Standardised tests
 - SATs
 - Speech therapist
 - Social worker/child family guidance
 - School nurse/doctor/health visitor
 - Information from first school

Teacher assessments of the child's progress are ongoing, collecting more information on the child's special need and developing progressive strategies to meet these needs.

A child with English as an additional language is not part of the Code unless their difficulties arise as part of an identified learning difficulty rather than a lack of competence in English.

When the teacher/parent is concerned about the child's progress, the child may be placed on School Concern. This is the school's internal procedure to identify, collect evidence and attempt to reduce barriers to learning without the need to place the child on the SEN register.

In order to help children who have special educational needs, the school adopts a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school records steps taken to meet the needs of individual children.

SCHOOL CONCERN (Wave 2)

A child placed at School Concern will generally fall between the normal needs range and the P level criteria for School Action detailed in Appendix. The focus is on such matters as classroom organisation, teaching materials, teaching style and differentiation to reduce barriers to learning and enable the child to learn effectively. The responsibility for ensuring differentiation lies with the class teacher.

School Concern provision will always involve extending in class strategies with advice/observations from SENCo as necessary. It may also include:

1. Programmes used in school
2. Group work with a teaching assistant up to 20 minutes once per week, if time is available, on specific needs.
3. One off consultation with outside agencies.

The teacher and teaching assistant as appropriate talk about and share the targets with the child as part of curriculum provision and any additional programmes. The child has increasing involvement in the target setting, evaluation and review process as they move through school. The child may remain in School Concern for as long as is necessary.

SCHOOL ACTION (Wave 2)

The trigger for placing a child on the SEN register at School Action is if adequate progress has not been made at School Concern despite differentiated learning opportunities targeted at the child's evidenced and identified area of weakness and/or he/she meets the P level criteria detailed in Appendix.

Adequate progress may be defined in a number of ways. It might progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

(Code of Practice 2001 Section 5.42)

A meeting takes place between the Head of Year and class teacher. This maybe following a School Concern review or an initial meeting about a child new to the school. The class teacher collects information on the child (e.g. P levels, samples of work, background information etc.) The Inclusion Manager updates the special needs register.

The teacher and teaching assistant talk to and share the targets with the child. The child has increasing involvement in the target setting, evaluation and review process as they progress through the school.

A child at School Action has access to all the resources within school. The Inclusion Manager will be fully involved and outside agencies can be consulted for one off advice if necessary.

SCHOOL ACTION PLUS (Wave 3)

The trigger for placing a child on the SEN register at School Action Plus is if he/she does not make adequate progress despite an individualised curriculum and concentrated support under School Action and/or he/she meets the P level criteria specified by the LEA. Ongoing outside agency advice is sought to help meet the needs of the child.

A meeting takes place between the Inclusion Manager, class teacher and parent where possible. This maybe at a review meeting at School Action where the child

has not made adequate progress or an initial meeting about a child new to the school. The Inclusion Manager updates the SEN register.

The Inclusion Manager remains fully involved and coordinates the involvement of the outside agencies, depending on the needs of the child e.g. Behavioural Support, Education Psychologists, Health Services, Social Services, Speech & Language Therapy etc, borrowing additional resources as necessary etc. The Inclusion Manager ensures the advice from Outside Agencies is fed into the IEP. The Inclusion Manager works closely with parents, the class teacher and teaching assistant to advise on IEP targets, programmes of work etc.

The Inclusion Manager may set up a programme of work for the child that is delivered by the teaching assistant. In this case regular meetings take place between the Inclusion Manager, class teacher and Teaching Assistant to ensure progress and continuity of the programme. The Class teacher remains responsible for drawing up the IEP, with support, meeting the needs detailed on the IEP and allotting time for the programme of work to be carried out. Regular meetings take place between the teaching assistant and the class teacher to allow for discussions of the child's progress and necessary adjustments to the programme of work. The child will receive these programmes within the classroom environment, ICT suite or the quiet areas where the child will work either individually or with a small group.

The teacher and teaching assistant talk to and share the targets with the child as part of curriculum and IEP provision. The child has increasing involvement in the target setting, evaluation and review process as they progress through the school. They may attend IEP review meetings as appropriate.

