



Walsall Children's Services

Excellence in SEN in Walsall

Supporting Special Educational Needs in Leamore Primary School

1. Introduction

Every Governing body is required by law to publish information about how the school makes provision to meet any special educational needs (SEN) of its pupils. The information is available free of charge to parents of existing or future pupils of the school, the Local Education Authority, Health Services and any other interested parties who may request a copy, either by calling into the school, or by post.

This document contains all of the required information. Further information and advice on meeting special educational needs in school is available from the government through their document "**Special Educational Needs Code Of Practice (2001)**". The school operate its policy, provision and practice in accordance with this guidance.

2. SEN Policy

Leamore Primary School places great importance on striving to meet the needs of ALL children and young people in the school, and fully recognises that some children will require additional help to access the curriculum and fully participate in learning.

The vision for SEN, and Aims and Objectives are set out below:

3. Vision

Our Mission Statement is:

4. Aims

In order to achieve this, we aim for our curriculum to provide relevant and challenging learning for all children.

5. Objectives

- To set suitable learning challenges for all children,
- To respond to pupils' diverse learning and social needs.
- To overcome potential barriers to learning and assessment for individuals and all groups of pupils

6. Responsibilities

The Governing Body are ultimately responsible for using their best endeavours to meet the needs of children and young people with special needs in their school.

The Head Teacher as the leader of the school is responsible for ensuring that this is translated into reality in the running of the school.

The Special Educational Needs Coordinator or SENCo/ Inclusion Manager is the person responsible for coordinating the day-to-day provision for pupils with SEN. In this school this person

is Mrs C. Johnston

All Teachers are teachers of SEN and should take full responsibility for all children and young people with SEN in their class.

We also employ some staff to work specifically in this area to ensure that we are able to offer the additional support that is required and from time to time call upon professionals from outside the school to offer us additional support and advice.

7. Admission Arrangements

The admission arrangements for the school treat children with SEN who do not have a statement of SEN exactly the same as for all other children and are administered in accordance with the guidance set out in the Admission Arrangement published by the Authority. A copy of the Admission Arrangements is available from the school.

8. Making The School Accessible

We have made the following general adaptations to the facilities to support increased access for children and young people with disabilities and SEN;

- blinds and carpeting are available in some rooms to assist access for children with sensory needs,
- a disabled toilet exists,
- handrails are fitted to all stairs,
- ramps have been built to the main and side entrance.

A full access audit has been undertaken and a plan exists to improve access over time, which is available on request. Make reference to the school's Access Plan.

9. Resourcing SEN In The School

We receive and use resources for meeting SEN in a number of different ways. In **Table A** attached to this document, there is a breakdown of; the money we receive through our delegated budget, the additional resources both money and in specialist staff time, for children with statements of SEN and all other social grants that are applicable.

We must recognise that children have different degrees of difficulty. So the additional support that they receive will depend upon how great their difficulty is, children with greater need receive more support. We call this our **continuum of need** and match it to a **continuum of support**. We use provision mapping to set out the additional activities that we undertake to provide support to different levels of need as part of our **Graduated Response**. This school takes its duties regarding SEN very seriously and commits significant resources to meeting children and young people's individual needs.

The resources that we allocate are;

- comparable with similar schools in Walsall, and we allocate them fairly and equitably according to the level of need;
- based on our professional assessment of the level of difficulty the pupil is experiencing in relation to other children of the same age;
- compared with those of similar schools to ensure that we are not out of line;
- moderated through advice, help and support from the central SEN support services in Walsall who routinely work across a number of schools

We have a range of different external services regularly available to us for SEN support and these include: Educational Psychologists, Specialist Sensory and SpLD staff: Education Welfare Officers and Attendance Support Workers, Behaviour Support Workers. We may also call upon school

health services, social services and other key statutory and voluntary agencies that work in specialist areas in Walsall.

10. Identifying and Meeting SEN

Children and young people make progress at different rates and in different areas throughout their school life. This may be affected by their health, absence from school, difficulties in their home circumstances, or other reasons such as their lack of English if they are newly arrived in this country. These reasons alone would not mean that a child or young person has Special Educational Needs. We identify whether children and young people have SEN in the following ways:

- information that we may receive when a child or young person transfers to the school;
- considering information and assessments that we may receive from other professionals outside of the educational area e.g. health services;
- identifying where pupils have greater difficulties in learning in relation to other children of the same age;
- constant monitoring of progress of individual children at regular intervals;
- considering whether the pupils rate of progress is in line with the progress of other children of the same age
- listening to what children and young people and their parents/carers tell us;
- conducting our own more in depth assessment of learning and behaviour; and
- seeking further views through consultations with other external educational professionals e.g. Educational Psychologists, Advisory Teachers etc

Levels of response

Additional Response

When we first identify that a child or young person has a difficulty and they are not making progress in relation to other pupils in the class and year group, we will plan how we are going to help them to overcome this, and give a timescale and target for improvement. For most children and young people this “boost” may be all that is required. When we have assessed that the child or young person is back up to achieving within the normal ability range for the rest of the children in the class we will judge the support to have been successful and finish the plan.

