



**Pond Park**  
**Primary School**



Ut Omnes Curemus - We Care For All

**SPECIAL NEEDS POLICY**

DECEMBER 2017

# **SPECIAL NEEDS POLICY**

***As a Rights Respecting School, our pathway to a successful future is grounded in the United Nations Convention on the Rights of the Child (UNCRC).***

Articles 23 and 29 underpin all of our values and beliefs with regard to how we meet all of our pupil needs including those identified as having Special Educational Needs.

Article 23: A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community.

Article 29: Education must develop every child's personalities, talents and abilities to the full. It must encourage the child's respect for Human Rights as well as respect for their parents, their own and other cultures and the environment.

## **Pond Park Primary School Mission Statement**

Pond Park Primary School aims to provide a secure, caring environment which will maximise each child's potential and promote his/her personal development. The school places equal emphasis on pastoral care and academic progress.

### **Rationale for Special Needs Policy**

In Pond Park Primary School our policy acknowledges that:

- The needs of all pupils who have Special Educational Needs must be addressed. We must provide the full curriculum for all children at a level appropriate to their ability;
- When making provision for children with Special Educational Needs in Pond Park Primary School we will adhere to the principles outlined in the Code of Practice;
- We recognise that there will be a continuum of needs and provision;
- We hope that by being flexible and realistic in our policy we will reflect the Code's recommendations to meet the needs of children with Special Educational Needs;
- This policy has been developed within the context of current legislation, policy and guidelines.

### **Principles and Aims of Special Needs Policy**

- We will develop a good self-concept in all children with special needs, enhancing self-esteem, self-confidence and self-image which is reflected in our school ethos statement, "We care for all".
- We will promote an ethos of whole school approach to SEN through raised awareness towards understanding and commitment of shared responsibility by all members of staff.
- We will offer a curriculum which is characterised by its breadth, balance, relevance, differentiation, progression and continuity which is matched to the children's needs, abilities and pace of learning.
- We will employ an appropriate range of resources to support and enhance pupil learning, in the most effective way.
- We will encourage parents to recognise the central role they play in the education of their children and to promote effective communication between Governors, Principal, teachers, parents and external agencies.
- Learning difficulties will be identified as early as possible. We will create and maintain an effective system of monitoring, record-keeping, assessment and evaluation, together with an appropriate range of teaching strategies.

## **Definition of Special Educational Needs**

'Special Educational Needs' is defined in the legislation as, 'a learning difficulty which calls for special educational provision to be made'.

'Learning difficulty' refers to a child having significantly greater difficulty in learning than the majority of children of the same age.

'Disability' refers to 'someone who has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities'.

'Special educational provision' means educational provision which is different from, or additional to, provision made generally for children of comparable age.

In Pond Park Primary School we recognise that the term of SEN embraces a breadth of learning difficulties varying in type, duration and severity.

We recognise that Special Educational Needs may arise as a result of:

- Learning difficulties;
- Specific Learning Difficulties;
- Emotional and Behavioural Difficulties;
- Speech/Language and Communication Difficulties;
- Medical conditions;
- Physical difficulties;
- Sensory impairment (hearing or visual difficulties);
- Prolonged absences/fragmented education.

## **Admission Arrangements**

Admission arrangements for most pupils with Special Educational Needs are consistent with the school's general Admissions Criteria.

Children with a Statement of Special Educational Needs are placed at the request of the Education Authority with consideration of resources available and reasonable measures required to meet the pupil's needs.

## **Accessibility**

We will endeavour to make reasonable adjustments and take relevant and purposeful measures to ensure accessibility for all members of the school in relation to:

- Accessing the premises;
- Accessing the curriculum;
- Accessing information – eg written, verbal, technological.

### **Identification and Procedures**

At Pond Park Primary School we believe that children are entitled to have their needs identified, assessed and addressed at the earliest possible stage. If the school is aware that a child has SEN before they enter the school, every effort will be made to liaise with the nursery, other agencies and the parents, to enable the school to provide support if necessary.

- Learning difficulties will be identified as early as possible.
- SENCO to be informed when a concern arises and the child's name will be placed on the Special Needs Register.
- Information will be gathered, including observations in class and monitoring of class work/testing by class teacher.
- Following identification the teacher will initiate intervention and will write an Individual Education Plan. (Stage 1 Code of Practice).
- Parents will be informed immediately and parental support will be actively sought.
- Following identification, a child's progress will be closely monitored.
- Teachers will adhere to the school based stages of the Code of Practice.

## **Roles and Responsibilities**

### **Board of Governors**

The Board of Governors has a responsibility to:

- review annually and report to parents on SEN provision in the school;
- ensure that necessary provision is made for any pupil who has SEN.

