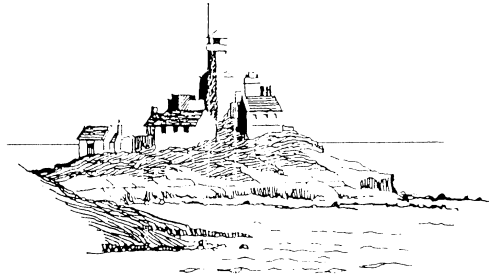


YSGOL GYNRADD YSTUMLLWYNARTH OYSTERMOUTH PRIMARY SCHOOL



Achievement Through Challenge/Cyflawni Trwy Herio

ADDITIONAL LEARNING NEEDS POLICY including SPECIAL EDUCATIONAL NEEDS and MORE ABLE & TALENTED

Introduction

Oystermouth Primary School is situated in the village of Mumbles near Swansea. The school is arranged in two separate buildings. One houses the Nursery, Reception and Year 1 classes. The Year 2 - Year 6 classes are accommodated in the other. At present, there are 229 pupils in the school. They are taught in mixed ability, single age classes.

At Oystermouth we seek to ensure access for all pupils to a broad, balanced, relevant and differentiated curriculum. We recognise that there are some children who will require extra input if they are to gain access to this curriculum. These are children who have SEN. We believe that it is the responsibility of all who are involved in the education of children at Oystermouth School to enable every child to enjoy successful learning experiences, irrespective of learning differences.

We understand a child who has SEN to be one who displays

1. A significantly greater difficulty in learning than the majority of children of the same age.
2. A significantly greater ability in certain areas of the curriculum than the majority of children of the same age. (See Policy for Identification of and Provision for able children)
3. A disability which prevents or makes it difficult for a child to make use of education facilities of a kind provided for children of the same age in schools within the area of the LEA.
4. Are under compulsory school age and fall within the definition at 1 or 2 above or would do so if special educational need provision was not made for them

It has been estimated that nationally, some 20% of the school population will have SEN at some time during their school career. (Warnock Report 1978)

There is a range of SEN at Oystermouth Primary School. This is reflected in the degree of support provided.

Provision

Provision for SEN means:

1. For children of two and over, educational provision which is additional to, or otherwise different form, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area
2. For children under two, educational provision of any kind

Objectives Of The Policy For SEN

The purpose of the policy for SEN is to make clear to all staff, to parents, to representatives of external agencies and to any other interested person, the following PRINCIPLES:

- A child with SEN should have their needs met
- The special educational needs of children will normally be met in mainstream schools or settings
- The views of the child should be sought and taken into account
- Parents have a vital role to play in supporting their child's education
- Children with SEN should be offered full access to a broad, balanced and relevant education, based on the National Curriculum and, for pre-school and Early Years children, the 'Desirable Outcomes'

At Oystermouth School we believe that:

- . All pupils are the responsibility of all staff.
- . Every child is an individual within the school community.
- . All children are of equal worth.

and the PROCEDURES & STRATEGIES by means of which these principles are translated into practice.

- . The procedures for the identification, and assessment and review of children with SEN.
- . The strategies for providing access for pupils with SEN to a broad and balanced curriculum, including the National Curriculum.
- . How children with SEN are included within the school as a whole.
- . The ways in which parents can be involved as full partners in the identification, assessment and review of children with SEN.
- . The way in which we involve pupils by seeking their views and participation in the strategies that are used.
- . The ways in which external support agencies can be involved in the identification, assessment and review of children with SEN.
- . The system of individual record keeping.
- . The allocation of resources to and amongst pupils with SEN.

The Role of the Governing Body

The role of the Governing Body at Oystermouth is to:

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

- To monitor the management of resources for SEN

The SEN Governor at Oystermouth Primary is Mr. A. Thomas

The role of the SEN governor is as follows:

- . To be a member of the SEN committee of the Governing Body,
 - . To review curriculum provision,
- To attend courses provided for governors which would help him/her to fulfil the role.