The class teacher and Inclusion Manager arrange the IEP reviews at least termly to which parents and any outside agencies necessary are invited. Parents are kept fully informed at all times and are encouraged to carry out academic tasks at home as part of the IEP provision.

The child may remain at School Action Plus as long as necessary. Where progress remains inadequate and the child meets the LEA criteria for statutory assessment, a decision may be made to proceed with a request for Formal Assessment alongside the parent. In this case, the Inclusion Manager will ensure all the necessary information has been collated and complete a Prima Facie Case for Formal Assessment in consultation with parents, the class teacher and head teacher and external agencies.

From receipt of the Prima Facie Case, the Education Department has six weeks to make a decision as to whether to proceed with formal assessment. The child remains at School Action Plus while the process continues and if a statement is not issued. If the decision is made to proceed with Formal Assessment, the

process takes 26 weeks in total. A Statement may be issued which details the provision the school must make for the child. Where a Statement is not issued, a note in lieu is issued which details the provision to be made at School Action Plus.

STATEMENT (Wave 3)

A statement details the special educational and non-educational needs of the child and the provision that must be made by school to meet these needs. It is a legal document.

The class teacher and Inclusion Manager continue working closely together as above to ensure that the needs of the statement are met. The class teacher remains responsible for drawing up the IEP in close consultation with the Inclusion Manager and ensuring time is allocated to meet the targets set in the IEP. The IEP reflects the provision details on the Statement and the funding provided alongside the Statement. Curriculum differentiation for the child is detailed on the weekly planning sheet.

The class teacher and Inclusion Manager arrange termly IEP reviews and invite parents and any outside agencies necessary. The Inclusion Manager is responsible for managing the annual review in consultation with Head Teacher. These are carried out as defined in the Code of Practice (chapter 9) and the MK LEA Handbook.

The Annual Review is a yearly meeting to discuss the progress of the statemented child towards the needs detailed on the statement and targets set from the previous annual review and make a decision as to whether the current statement is still accurate. All relevant agencies are invited to the review meeting and/or to submit written advice e.g. E.P., Speech Therapist, Physiotherapist, Education Support Teacher, pupil, parent, class teacher, SENCo, Head Teacher etc. as appropriate.

The details on the statement may be amended at this meeting or the child may be de-statemented if significant progress has been made and it is deemed they no longer need a statement. The statement may also remain in place unchanged. A transition review will be held in Year 5/6 to ensure an appropriate secondary school placement where the child's needs can be most appropriately met.

Provision, Review, Record Keeping

Children with Special Educational Needs require a continuous systematic cycle of planning and review to ensure progression.

The 3 staged approach as required by the SEN Code of Practice 2001 forms the basis of the provision at Bushfield School. In addition, the school has an internal process called School Concerns which is not part of the SEN register to address initial concerns without placing the child on the SEN register. The school considers the LEA threshold criteria and the child's progress over time when placing a child on the SEN register.

School Concern

Year	Threshold Criteria	Possible * Resource/Provision	Approx Timing & Cost per hour	Who is Involved	Procedure for monitoring, review, record keeping
Year 3	NC level 2c	<p>One off outside agency consultation.</p> <p>Inclusion Manager observation and advice</p> <p>Adaptations to task, teaching style, environment etc.</p>	<p>1 - 2 hours</p> <p>30 - 60 minutes</p> <p>Planning</p>	<p><u>TA:</u> Carries out the programmes and meets regularly with teacher & Inclusion Manager</p> <p><u>Outside Agencies :</u> One off meeting with staff to discuss general in class strategies</p>	<p><u>Record Keeping</u> TA keep records of each session spent with the child and records of their progress against short term targets set.</p>
Year 4	NC level 2a	<p>One off outside agency consultation</p> <p>SENCo observation and advice</p> <p>Adaptations to task, teaching style, environment etc.</p>	<p>1 - 2 hours</p> <p>30 - 60 mins</p> <p>Planning</p>		