### **Principal**

The Principal has a responsibility to:

- inform Governors about SEN provision;
- work closely with the SENCO to set standards, provide training and monitor provision in the school;
- manage provision and appropriate staffing for pupils with SEN.

### **SENCO**

The SENCO has a responsibility to:

- co-ordinate the operation of the school policy;
- maintain the SEN Register;
- liaise with parents, other professionals and support agencies;
- provide support, advice and impart new information to colleagues;
- monitor and improve the school's SEN systems;
- assist with and co-ordinate Annual Review meetings;
- report to Principal regarding special needs provision within the school;
- provide support on devising and implementing education plans to meet the needs of the children with SEN.

### **Role of the Class Teacher**

- The class teacher has a responsibility for identifying initial concerns about a child and acting upon these concerns, including informing and working with the SENCO to set targets and support.
- Maintain close contact with parents and involve parents in planning, supporting and reviewing progress.
- Teachers need to maintain records and Education Plans, along with evidence of a child's progress at each stage, as outlined in the Code of Practice.
- Ensure that work is appropriately differentiated and the Good Practice Guidelines are followed.

### **Role of the SEN Support Teachers**

- Liaise with class teacher to provide appropriate and targeted withdrawal/in-class support to individuals/small groups referring to IEPs and Good Practice Guidelines.
- Identify immediate needs and set short-term targets for pupils.
- Maintain records, IEPs and evidence of pupil's progress in line with the Code of Practice.

### **Role of the General Classroom Assistant**

Where a classroom assistant is employed in a general support role, he/she has a responsibility to:

- Assist with classwork preparation and classroom organisation;
- Provide in-class pupil support under the direction of the class teacher.

### **Role of the Designated Classroom Assistant**

Where a classroom assistant is employed to support an individual pupil, he/she has a responsibility to:

- Provide in-class pupil support under the direction of the class teacher;
- Assist the pupil in organising his/her materials and equipment;
- Assist and contribute to planning, monitoring and reviewing Education Plans.

If a child is displaying some difficulties, the class teacher should liaise with the SENCO to discuss initial concerns. This child's name will be recorded on a Record of Concern memo. The child will be closely monitored and a decision will be made on whether the child should be put onto the Code of Practice school based stages.

### **Code of Practice School Based Stages (1-3)**

#### **School Based Stages (1-3)**

Stages 1-3 are school based and should be seen as a continuous and systematic cycle of planning, action and review.

#### **Key Principals:**

- Early identification;
- Provision should match needs;
- Parents closely consulted;
- Child's views given according to age and understanding of the child;
- Outside specialists involved where appropriate;
- Records at each stage to inform future approach.

#### **School Based Stages: Stage 1**

Stage 1 begins with the concern that the child may have Special Educational Needs. The initial concern may be expressed by the teacher, parent, Health or Social Services professional. This is to be done at an early stage.

Class teacher has overall responsibility and should:

- Inform SENCO and Principal;
- Consult with child's parents;
- Collect and record information about the child;
- Provide or arrange special help within the normal curriculum frame eg increased differentiation, alternative teaching and learning strategies, different classroom organisation;
- Monitor and review progress.

SENCO should:

- Ensure that the child is included on the Special Needs Register;
- Ensure that a Special Educational Need Record is completed;
- Advise and support the child's teacher as necessary.

## **Information required when a child is put on the Register**

### **From the School:**

- Class records;
- Standardised test results;
- Observations about the child's behaviour.

### **From the Parent:**

- Views on the child's health and development;
- Perceptions of the child's performance, progress and behaviour at school and at home;
- Factors contributing to any difficulty.

### **From the Child**

- Personal perception of any difficulties and how they might be addressed (age dependent).

### **From other sources:**

- eg Health and Social Services.

## **Education Plan** (IEP templates shown in Appendix)

- Takes into account the child's own views depending on child's age;
- Builds on the curriculum;
- Be implemented fully or at least in large part in normal classroom setting;
- Show liaison between SENCO and class teacher;
- Show that parents have been told of action taken and have been advised on how to help at home.

The Education Plan should set out:

- Nature of child's learning difficulties;
- The child's strengths;
- Special Educational provision required from the parents;
- Targets to be achieved on given time;
- Pastoral Care or medical arrangements;
- Monitoring and assessment arrangements;
- Review arrangements and date.