The Role of the Headteacher

The role of the Headteacher is to:

- . ensure that the legal requirements of the Code of Practice are fulfilled,
- . ensure that any child with SEN obtains provision suited to his/her needs,
- . be responsible for obtaining the records of any child with SEN who is new to the school,
- . collaborate with the Governing Body on the fulfilment of its role as outlined above.

The Role of the Special Educational Needs Co-ordinator

The SENCo at Oystermouth Primary School is the Headteacher, Mr. E.W. Wynne.

The SENCo at Oystermouth is responsible for:

- . strategic development of the SEN policy and provision,
- . the day to day operation of the schools SEN policy,
- . liaising with and advising fellow teachers,
- . co-ordinating provision for children with SEN,
- . maintaining the schools SEN list and overseeing the records on all pupils with SEN,

- . coordinating provision for pupils with SEN particularly through School Action and School Action Plus,
- . liaising with parents of children with SEN,
- . contributing to the in-service training of staff,
- . liaising with external agencies including the Educational Psychology Service and other support agencies, medical and social services and voluntary bodies,
- . working with subject co-ordinators to ensure that the needs of children with SEN are taken into account when planning schemes of work,
- . cross-referencing of SEN policy with policies in other subject areas,
- . emphasising the joint responsibility of all staff for children with SEN.

The SENCo attends termly SENCo network meetings organised by the LA to continue professional development.

Admission Arrangements

There are no particular admissions arrangements which reflect the special needs provision at Oystermouth Primary School. As a school, we do not refuse a place to any child if it is considered that a mainstream setting is appropriate. We welcome pupils with SEN and regard all pupils as bringing something to our school which will enhance the experiences of all children.

Partnership With Parents

At Oystermouth Primary we believe that the learning and progress of all children are greatly enhanced by the involvement of parents. We welcome and encourage parents to participate in their child's education. We are ready at all times to listen to their views and concerns about the education of their children.

When a difficulty is identified or a concern is expressed by staff, parents are engaged in conversation, informally, by class teacher. Parents are then involved as partners in any school-based action that is taken by the school.

Identification, Assessment And Monitoring Of Pupils With SEN

In Oystermouth School we realise the importance of early identification, assessment and provision for any pupil who may have SEN. It is vital that a child experiencing

any sort of problem is identified as soon as possible and strategies are put into place to help the child.

The system of assessment at Oystermouth Primary School aims to identify the progress made by all children in the National Curriculum and Desirable Outcomes. It is also used to identify areas where a child may need extra help. (See policy for Assessment, Recording & Reporting)

Each Autumn Term, the City and County of Swansea Annual Reading Survey takes place at Oystermouth Primary School. This includes all Year 2 pupils and those children in Year 1 to Year 6 whom staff feel are experiencing a learning difficulty. . In the Autumn Term, the writing test is given to all the children in Year 2 by the Support Teacher. It is re-administered in the Summer Term and in this way provides a good measure of progress.

The Graduated Response

At Oystermouth we follow The Code of Practice recommendations and use a graduated response to meeting the needs of pupils. This involves School Action and School Action Plus.

At Oystermouth Primary School, this operates in the following way

Pupils are first identified as having SEN when the class teacher makes judgements about signs of difficulty. This is part of a graduated response which is used to identify and help those pupils with SEN.

School Action

When a teacher identifies a child with SEN the class teacher will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. All pupils so identified will have an Individual Education Plan (IEP) drawn up which states the pupil's strengths, needs and the strategies which will be used by all those involved with him/her in school. These IEP's are working documents which are annotated to reflect progress, difficulties and 'next steps'.

Observation allows the teacher to determine which aspects of a child's behaviour and/or academic performance are giving cause for concern. These observations are systematically recorded.

- . Concerns may also be expressed by a parent and/another member of staff.
- . Records received from another school may indicate SEN.