Year 5	NC level 3c	<p>One off outside agency consultation</p> <p>SENCo observation and advice</p> <p>Adaptations to task, teaching style, environment etc.</p>	<p>1 - 2 hours</p> <p>30 - 60 mins</p> <p>Planning</p>		
Year 6	NC level 3b	<p>One off outside agency consultation</p> <p>SENCo observation and advice</p> <p>Adaptations to task, teaching style, environment etc.</p> <p>Booster literacy sessions</p>	<p>1 - 2 hours</p> <p>30 - 60 minutes</p> <p>Planning</p> <p>Once weekly group work with TA (20 mins)</p>		

School Action

Year	Threshold Criteria	<u>Possible</u> Resource/ Provision *	Approx Timings & Cost per hour	Who is involved?	Procedure for monitoring, review, record keeping
Year 3	NC level 1a or lower	<p>Adaptations to task, teaching style, environment etc. detailed on the weekly planning sheet/Curriculum Differentiation Plan/ Strategies Sheet</p> <p>Access to all the resources within the school including ICT (Clicker 4/5) within the classroom and ICT suite and SEN specific resources (SEN catalogue details SEN specific resources)</p> <p>One off outside agency consultation</p> <p>Inclusion Manager observation and advice informal assessments</p> <p>Daily small group letters and sounds work.</p> <p>Catch up reading</p> <p>Nurture group</p>	<p>Planning</p> <p>1 - 2 hours</p> <p>30 - 60 minutes</p> <p>30 minutes</p> <p>1 x week</p> <p>1 hour twice weekly</p>		<p><u>Record Keeping</u> At least termly reviews with TA, Inclusion Manager, teacher and child as appropriate</p> <p>TA to keep detailed record keeping sheets on progress against small step targets.</p> <p>Set new targets approximately every 6 weeks.</p>

Year 4	NC level 2b or lower	<p>Adaptations to task, teaching style, environment etc. detailed on the weekly planning sheet/Curriculum Differentiation Plan/Strategies Sheet</p> <p>Access to all the resources within the school including ICT (Clicker 4/5) within the classroom and ICT suite and SEN specific resources (SEN catalogue details SEN specific resources)</p> <p>One off outside agency consultation</p> <p>Inclusion Manager observation and advice informal assessments</p> <p>Daily small group letters and sounds work.</p> <p>Catch up reading</p> <p>Nurture group</p>	<p>Planning</p> <p>1 - 2 hours</p> <p>30 - 60 minutes</p> <p>30 minutes</p> <p>1 x a week</p> <p>1 hour twice weekly</p>		<p><u>Record Keeping</u> At least termly reviews with TA, Inclusion Manager, teacher and child as appropriate</p> <p>TA to keep detailed record keeping sheets on progress against small step targets.</p> <p>Set new targets approximately every 6 weeks.</p>
Year 5	NC level 2a or lower	<p>Adaptations to task, teaching style, environment etc. detailed on the weekly planning sheet/Curriculum Differentiation Plan/Strategies Sheet</p> <p>Access to all the resources with the school including ICT (Clicker 4/5) within the classroom and</p>	<p>Planning</p>		

		<p>ICT suite and SEN specific resources (SEN catalogue details SEN specific resources)</p> <p>One off outside agency consultation</p> <p>Inclusion Manager observation and advice informal assessments</p> <p>Daily small group Sounds Write work.</p> <p>Catch up reading</p> <p>Nurture group</p>	<p>1 - 2 hours</p> <p>30 - 60 minutes</p> <p>30 minutes</p> <p>1 a week</p> <p>1 hour twice weekly</p>		
Year 6	NC level 3c or lower	<p>Adaptations to task, teaching style, environment etc. detailed on the weekly planning sheet/Curriculum Differentiation Plan/Strategies Sheet</p> <p>Access to all the resources within the school including ICT (Clicker 4/5) within the classroom and ICT suite and SEN specific resources (SEN catalogue details SEN specific resources)</p> <p>One off outside agency consultation</p> <p>Inclusion Manager observation and advice informal assessments</p> <p>Daily small group Sounds Write work.</p> <p>Catch up reading</p>	<p>Planning</p> <p>1 - 2 hours</p> <p>30 - 60 minutes</p> <p>30 minutes</p> <p>1 a week</p>		

		Nurture group	1 hour twice weekly		
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* This details the range of provision and resources that can be selected and flexibility applied according to the child's need.