## **Review**

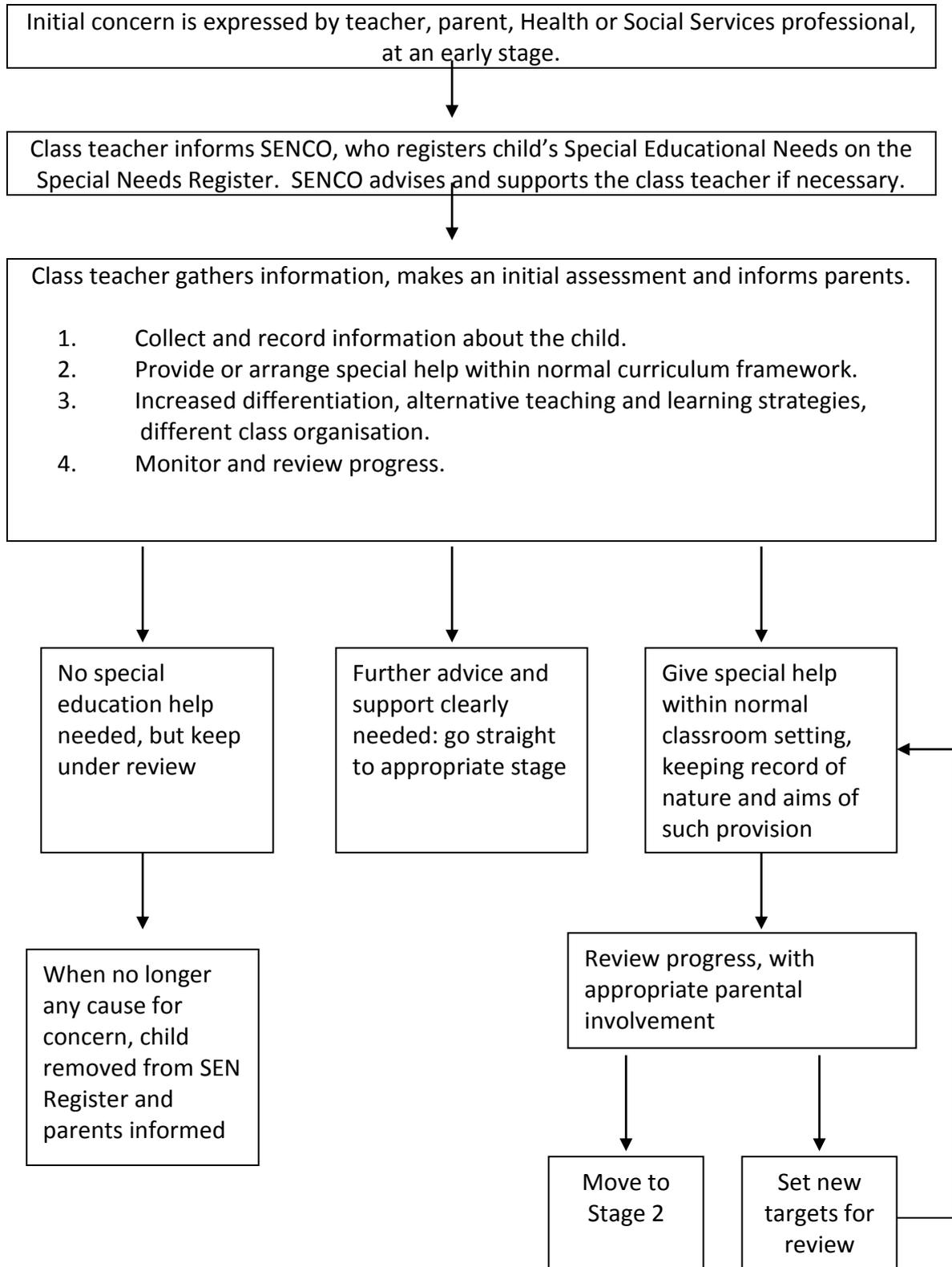
Reviews of Education Plans are made twice a year and discussed at Parent/Teacher Interviews. The meeting focuses on:

- Child's progress;
- Effectiveness of Education Plan;
- Need for any further advice and action.

## **Outcomes**

- The child continues at Stage 1. Set new targets.
- The child no longer requires special help and progress remains satisfactory for at least two review periods. Remove from the Register and inform parents. Keep records in the file.
- Child moves to Stage 2. If following one or at most two review periods at Stage 1 progress has not been satisfactory the decision may be to move the child to Stage 2.

### School Based Stages: Stage 1



## **School Based Stages: Stage 2**

Stage 2 begins with a decision at either Stage 1 review or following discussions between teachers and parents to proceed with early intensive action.