Usually a child is placed at the School Action stage when concerns are first noted. Targets are set and monitored. Depending on the child's progress one of three procedures will be followed:



- The pupil will be removed from School Action
- The pupil will remain on School Action
- The pupil will move to School Action Plus. This step will be taken in consultation with teachers, SENCo and parents, if it is felt that help from an external agency, e.g. Ed. Psych., Speech & Language, etc is needed.

School Action Plus

At Oystermouth Primary the request for help from outside agencies is likely to follow a decision taken by the SENCo and colleagues in consultation with parents at a review of the child's IEP.

Additional support will be considered if, despite intervention the child:

- Continues to make little or no progress in significant areas over a long period
- Continues working at National Curriculum levels substantially below that expected of a child of similar age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

The Educational Psychologist visits the school once a term to assess pupils who are giving cause for concern. He/she also visits on one further occasion per term to plan for and prioritise assessments to be undertaken in the following term.

Arrangements For Providing Access For Pupils With SEN

We believe that every pupil is entitled to the full range of curriculum experiences including extra curricular as well as National Curriculum activities.

The National Curriculum orders (1995 and September 2000) statement on access make clear the need to provide for pupils with identified special educational needs including those children who are more able.

At Oystermouth Primary all pupils with SEN have access to the content of the Desirable Outcomes programme and to the National Curriculum. This is achieved when the class teacher and the support teacher plan together for differentiation. Schemes of Work in National Curriculum subjects are personalised for children with SEN. For example, the class teacher and the support teacher work together to identify areas which may be difficult for the children. The support teacher then works on these areas with the children and continuity is provided by further differentiation in class. This process of collaboration is based on the assessment of the strengths and needs of children with SEN. Learning priorities are established and short term achievable targets are defined, the children being involved at this stage. Teaching styles are matched to the individual learning needs of the children. These are:

- . Whole class: Where a topic is introduced, an issue/concept discussed, oral work/revision and reinforcement undertaken.
- . Small group work: same ability, mixed ability, friendship groups, where collaborative work is undertaken, direct teaching takes place etc.
- . Pair/Shared work: where a child with SEN may be paired with a more able child.
- . Individualised work to meet the needs of a child in a specific situation.
- . Regular revision and reinforcement of skills previously practised.
- . Development of the ability in all organisational contexts through questioning and discussion to transfer skills learned to other areas of the curriculum.
- . Development of the capacity for independent learning e.g. by the use of clear labelling for easy access to resources/extension and enrichment activities, subject related language displays/charts etc.
- . The progress of children with SEN is regularly evaluated by the support teacher and the class teacher. These conversations/meetings are usually informal but are documented on the sheet where the child's learning needs and targets are

Band C pupils are provided with extra help by the support teacher who works with them in small groups. They receive the equivalent of thirty minutes support per day in a group of three to four children with similar needs.

Band B pupils also receive support equivalent to sixty minutes per week in a group of four to five children who have similar needs.

When appropriate, the support teacher also works with the children on a one to one basis. Children with SEN are educated in the same building as mainstream children. When they are withdrawn from the classroom, they use a room set

aside for the purpose of extra support. All the children use the same playground areas.

Children with SEN have access to the same curriculum as mainstream children.

Miss Olivia Williams is the support teacher at Oystermouth Primary School.

The support teacher

- liaises with the class teacher in planning for and supporting children with SEN,
- writes the termly IEPs in collaboration with the class teacher,
- collaborates in the preparation of appropriate material for children with SEN,
- attends SEN courses and disseminates current ideas to class teachers and TAs
- liaises with SENCo and class teacher especially involving outside agency communication,
- collaborates with TAs in the delivery of a child's IEP.
- attends, and contributes to, Annual Statement Review
- writes weekly IEPs for Statemented pupils,
- has an annual parent/teacher consultation to discuss IEPs and progress
- writes and updates the SEN pages of the school's website,
- identifies and purchases relevant resources needed for children's specific special educational needs
- has a termly meeting with SENCo to discuss any issues and progress.