Heads of Year and Inclusion Manager are responsible for monitoring school action children in the year group.

		Plan (IEP) geared to area of need			
		Access to all the resources within the school including ICT within the classroom and ICT suite and SEN specific resources (SEN catalogue details SEN specific resources)			
		Ongoing outside agency advice	Per term as required		
		Inclusion Manager observation and advice, formal and informal assessments as necessary	1 hour + as required		
		Sounds Write	30 minutes daily		
		Catch up reading	2/3 x weekly		
		Nurture group	1 hour x 2 weekly		
		1:1 / group mentoring	As required		

* This details the range of provision and resources that can be selected and flexibly applied according to the child's need.

See Appendix 4 for Personal & Social P level criteria.

It is the Inclusion Managers responsibility of monitoring school action plus children in school.

If the decision is made to put in an application for formal assessment for a statement the Inclusion Manager and Head teacher compile a prima facie case and send to the Local Education Authority. The child remains at School Action Plus until or unless a statement is issued (Minimum of 26 weeks). Temporary funding may be applied for from the Primary SEN Panel for a child with behavioural issues. The child remains at School Action Plus throughout this process

Statemented Provision

When a child is issued with a statement, the provision the school must provide is detailed on the Statement

Year	Statementing Criteria	Possible Resource/ Provision *	Approx. Timings & cost per hour	Who is involved?	Procedure for monitoring, review, record keeping
Year 3	P7 and standardised score of 5 years or below	<p>Adaptations to task, teaching style, environment etc. detailed on the weekly planning sheet/Curriculum Differentiation Plan/ Strategies Sheet geared to statement</p> <p>Individual Education Plan (IEP) geared to Statement</p> <p>Access to all the resources within the school including ICT within the classroom and ICT suite and SEN specific resources (SEN catalogue details SEN specific resources</p> <p>Ongoing outside agency advice</p> <p>Inclusion Manager observation and advice, formal and informal assessments as necessary</p>	<p>Planning</p> <p>Provision as detailed on the statement</p> <p>Termly</p> <p>As required</p>		<p><u>Record Keeping</u></p> <p><u>Inclusion Manager:</u> Originals are kept in the SEN mainfile taken from meetings, observations kept in the child's file. SEN register is updated. Details of meetings kept on SIMS or the child's mainfile.</p> <p><u>TA</u> Working record file kept in working record files detailing session monitoring</p> <p><u>Teacher</u> Teacher record keeping alongside normal procedures - Inclusion Folder. Additional comments in child's books as necessary Evidence of progress photocopied and put in the SEN mainfile</p>

Year 4	P8 and a standardised score of 5 years 6 months or below	<p>Adaptations to task, teaching style, environment etc. detailed on the weekly planning sheet/Curriculum Differentiation Plan/ Strategies Sheet geared to statement</p> <p>Individual Education Plan (IEP) geared to Statement</p> <p>Access to all the resources within the school including ICT within the classroom and ICT suite and SEN specific resources (SEN catalogue details SEN specific resources</p> <p>Ongoing outside agency advice</p> <p>Inclusion Manager observation and advice, formal and informal assessments as necessary</p>	<p>Planning</p> <p>Provision as detailed on the statement</p> <p>Termly</p> <p>As required</p>		<p><u>Child</u> May complete sheets to show their understanding of their progress.</p> <p><u>Parents</u> Complete yearly progress sheets.</p> <p><u>Outside Agencies</u> Keep their own records of their involvement with each child</p>
Year 5	1c/P10 in Personal and Social skills and a standardised score of 6 years or below	<p>Adaptations to task, teaching style, environment etc. detailed on the weekly planning sheet/Curriculum Differentiation Plan/ Strategies Sheet geared to statement</p> <p>Individual Education Plan (IEP) geared to Statement</p> <p>Access to all the resources within the school including ICT within the classroom and ICT</p>	<p>Planning</p> <p>Provision as detailed on the statement</p>		<p><u>Annual Review:</u> Yearly meeting to review the statement.</p> <p>Inclusion Manager leads the process in conjunction with the Head Teacher</p> <p>All involved with the child invited to write a report and attend the annual review meeting</p> <p>Annual review meeting discusses</p>