**SENCO** works with class teacher to:

- Assess pupil's difficulties and collect information;
- Plan, monitor and review special educational provision;
- ensure an Education Plan is drawn up and implemented;
- Inform parents and advise how best to help the child at home.

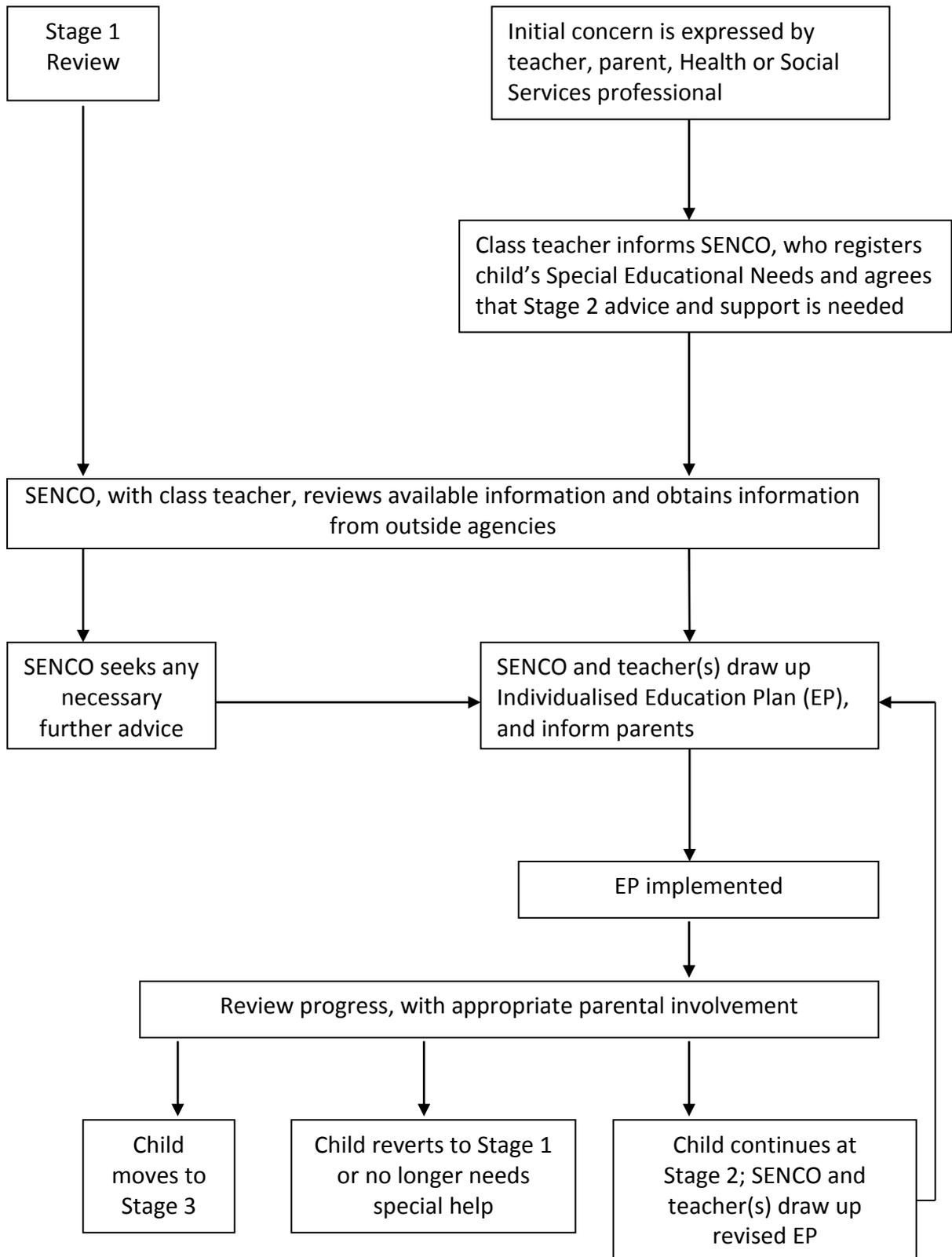
The class teacher remains responsible for working with the child in the classroom. In addition to this the child may receive support from the Literacy Support Teacher (Mrs Nye), the Numeracy Support Teacher (Mrs Iveston), or the Key Stage 2 SEN Teaching Assistant (Mrs Kelly).

## **Education Plan and Review- as for Stage 1**

### **Outcomes:**

- The child continues at Stage 2. Set new targets.
- Reverts to Stage 1 or no longer needing help. (If progress continues to be satisfactory for at least two review periods.) If provision is successful remove from the Register and inform parents. Keep records in the file.
- Child moves to Stage 3. If following one or two review periods at Stage 2 progress has not been satisfactory the decision may be to move the child to Stage 3 and outside external support/advice is sought from the EA Psychology service.