Fifteen Teaching Assistants (TAs) are employed; they are Mrs. A. Honey, Mrs. L. Jones, Mrs. N. Harris, Mrs. S. Aston. Mrs. S. Roberts, Miss L. Stocks, Mrs J. Arcari, Miss E. Lewis, Mrs. J. Curtiss, Mrs. V. Myers, Mrs. H. Founds, Mrs. R. Lawley, Mrs. M. Hill, Mrs. R. Hunter and Mrs. C. Phillips

The arrangements for organising SEN provision at Oystermouth Primary School are as follows:

- . Children with SEN are supported in class and are also withdrawn as appropriate. When children are withdrawn, continuity is maintained with the classroom curriculum, where possible.
- . Children who are supported, both infants and juniors, are taught individually and in small groups.
- . The teaching assistants work with each of the children concerned for specified times.
- . There is no official non contact time to allow liaison between the staff involved but a record is kept of conversations concerning individual children.

Record Keeping

Record keeping plays a vital role in the monitoring of Pupils with SEN.

- . The identified special educational needs of children are discussed at a termly meeting of all staff. The children's names are then recorded on the SEN List at the appropriate stage. If a teacher is concerned about a child who is new to the school then his/her name can be passed to the SENCo without waiting for the termly meeting.
- . The SEN List is kept by the SENCo and each Teacher has a copy.
- . The SEN List and the children's IEPs are working documents on which notes and evaluations are recorded when necessary. For this reason they are kept by the class teacher for quick access and reference and copies are kept with the Support teacher.

IEP's and reviewing IEP's

To include – SMART targets, information about teaching strategies, review date, success criteria etc.

The TA plays an important part in the child's education and in the record keeping related to the Graduated Response. The teacher and the TA complete a Feedback Sheet which forms the basis for future planning.

The most valuable piece of documentation is the IEP which is developed by the class teacher and support teacher in consultation with parents and, where appropriate, the pupils themselves. These are reviewed regularly, usually termly but more often if needed and involves all those who work with, and have an interest in, the pupil and their welfare and progress.

The process of Graduated Response is one of identification, assessment and review. At Oystermouth Primary the review procedures at each stage are as follows:

- . There is a termly review of the SEN list by the teaching staff.
- . For children who do not have a statement of SEN but who are progressing through the process of the Graduated Response, reviews are planned to meet the needs of those individual children.

When SEN has been identified the class teacher informs the parents and they are then fully involved in discussions about the child and the development of strategies aimed at helping him/her to overcome the difficulties which they face. We strongly see this dialogue with parents as a partnership and they are involved through all the steps taken with SEN pupils.

At all stages of the Graduated Response, the wishes and views of the children are taken into account in the following ways:

- . The Support Teacher and child together discuss and decide upon targets for the child to achieve. These are recorded on the child's IEP. Teacher and child together monitor progress in relation to the targets.
- . If they wish, pupils can be involved in the reviews.

School request for Statutory Assessment.

This is asked for when a pupil has demonstrated significant cause for concern. By the time the Headteacher considers asking for statutory assessment, the school should be able to provide written evidence of, or information about:

- The school's action through School Action and School Action Plus
- IEP's for the pupils
- Records of regular reviews and their outcomes
- Health records, where appropriate
- NC levels of attainment, inc. those in literacy and numeracy
- Assessments from outside agencies
- Views of the parents and child
- Involvement of other professionals
- Any involvement of the Social Services or ed. Welfare Service.

Statutory Assessment

If a child has demonstrated a significant cause for concern, then a request will be made to the LEA for a Statutory Assessment. They will, in turn, seek evidence from the school of the strategies employed for a reasonable period of time without success. Written advice will also be sought from any external agencies who have been involved.

Once a child has been awarded a Statement of Special Education Need, the requirements of this document are strictly adhered to. Regular Reviews are held with all interested parties to discuss the pupil's progress, difficulties, etc. These Reviews are usually held in the Summer Term, but pupils in Y5 have their Review in the Autumn Term so that careful consideration may be given to the school where they will transfer for the secondary stage of their education. The receiving school is made fully aware of the pupil's difficulties and the strategies which have been employed so that the transfer can be as 'seamless' as possible.