		<p>suite and SEN specific resources (SEN catalogue details SEN specific resources</p> <p>Ongoing outside agency advice</p> <p>Inclusion Manager observation and advice, formal and informal assessments as necessary</p>	<p>Termly</p> <p>As required</p>		<p>the child's progress and any amendments that need to be made to the statement</p> <p>Inclusion Manager returns necessary paperwork to the LEA who make any amendments and return the amended statement to the school and parent</p> <p>Provision reflects the amended statement</p> <p>Annual Reviews take place November of Year 6 to prepare for transfer to middle school. Placement is discussed at the annual review in Year 5.</p>
Year 6	1b/p11 in Personal and Social K skills and a standardised score of 6 years 6 months or below	<p>Adaptations to task, teaching style, environment etc. detailed on the weekly planning sheet/Curriculum Differentiation Plan/ Strategies Sheet geared to statement</p> <p>Individual Education Plan (IEP) geared to Statement</p> <p>Access to all the resources within the school including ICT within the classroom and ICT suite and SEN specific resources (SEN catalogue details SEN specific resources</p>	<p>Planning</p> <p>Provision as detailed on the statement</p>		

		Ongoing outside agency advice	Termly		
		Inclusion Manager observation and advice, formal and informal assessments as necessary	As required		

- This details the range of provision and resources that can be selected and flexibly applied according to the child's need.

The Inclusion Manager is responsible for monitoring progress of statemented children

Intake and Transfer Issues

Intake

The Bushfield Inclusion Manager visits the feeder schools to liaise with the 1st school SENCo. The SENCo will also attend any review meetings she is invited to/or is deemed relevant by the feeder school, thus ensuring their needs can be met immediately on entry to the school. Information will be passed on to Bushfield prior to the end of term, therefore ensuring the child's SEN file is set up at Bushfield.

In School

For each school year, each pupil's SEN records are kept in the main SEN where a full history of SEN intervention for each pupil is held. Some records are held on computer in the Inclusion Manager module of SIMS and Assessment Manager.

The class and set teacher also keep a copy of the most up to date IEP in their day book.

A new working record file is started at the beginning of each academic year.

The new teacher is to access all records from the SEN main file to ensure an overview of the child's SEN history is attained.

A new IEP is written for the beginning of the new academic year following the summer term IEP review meeting.

Transfer

The child's work folder and SEN main file information is given to the SENCo in the new school.

A meeting takes place between the SENCos to discuss special needs pupils.

A meeting takes place between the class teachers to discuss special needs pupils.

All statemented pupils have a transfer review to ensure placement in a secondary school to best meet their needs and their parent's preferences.

Criteria for success

- There is an effective system for identifying and assessing children
- Accurate records are kept for all pupils on School Concern and the SEN register.
- IEP written are "SMART" (Specific, Measurable, Achievable, Relevant and Realistic, Time Limited)
- The school ethos recognises and values individual differences and ensures all children are effectively included.
- Parents are fully involved in their child's education

STAFFING POLICIES AND PARTNERSHIPS WITH EXTERNAL AGENCIES

Inset

Inset provision will be used to ensure that the whole school policy is a working document.

Each term, at least 2 hours of staff meeting time will be allocated to allow for whole school discussion of SEN, thus establishing a whole school development programme. Areas to be covered are:

- SEN policy and Code of Practice 2001
- Identification procedures
- Assessment
- Developing Communication Systems/Documentation
- IEP's
- P Levelling
- Inclusion, differentiation and Curriculum Differentiation Plan
- Behavioural difficulties

- Resources
- Working with parents
- Links with Special Schools
- ICT

Opportunities for the Inclusion Manager, class teachers and teaching assistants to participate in professional development courses will be encouraged (budget allowing).

External agencies, Primary Behaviour Support, EP, Speech and Language Therapy, may be used to support inset provision where appropriate.