### School Based Stages: Stage 2



### **School Based Stages: Stage 3**

Stage 3 begins with a decision at Stage 2 review or following discussions about an initial concern that early intensive action with external support is immediately necessary.

External support/advice is sought from the EA Psychology service.

**SENCO** works with class teacher to gather information on pupil to bring to EA agreed Psychology Consultation.

**SENCO** meets with Educational Psychologist to consider pupil's case and agree a pathway.

Options include taking no further action, increased in-school support, further screening, referral to support services and/or Stage 3 Assessment.

Stage 3 Assessment is made by the Educational Psychologist and involves testing, a meeting with parents and a written report is produced with recommendations.

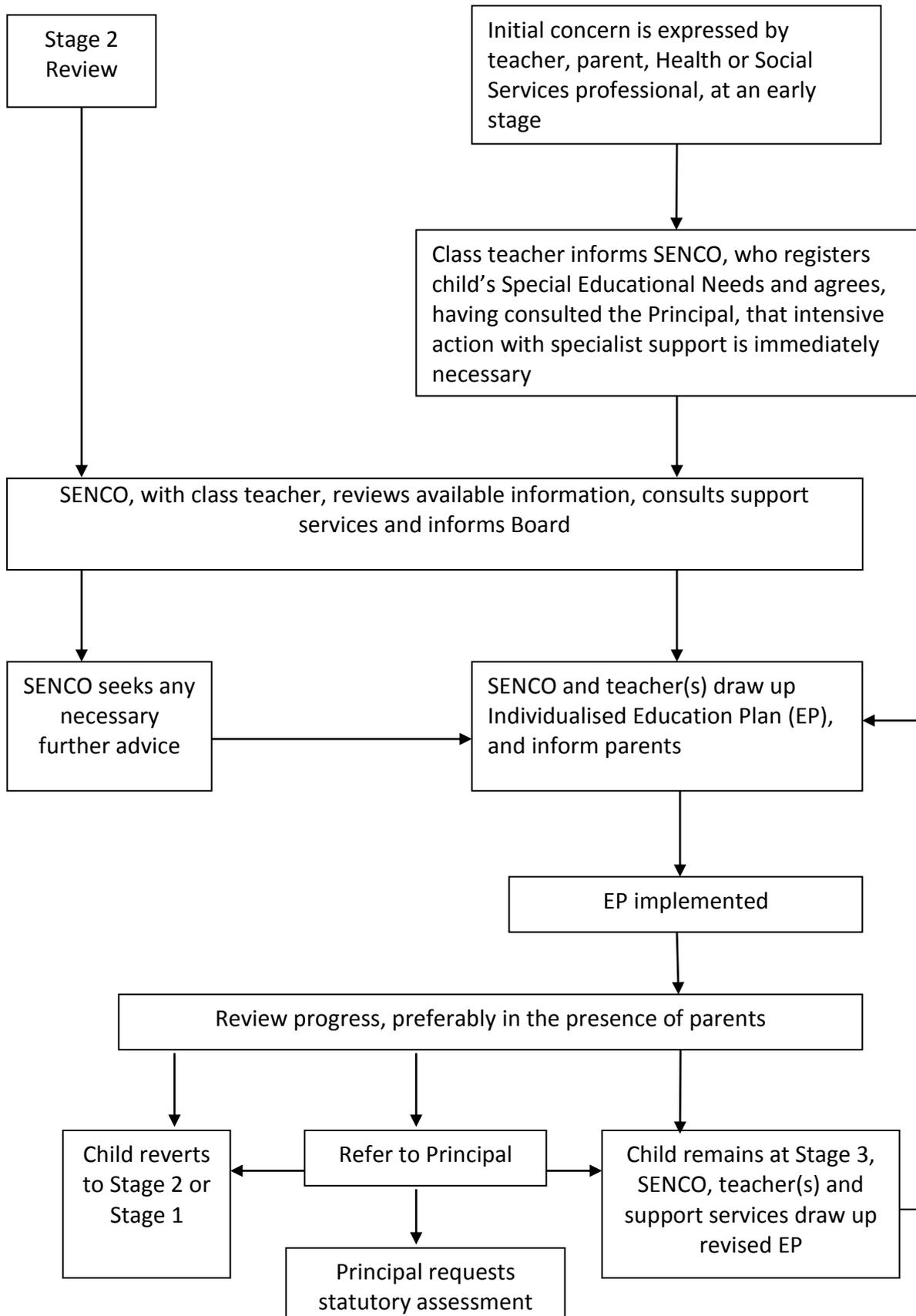
Parents will need to be informed about any special arrangements that will apply to the child such as The Literacy Service Outreach Support for a child with Dyslexia.