Annual review

- . For children with a statement of SEN, annual reviews take place. These reviews are arranged within a year of the final statement being issued.
- . The child's parents/carers, the headteacher, the SENCo, the support teacher, the class teacher and the child's next teacher, where appropriate, attend at the annual reviews along with representatives of any outside agency, e.g. Ed. Psych., Health Authority, etc. who have been involved with the pupil.

Where a child has a statement of SEN, this is a legal document which describes the child's SEN, as assessed by EPS, the provision recommended and any special facilities needed to meet the child's needs. It includes any reports from parents, teachers, Educational Psychologists, Medical Officers any other external agencies who may be involved with the child.

- . In addition to the records described above, there are other formats available where information related to the nature of a child's SEN can be gathered as appropriate. These include
 - 1) Record sheet for Direct Observation of Pupil Activity
 - 3) Pastoral Support Programme.
 - 4) Personal Education Plan
 - 5) Individual Behaviour Plan

The child's class teacher, other class teachers, the SENCo, the support teacher, the TA, NNEB, Headteacher will all contribute to these.

All of the above may not be needed by any one child at any one time. They are used as appropriate, depending on the needs of the children and are kept by the teacher on the clipboard along with the SEN Register and IEPs. The records described are used when reviews and reports are required within school and by outside agencies.

Working In Partnership With Outside Agencies

There is a range of support services offered by the LEA. The school has a Service Level Agreement with the LEA to provide these services. These would include:

- Specialist teachers for hearing
- Specialist teachers for vision

- Specialist teachers speech and language
- Specialist teachers in the behaviour support team
- Educational Psychologists
- E. W. O.s
- Specialist subject teachers
- Home education tutors
- Health Authority staff, e.g. physiotherapists, occupational therapists, Community Paediatrician, etc
- City and County of Swansea Social Services Department

In the context of the Graduated Response, support services are usually, but not exclusively, called upon at School Action Plus of the process.

When support services are used the SENCO liaises with the appropriate support service.

Support services are involved in

- . working with individual children.
- . advising teachers on strategies to use with targeted children.
- . collaborating with the class teacher/support teacher/SENCO in the development of IEPs.
- . the provision of early advice, informally i.e. E.P.S.
- . the formal assessment of a child's SEN i.e. E.P.S.
- . the annual review of children who have a statement of SEN.

SEN Specialisms And Any Special Teaching Facilities(STF)

Mrs.K. Ferguson, the Y4 teacher has BDA Approved Teacher Status. (See Appendix) There is no STF at Oystermouth Primary School.

Special Facilities Which Increase Or Assist Access To The School By Pupils with ALN



Please see the school's 'Accessibility Plan'.

Resources

Funding which is made available to the school through the LEA's funding formula, is used each year to meet the needs of pupils with SEN.

Miss Olivia Williams, the support teacher works 0.5 of the week.

The TA's named previously work with children who have a statement of SEN.

A range of specialist resources is available. (See Appendix 5)

- . Sloping boards are available for use with children who have difficulty with handwriting

Other assessment tools are used by the support teacher to diagnose difficulties. These are:

- . Aston Index.
- . Bangor Dyslexia Test.
- . Hatcher Test of Phonological Awareness.
- . D.E.S.T. (Dyslexia Early Screening Test). The school is currently involved in a pilot scheme organised by the City and County of Swansea S.E.N.
- . Young's Maths Test.
- . M.I.S.T. (Middle Infant Screening Test. Also used by the Year 1 teacher).
- . Hundred most frequently used word reading and spelling assessment (Letters and Sounds).
- . Neale Analysis.
- . Assessment of letter formation.

Arrangements For Considering Complaints About SEN Provision Within The School

If parents wish to discuss an area of concern regarding their child's SEN They should make an appointment with their child's class teacher. The SENCo /Support Teacher will be present at this meeting if requested.