Visits to Queensway SEN Resources Centre will be organised to ensure staff awareness of resource availability.

a) Support Services - Educational

- **Educational Psychology Service.** Our attached Educational Psychologist visits the school approximately once per term to provide support on SEN issues as directed by the Inclusion Manager and Head teacher.
- **Special Educational Needs and Disability Inclusion Service (SENDIS).** Our attached teacher visits approximately once per term providing support on a range of SEN and disability issues under the SEN area of learning and cognition, communication and interaction, sensory development and physical difficulties.
- **Primary Behaviour Support.** Support (advice) can be requested under the SEN area of emotional, behavioural and social development
- **Ethnic Minorities Achievement Support Service (EMASS).** Support (assessments, advice and resources) is timetabled in for EAL pupils with or without learning difficulties. The Inclusion Manager works closely with the EAL co-ordinator.

b) Services - Non Educational

The school is able to call upon the following services as and when the needs of the children require this:

- **Health Services**
 - **Speech and Language Therapy.** Parents have the responsibility for taking their children to drop in assessment clinics. Following

this, speech therapy sends copies of reports to school. The school has an attached speech therapist who can be timetabled to provide advice to staff in school following a clinic assessment.

- **Physiotherapy and Occupational Therapy.** Advice can be received in school for a child receiving these therapies. Parents make the referral in the first instance and take their child to the Child Development Centre for an assessment.
 - **Department of Child and Adolescent Psychiatry.** Advice can be requested in school for a child receiving support through DCAP. The school can refer a child to the Primary Mental Health Worker - Education for support on behavioural and emotional issues.
 - **School Nurse.** Referrals can be made to community paediatricians through the school nurse for assessments, treatments, advice and support on health conditions that may impact on the child's ability to access the curriculum.
- **Social Services**
 - The school works closely with social services as appropriate
 - **Education Welfare Officer**
 - The school has an attached officer who works closely with the school as appropriate.

We aim to ensure that visits from Support Services occur when the Inclusion Manager can attend.

Please see Appendix 6 for list of useful telephone numbers.

c) Partnership with Parents

Partnership with parents is part of the whole school ethos and at the centre of this policy.

- Parents are involved at the earliest stages when a concern is identified
- Support arrangements are discussed with the parents
- School Concern discussions centre on the normal termly parental consultations. However, as the child is placed on the SEN register it is appropriate to make another appointment to discuss the child's needs at greater length. The Inclusion Manager is involved at School Action, School Action Plus and Statemented Provision.
- Parents are given a copy of the current IEP and encouraged to support targets detailed on IEPs etc. at home
- Parents are kept informed of progress and invited to reviews where they are asked to sign each IEP and are given a copy of the evaluated IEP.

- The support the child has received in school at the relevant Stage is detailed in the child's annual report to parents. This is in the section most appropriate to the support received e.g. literacy for a child receiving literacy support.

d) Educational Links

The school is part of the Radcliffe Community of Schools Group and participates fully in Special Educational Needs Cluster Meetings. This enables shared discussion on special educational need issues and decision making around such issues as writing IEPs, implementing the Code of Practice, common formats for record keeping and transfer issues. These issues are important for each child, especially with increasing mobility and when transferring across phase, to ensure continuity of provision.

To be reviewed January 2009

APPENDIX 1

THE ELEVEN CATEGORIES OF SPECIAL EDUCATION NEED

1. Cognition and Learning Needs

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

2. Behaviour, Emotional and Social Development Needs

- Behaviour, Emotional and Social Difficulty (BESD)

3. Communication and Interaction Needs

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

4. Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-sensory impairment (MSI)
- Physical Difficulty (PD)

Other (OTH)