### **Education Plan and Review- as for Stage 1**

#### **Outcomes:**

- The child continues at Stage 3. New Education Plan drawn up.
- Reverts to Stage 1 or 2. (If progress continues to be satisfactory for at least two review periods.)
- Educational Psychologist recommends referring the child to the Board for statutory assessment.

### School Based Stages: Stage 3



## Code of Practice Stages (4-5)

### Stage 4 Statutory Assessment

If, after taking action at Stages 1-3, the pupil's needs remain at a level that cannot be appropriately met within the resources of the school, a request for a Statutory Assessment is made to the EA and a Board Officer is appointed to the case.

After consideration of responses from parents, school and other professionals, the EA will decide whether to proceed with a Statement of Special Educational Needs. Parents are consulted and have rights of representation at each step of this procedure.

### Stage 5 Statement of Educational Needs

A Statement is a legal document which states the pupil's Special Educational Needs, the provision necessary to meet those needs, objectives set and how these will be monitored and assessed.

It recommends appropriate placement, specialist support and adult assistance required as well as any non-educational provision needed to meet the pupil's needs.

There are Annual Reviews of the Statement where all interested parties consider progress, provision, and any changes required.

### Structure of the Stage 5 Approach

Stage 1	Class Teacher/SENCO	Education Plan
Stage 2	SENCO/Class Teacher	Education Plan
Stage 3	SENCO/Class Teacher/ External Agency	Education Plan
Stage 4	Statutory Assessment	Education Plan
Stage 5	Statement Issued	Education Plan

## **Organisation of Provision**

Provision for special needs within our school can be made in a variety of ways depending on the age and needs of the child and availability of resources. The type of provision given to any child will be reviewed regularly and any changes in organisation will result directly from staff discussion, assessment and monitoring.

We recognise that the school's most important resource is its staff. Staff development and training will continue to be a major priority in equipping all the staff to meet the needs of all our pupils.

We will continue to expand and update the pool of resources and equipment available in school to maximise the potential of pupils with special needs and accommodate the sharing of good practice among the staff.

For most pupils, special educational provision will be made in the classroom setting using flexible teaching strategies and differentiation of work (by task and/or outcome). It may include extra time with the class staff and carefully focused targets leading to successful outcomes for the pupil. ICT, practical materials, memory aids, peer support and physical aids are also regularly used in classrooms to support children with Special Educational Needs.

Some children benefit from support in withdrawal sessions or in-class support for Literacy with Mrs Nye and/or Numeracy with Mrs Iveston. The Support Teachers work in consultation with class teachers.

In addition, Mrs Nye uses the Reading Recovery Programme with four individual children in P3 per year and Mrs Curry delivers Reading Partnership with individual children in P3-P5. Teachers and classroom assistants new to Pond Park observe Reading Recovery lessons as part of their professional development.