If there continues to be a disagreement with regards to SEN provision, the LEA should make arrangements that include the appointment of independent persons, with a view to avoiding or resolving disagreements.

Parents are advised of the address of the local parent partnership services, SNAP.

(see the schools Complaints Procedure)

Arrangements For SEN In Service Training

Once a term a SEN ADDS session is organised on a topic of interest to class teachers. The purpose of these sessions is to raise awareness and to build knowledge on a range of issues.

Courses are available for teachers and LSA's to enable them to acquire an understanding of pupils with SEN, skills and strategies which will give them tools to better help pupils who are experiencing difficulties.

Links With Other Mainstream Schools And Special Schools, Including Arrangements When Pupils Change Schools Or Leave School

When children with SEN are due to move from one phase to another e.g. from Infants to Juniors or from Primary school to Secondary school a planning meeting is held, involving:

- . For children from Infants to Juniors, the head teacher, the deputy head teacher, the support teacher, the class teachers,
- . For children moving from Primary to Secondary school, the head of special needs, the head teacher, the Y6 teacher, SENCo, the support teacher and the child's parents if the child has a statement of SEN or has been identified by this school as having SEN. Documentation, e.g IEP's are passed to the receiving school along with samples of work and any other records which will aid a 'trouble-free' transition for both pupils and parents.
- . For children who are moving to or from the speech and language unit at Cwmbwrla or any other Unit, the SENCo, headteacher, child's class teacher, parents, support teacher, staff from the relevant unit,
- . Before children start in the Nursery, the Nursery teacher will visit the local Playgroup to discuss the children. Important information which may indicate SEN is noted. In the term before the children start in Nursery, parents are invited to visit and are given an opportunity to discuss any problems concerning their children.

Criteria For Evaluating The Success Of The School's ALN Policy

- The culture, practice, management and deployment of resources in the school are designed to ensure that all children's needs are met
- The LEA and school work closely together to ensure that any child's special educational needs are identified early
- LEA and the school exploit the best practice when devising interventions
- The school, and all those involved, take into account the wishes of the child concerned, in the light of their age and understanding
- The school, outside agencies and parents work in partnership
- The school and all those involved take into account the views of individual parents in respect of their child's particular needs
- Interventions for each child are reviewed regularly to assess their impact, the child's progress and the views of the child, their teachers and their parents
- There is a close cooperation between all the agencies concerned

OYSTERMOUTH PRIMARY SCHOOL MORE ABLE AND TALENTED POLICY

This policy is the result of discussions by the whole staff.

Principles

- 1) The Governors and staff at Oystermouth Primary School believe that support for more able and talented children helps to raise achievement for all the children.
- 2) We acknowledge that some children may have greater ability in one area of the curriculum.
- 3) We acknowledge that some children have an ability which is so exceptional compared with their peer group that they may need special consideration in order to meet their needs.
- 4) We believe that identification and provision are interdependent and therefore we aim to provide opportunities for all children to reveal, display and extend their abilities.
- 5) We believe that the needs of all children are served best when the school works in an open, responsive and realistic partnership with their parents.

Curriculum Organisation and Practice



- 1) All teachers from the Nursery to Year 6 constantly challenge the children to show what they can do in all areas of the curriculum.
- 2) As a result of this regular monitoring, by means of dialogue with the child, scrutiny of their work and regular staff discussions, each teacher, from Year 3 to Year 6, compiles a list of children for his/her class who are more able and talented in Literacy and Numeracy.
- 3) The teacher provides extension and enrichment activities in these areas only, with the possibility of provision in other areas of the curriculum if teachers feel it would be manageable.

Communicating with Parents

During the autumn term consultations, teachers inform parents about their child's ability. Parents will be kept fully informed about ways in which they can support their child to develop their abilities and talents.

Review

This Policy will be reviewed during the Summer Term, 2018.

This policy was written by Mr. E. Wynne, Headteacher/SENCo and Mrs. Ferguson, in collaboration with the whole staff.

Reviewed

Summer Term 2017