Appendix 3

Name	Hours	Number of days	Morning	Afternoon
Fiona Felce (temporary contract)	28 $\frac{3}{4}$	5	Year 3 and 4	Year 3 and 4
Heather Cassin	25	5	Year 3	Year 3
Jean Desborough (temporary contract)	28 $\frac{3}{4}$	5	Year 3	Year 3
Sue Gaynor	37	5	Year 4	Nurture group and mentoring
Gill Burgess	25	5	Year 4	Year 4
Zahida Adil	28 $\frac{3}{4}$	5	Year 3	EAL pre teaching in Y3 and Y4
Cath Amos	24	5	Year 5 - Adam Jones and George Goddard (both statemented)	Year 5 - Adam Jones and George Goddard (both statemented)
Jackie Hinchcliffe	23	5	Year 6 literacy group	Year 5
Jackie Knott	25	5	Year 5	Year 5
Carolyn Dilger	35	5	Year 6	Year 6
Billy Lisle (temporary contract)	28 $\frac{3}{4}$	5	Year 6	Year 6
Linda Alflatt	28 $\frac{3}{4}$	5	Year 6	Year 6
Kay Odedra	25	5	Year 5 and 6	EAL pre teach Y5 and Y6

APPENDIX 4

LEA P LEVEL CRITERIA FOR PLACEMENT ON THE SEN STAGES

Age	Year Group	Statutory Assessment for a Statement	School Action Plus (LEA criteria)	School Action (School Criteria)	School Concerns (School Criteria)	Normal Needs Range
8	Year 3	P7 in language and literacy and personal and social development and a standardised test score of 5 years	P8 in language and literacy and personal and social development	NC1a - in language and literacy and P9 personal and social development	NC2c-2b in language and literacy and P10-11 in personal and social development	NC2a/3c in language and literacy and P13/15 personal and social development
9	Year 4	P8 in language and literacy and personal and social development and a standardised test score of 5 years 6 months or below	NC1c in language and literacy and P9 in personal and social development	NC1b - 2b in language and literacy and P11 in personal and social development	NC2a -3c in language and literacy and P12 in personal and social development	NC3b in language and literacy and P15+ in personal and social development
10	Year 5	NC1c in language and literacy and P10 for personal and social development and a standardised test score of 6 years	NC1b in language and literacy and P10 in personal and social development	NC1a - 2a in language and literacy and P12 personal and social development	NC3c - 3b in language and literacy and P13 in personal and social development	NC3a - 4c in language and literacy and P15+ in personal and social development
11	Year 6	NC1b in language and literacy and P11 for personal and social development and a standardised test score of 6 years 6 months or below	NC1a in language and literacy and P11 in personal and social development	NC2c - 3c in language and literacy and P13 in personal and social development	NC3b - 3a in language and literacy and P14 in personal and social development	NC4b in language and literacy and P15+ in personal and social development

APPENDIX 4b

PERSONAL & SOCIAL DEVELOPMENT Interacting and working with others

Early Development

1. Pupils are beginning to show sensory awareness in relation to a range of people, objects and materials in everyday contexts. They show reflex responses to sensory stimuli e.g. startle response.
2. Pupils perform some actions using trial and error and show reactive responses to familiar people and objects, such as reaching and holding objects, smiling and turning to familiar voices. They make sounds or gestures to express simple needs, wants or feelings in response to their immediate environment, e.g. protesting or requesting, using facial expression to enhance meaning.
3. Pupils show anticipation in response to familiar people, routines, activities and actions and respond appropriately to them. They explore or manipulate objects, toys or other equipment. They are able to communicate simple choices, likes and dislikes. They can communicate, using different tones and sounds and use some vocalisations and/or gestures to communicate.

Interacting and working with others

4. Pupils engage in solitary play or work. They are involved in their own task. They are aware of the presence of others but show little interest in the activities of those around them. They make no effort to get close to other pupils or to become involved in their tasks.
5. Pupils work/play/engage in activities alongside others, in parallel. They watch others playing or engaging in activities. They communicate their basic needs, wants, likes, or dislikes with other people.
6. Pupils take part in work/play with at least one other person. They take turns in simple activities, usually with adult support. They share, offering and accepting contributions. They are able to be part of a small group during play/work, but may not always participate. They initiate interactions, and respond to others' initiations.