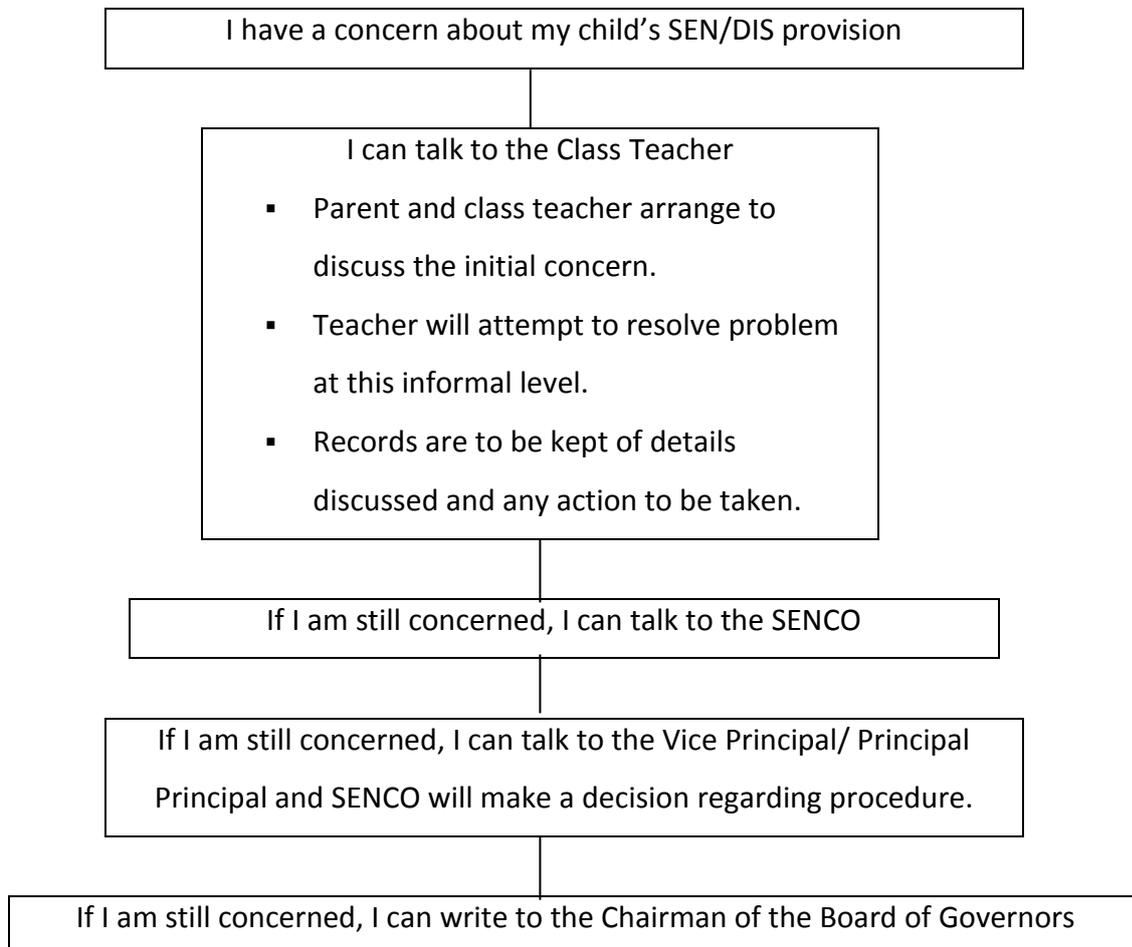
Mrs Kelly supports Primary Three and Primary Four children, in both Literacy and Numeracy, who are on an Education Plan. She supports them either on an individual basis or in a small group and liaises closely with the class teachers.

When appropriate, Teaching Assistants assigned to Statemented children may be used to support other children as well as the child they are specifically designated to support.

## Concern Procedure

Pond Park Primary School deems it good practice to consult with parents and seek agreement in relation to all issues relating to SEN/DIS.

In the event of a concern or complaint:



Parents can seek advice or support from the following EA services:

Advice and Information Service (AIS)

Dispute Avoidance and Resolution Service (DARS)

### **Links with Other Schools and Agencies**

Pond Park Primary School draws on the services and expertise of a variety of agencies including:

- Educational Psychologist
- Community Paediatrician
- Educational Psychiatrist (CAMHS)
- The Literacy Service Support staff
- ASD Support Services
- RISE
- Behaviour Support Team
- Service for the Sensory Impaired
- School Nurse
- Time 4 Me - Barnardo's

### **Links with Other Policies**

This policy is integral to all school policies.

### **Monitoring and Revision**

The SEN Curriculum Team will complete mid and end of year reviews of practice, a new action plan will be drawn up each September in line with the School Development Plan.

This policy will be reviewed and updated annually to take cognisance of future developments and changes in the legislation.

## **APPENDIX**

### **IEP Templates:**

- **Stage 1 – 4**
  
- **Stage 5**



<b>Staff Involvement</b> Special Needs Support, Teacher, Reading Partnership, Classroom Assistant		<b>Specialist Involvement</b> Down Outreach, ASD Advisory Service, Longstone Behaviour Support, ASCET, Speech & Language therapy, Warren Children's Centre, any other external agencies	
<b>Parental Role</b>		<b>Child's views</b>	
<b>Medical/pastoral arrangements, if appropriate</b>			
<b>Signatures</b>			
<b>Teacher</b>	<b>SENCO</b>	<b>Parent/Guardian</b>  <b>Date:</b>	