School Action

If the support has not been as successful as we hoped and the pupil is still achieving well below that of all of the other children and young people, we will continue with and possibly increase the support given and may vary the approach being taken. Frequent review will identify when the child or young person has improved and can be removed from School Action.

School Action Plus

If a child or young person is still making very little or no progress and continues to require a great deal of support, we increase the level of planning monitoring and review, and may discuss them at a Planning Meeting with professionals external to the school e.g. Educational Psychologist. Once a child or young person is back to achieving within the normal range for the class we will cease the support as we will judge that the pupil is back to functioning within normal levels. We will then fairly and equitably redistribute the support to other children who have not made progress.

Very exceptionally if a child or young person still makes **no progress**, we will consider along with the parents and other professionals whether to request a **statutory assessment** of the individual pupil’s SEN. This is a very serious decision and will sometimes mean that very specialist provision such as a special school may be required, as the child or young person’s needs are **severe, complex and long term**. This process fully accords with the national guidance issued through the **“Code of Practice on meeting Special Educational Needs”** and the **Walsall Children’s**

Services SEN Management File.

It is our aim to make children independent of additional support as soon as possible

11. Providing Equal Opportunities

We expect all of our pupils to have access to all parts of the curriculum, together with all other children and we will make reasonable adjustments for those with additional needs to ensure that there are no barriers to this. Occasionally and with the agreement of both the child and young person and their parents/carers a joint decision will be made to vary part of the normal curriculum to undertake an individual replacement activity better suited to that child or young person's needs. This may be to allow for such things as therapy treatments to take place, or additional work experience etc. We will also ensure that there are no barriers to children and young people with SEN taking part in all of the activities of the school that are generally on offer to all pupils, and alongside their peers.

12. Monitoring The Success Of The Provision Made

We regularly monitor the progress of all our pupils, and children and young people with SEN are no exception. We set targets for improvement for all children and will ensure that these targets are made available to both the pupils involved and their parents. It is particularly important for children with SEN that:

- parents to work with us and support the additional work that we are doing;
- we have the same high expectations for pupils with SEN as we do for all;
- we regularly monitor and review our provision; and
- report at least yearly on progress to the Governing Body

External monitoring of our provision and arrangements is provided by the Authority and the OFSTED Inspection process.

The monitoring and support arrangements for the SENCo are as follows:

13. Involving Parents

We welcome the involvement of all parents but particularly those with children and young people with SEN. Without their commitment and support to continue the additional work that we do, the programmes that we put in place will not be as successful. **All parents will be consulted if we decide that we will need to make additional SEN provision for their child.** We will request their attendance and advice at regular reviews and ask them to undertake support activities at home. We are happy to meet to discuss any concerns there might be, and see parents as equal partner in their child's learning and progress.

14. Training for Staff

We regularly undertake training and development work in the area of meeting SEN in schools, and this is included in our school development and training plan.

15. Sharing Experiences and Good Practice

As a school we are part of a Walsall wide education community. We meet together at regular intervals and share good practice. There is a special Walsall wide network for SENCo's/ Inclusion Managers which allows professionals to come together at regular intervals to discuss their concerns and new developments and to plan training for the foreseeable future. In addition we:

- work closely with neighbouring schools within our area, including special schools.
- become involved, both staff and pupils, in activities that take place with other schools;
- support the transition of children between schools through planning and meeting teachers in the receiving school, and transferring records and knowledge; and
- ensure that, if local, children have the opportunity to visit the school and meet key staff before they move.

16. Parental Complaints

We will always be open to receiving either compliments or complaints from parents of children and young people with SEN in the school. In the first instance these should be relayed to the SENCo/ Inclusion Manager either by calling for a discussion/ to make an appointment, or by writing into school.

Telephone discussion - complaints, can usually be easily and quickly be dealt with by a telephone conversation, but, please be aware that staff will find it difficult to get to the phone during the normal teaching day.

Meeting in school with SENCo - in the unlikely event that this does not allay your concerns, then the next stage would be to organise a meeting in school with the SENCo to discuss this further.

Meeting in school/ discussion with Head Teacher - if you are still not satisfied that your concerns have been resolved then you should either phone the Head Teacher for a conversation or appointment to meet, or put your concerns in writing.

A copy of the school's complaints procedure is available from the Head Teacher.

17. Key Contacts

The key contacts for further advice and information on SEN in the school are:

Mrs C. Johnston – Special Educational Needs Coordinator (SENCo)

Mr G. Dobson – Advisory Teacher

Mr A. Denton – Headteacher