7. Pupils take part in work/play involving two or three others in a co-operative manner. They maintain turn-taking and interactions and make simple negotiations with others, with some help. They take part in make-believe and imaginative play, or co-operate with others in a specific task. They make initiations to join activities and respond appropriately to others' actions and initiations.
8. Pupils can establish effective relations with others in small groups, actively contributing to the development of work/play. They engage in a variety of activities with peers, which may include make-believe and role-play, showing some variation in the roles they take. They make attempts to negotiate with others in a variety of activities and settings.
9. Pupils experience a range of familiar activities in small or large groups. They understand the aims of the task or rules of the game and demonstrate an awareness of how to take part in different situations. They contribute to the achievement of the group goals with some support.
10. Pupils participate in a range of familiar group tasks. They are aware of their own and others roles within the group and can contribute appropriately. They attend to what others say or do and take part in an interchange of information, ideas or opinions.
11. Pupils are involved in a range of familiar group tasks. They are aware of when and how to lead, follow and start the activity. They communicate with members of a familiar group about the task, adding relevant details and responding appropriately to others actions, questions or comments.
12. Pupils experience a range of supervised group activities. With support, they can take part as a group leader, follower, or initiator. They are aware of their own feelings and thoughts about the activity and can make choices based on these.
13. Pupils participate in a range of supervised group activities. With encouragement from other peers or adults they can express their feelings and thoughts about the activity and adapt their ideas or suggestions when communicating with other members of the group.
14. Pupils are involved in a range of supervised group activities. They communicate their own feelings, thoughts and choices about the activity to other group members. They can constructively adapt their actions, ideas, or suggestions when communicating with other members of the group.

15. Pupils participate in a range of familiar and unfamiliar group activities. They communicate confidently with other group members, identifying roles and aims. They are able to take on and carry out their agreed role. They express their feelings, thoughts, and ideas about the activity and are able to consider those of other members of the group.

APPENDIX 6

LIST OF USEFUL TELEPHONE NUMBERS

Education Support Service (SENDIS):- Queensway Centre Lyn Byatt / Carol Ashmore	238196
Primary Behaviour Support - Galley Hill Centre	254281
Support for the Visually Impaired - Queensway Centre	238196
Educational Psychologist - Holne Chase Centre Loretta	657884
Speech and Language Therapy Gi Panaser	607404

APPENDIX 7

TEACHING ASSISTANT ROLE

1. Assist teachers when planning and evaluating individual programmes of work
2. Work alongside and supporting children within the classroom.
3. When appropriate, work with individual or small groups of children outside the classroom implementing programmes of work.
4. Assist in decisions about which resources can be used to support IEP's.
5. Make and maintain support materials.
6. Keeping individual work folders and records up to date.
7. Follow programmes of work provided by the Support Services e.g. Speech Therapists, ESS and Inclusion Manager.
8. Attend weekly meetings with the Inclusion Manager
9. Implement additional programmes of work at School Concerns in conjunction with Inclusion Manager and Heads of Year.

APPENDIX 8

INCLUSION MANAGER ROLE

Inclusion Manager should:-

1. Keep and maintain a register of all children identified as having Special Educational Needs.
2. Assist the class teacher, in conjunction with SEN support teacher where appropriate, to plan IEP's for the children
3. Be involved in discussions about the child's progress with parents and outside agencies.
4. Liaise with Governors and make appropriate reports
5. Liaise with Support Teachers, Educational Psychologist and other support agencies, medical and social services and voluntary bodies
6. Purchase appropriate materials to support special needs programmes. Ensure effective management of resources including time.
7. Assist Headteacher in collation of information for referral for Statutory Assessment.
8. Assist the Headteacher in managing Annual Reviews
9. Take a leading role in initiating In Service Training for Special Education Needs
10. Be familiar with current thinking of Special Education by attending courses, reading appropriate literature and sharing significant developments with colleagues.
11. Attend SEN liaison meetings within the Radcliffe Community of Schools group.
12. Work with the Head of Year to organise the appropriate use of teaching assistant time and devise termly timetables
13. Chair weekly meetings with all teaching assistants to discuss any relevant SEN issues, monitor the effectiveness of timetabling, discuss SEN resources, train teaching assistants in the use of resources and special needs programmes, monitor and ensure appropriate progression of special needs programmes being implemented by teaching assistants.
14. Input SEN perspective into Lead Team Meetings.
15. Advise and support Heads of Year.
16. Ensure effective communication between all staff regarding SEN issues.