Child's Name	Class	Stages 1-4 - Review of Targets			Date of EP		
		Progress made			Further Action		
		Met <input type="checkbox"/>	Working towards <input type="checkbox"/>	Not met <input type="checkbox"/>	New Target <input type="checkbox"/>	Continue target <input type="checkbox"/>	Revise target <input type="checkbox"/>
<i>Copy and paste new target</i>		Met <input type="checkbox"/>	Working towards <input type="checkbox"/>	Not met <input type="checkbox"/>	New Target <input type="checkbox"/>	Continue target <input type="checkbox"/>	Revise target <input type="checkbox"/>
<i>Copy and paste new target or remove target row</i>		Met <input type="checkbox"/>	Working towards <input type="checkbox"/>	Not met <input type="checkbox"/>	New Target <input type="checkbox"/>	Continue target <input type="checkbox"/>	Revise target <input type="checkbox"/>
<i>Copy and paste new target or remove target row</i>		Met <input type="checkbox"/>	Working towards <input type="checkbox"/>	Not met <input type="checkbox"/>	New Target <input type="checkbox"/>	Continue target <input type="checkbox"/>	Revise target <input type="checkbox"/>
<i>Copy and paste new target or remove target row</i>		Met <input type="checkbox"/>	Working towards <input type="checkbox"/>	Not met <input type="checkbox"/>	New Target <input type="checkbox"/>	Continue target <input type="checkbox"/>	Revise target <input type="checkbox"/>
<i>Copy and paste new target or remove target row</i>		Met <input type="checkbox"/>	Working towards <input type="checkbox"/>	Not met <input type="checkbox"/>	New Target <input type="checkbox"/>	Continue target <input type="checkbox"/>	Revise target <input type="checkbox"/>
<b>Off Register</b> <input type="checkbox"/>	<b>Parent(s)/Guardian(s) involved</b>			<b>Signatures</b>			
<b>Remain at Stage</b> 1 2 3 4 5	<b>At Meeting</b> <input type="checkbox"/>			Teacher _____			
<b>Move to Stage</b> 1 2 3 4 5	<b>In Writing</b> <input type="checkbox"/>			SENCO _____			
	<b>By Telephone</b> <input type="checkbox"/>			Parent/Guardian _____			
				Date: _____			

<p><b>Name:</b> <b>Class:</b> <b>DOB</b> <b>Class Teacher:</b> <b>Supported by:</b> <b>Hours per week:</b> <b>Strengths and Successes:</b></p>	<p><b>Area of Concern:</b></p> <ul style="list-style-type: none"> <li>▪ Cognitive and Learning</li> <li>▪ Social, Emotional and Behavioural</li> <li>▪ Communication and Interaction</li> <li>▪ Sensory</li> <li>▪ Physical</li> <li>▪ Medical Conditions/Syndromes</li> <li>▪ Other</li> </ul>	<p><b>Initial Date on COP:</b></p> <p><b>At stage:</b></p> <p><b>Current stage on COP:</b></p> <p><b>Current Date:</b></p> <p><b>Review Date:</b></p>
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**Results from standardised scores**

PIE P3		PIE P4		PIE P5		PIE P6		PIM P3		PIM P4		PIM P5		PIM P6		CAT P4				CAT P6				NRIT		
																	Non verbal	Verbal	Quantitative	Mean	Non verbal	Verbal	Quantitative	Mean	Class	Score

<p><b>Details of Provision from Statement:</b></p>	<p><b>Issues to be raised at Annual Review:</b></p>
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**Action Required**

<p><b>SMART Targets:</b></p> <p>Target 1</p> <p>Target 2</p> <p>Target 3</p>	<p><b>Strategies and Resources:</b></p>
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Target 4

Target 5

**Staff Involvement:**

Special Needs Support, Teacher, Reading Partnership, Classroom Assistant

**Specialist Involvement:**

Down Outreach, ASD Advisory Service, Longstone Behaviour Support, ASCET, Speech & Language therapy, Warren Children's Centre, any other external agencies

**Parental Role:**

**Child's Views:**

**Medical/Pastoral Arrangements, if appropriate:**

**Signatures:**

Teacher

SENCO

Parent/Guardian

Date:

<b>Child's Name:</b>	<b>Class:</b>	<b>Stages 5 - Review of Targets</b>			<b>Date of EP:</b>	
	<b>Progress made</b>			<b>Further Action</b>		
<i>Copy and paste new target</i>	Met <input type="checkbox"/>	Working towards <input type="checkbox"/>	Not met <input type="checkbox"/>	New Target <input type="checkbox"/>	Continue target <input type="checkbox"/>	Revise target <input type="checkbox"/>
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<b>Off Register</b> <input type="checkbox"/> <b>Remain at Stage</b> 1 2 3 4 5 <b>Move to Stage</b> 1 2 3 4 5	<b>Parent(s)/Guardian(s) involved:</b> <b>At Meeting</b> <input type="checkbox"/> <b>In Writing</b> <input type="checkbox"/> <b>By Telephone</b> <input type="checkbox"/>			<b>Signatures:</b> <b>Teacher:</b> _____ <b>SENCO:</b> _____ <b>Parent/Guardian:</b> _____ <b>Date:</b> _____		