

Blackwood Primary School



SEN Policy

To be update when Welsh Government finalises ALN Bill

**Schedule for development,
monitoring and review**

<p>This policy was agreed by and adopted by the Governing Body:</p>	
--	--

This policy was last reviewed:	July 2016
This policy is due to be reviewed:	July 2019
Chair of Governors' signature:	
Headteacher signature:	

Introduction

Philosophy

Blackwood Primary School values the abilities and achievements of all pupils, and is committed to providing, for each pupil, the best possible environment for learning.

We recognise that many pupils will have special and/or additional needs at some time during their school life. In implementing this policy, we believe our pupils will be helped to overcome their difficulties.

Whilst many factors contribute to the range of difficulties experienced by some children, we recognise can much can be done to overcome them by parents, teachers and pupils working together, **in partnership**.

Definition of Special Educational Needs

This policy recognises the definition of Special Educational Needs as within current legislation and statutory responsibility.

Blackwood Primary School has due regard for the Special Needs Code of Practice which sets out our duties towards all pupils with special educational needs, and we will ensure that parents are notified when SEN provision is being made for their child.

Inclusion

At Blackwood we recognise the entitlement of all pupils to a balanced and broadly based curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive.

The Governing Body will ensure that appropriate provision will be made for all pupils with SEN

All staff and Governing Body have agreed the policy and it is accepted that the responsibility for its implementation lies with all staff members. It is

recognised that the policy will change in response to the wishes of staff and changes in statutory requirements for Special Education provision.

The SEN co-ordinator, Mrs E L Cooper, will provide support and monitor the implementation of the policy in the school along with the Head teacher and Governing Body.

OBJECTIVES

At Blackwood Primary School, all staff aim:

- ❑ To help each child develop his/her potential to the full.
- ❑ To ensure each child feels equally valued within the school community.
- ❑ To do all we can to ensure all children leave our school with basic skills in Literacy and Numeracy.
- ❑ To provide activities which are designed to ensure all children's needs are met through a differentiated curriculum.
- ❑ To work together to ensure that any child's special educational needs are identified as early as possible.
- ❑ To take into account the wishes of the child concerned, in the light of their age and understanding.
- ❑ To work in partnership with parents, and to take into account the views of individual parents in respect of their child's particular needs.
- ❑ To regularly review interventions for each child to assess their impact, the child's progress and the views of the child, their teachers and their parents.
- ❑ To work in partnership with professionals and enlist the help of, and cooperate fully with, outside agencies, e.g. Psychological Service, Health and Social Services, Hearing and Visual Impairment Services, Speech Therapy, Occupational Therapy etc.
- ❑ To review policy procedures on a regular basis, keeping in line with current advice and best practice.

ROLES AND RESPONSIBILITIES

The Governing body, in co-operation with the Head teacher, have appointed link governors, Mrs A Pidgeon and Mrs Z Lewis, who take interest in and closely monitor the school's work on behalf of children with SEN.

The Head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEN, working closely with the governing body and SENCO. The Head Teacher has responsibility for informing parents of the fact that SEN provision has been made for their child, ensuring that the school has clear and flexible strategies for working with parents and strategies that encourage involvement in their child's education

“All teachers are teachers of children with special educational needs.”

Special Educational Needs Code of Practice for Wales 5.2, 6.2

All teachers and learning support assistants are involved in the development of the school's SEN policy and are aware of the school's procedures for identifying, assessing and making provision for pupils with SEN.

The SENCo, Mrs E L Cooper, working closely with the Head teacher, governing body, senior management and teachers, plays a key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN.

ROLE OF THE SENCo

The SENCo:

- ❑ Takes day-to-day responsibility for the operation of the school's SEN policy and coordination of the provision made for individual pupils with SEN, working closely with staff, parents and carers, and other agencies.
- ❑ Liaises with and advises fellow teachers, providing professional guidance to colleagues with the aim of securing high quality teaching for children with SEN.
- ❑ Is responsible for the maintaining and keeping of records of all children with special educational needs.
- ❑ Seeks to develop, with the support of the head teacher and colleagues, effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the quality of teaching and standards of pupils' achievements, and by setting targets for improvement.
- ❑ Contributes to the in service training of staff.
- ❑ Is available to meet with the parents of children with special educational needs.
- ❑ Collaborates with curriculum coordinators so that the learning for all children is given equal priority and available resources are used to maximum effect.

- ❑ Liaises with external agencies including LEA's support and educational psychology services, health and social services, and voluntary bodies.

The Governing body and head teacher recognise the importance of the role of SENCo and have agreed weekly management non-contact time for carrying out the administrative and support duties of this position.

The SENCo utilises the non-contact time thus:

- ❑ Planning and coordination duties away from the classroom.
- ❑ Maintaining appropriate records including a record of children at School Action and School Action Plus and those with statements.
- ❑ Observing pupils in class without a teaching commitment.
- ❑ Supporting Learning Support Assistants.
- ❑ Liaising with colleagues and with early years settings and secondary schools.
- ❑ Attending appropriate training courses.
- ❑ Attending SENCo forum meetings on behalf of the school.

ROLE OF THE TEACHER

The key to meeting the needs of all children lies in the (class) teacher's knowledge of each child's skills and abilities and the teacher's ability to match this knowledge to finding ways of providing appropriate access to the curriculum for every child.

Responsibilities of the class teacher:

- Collaborating with the SENCo to decide what action is required to assist the SEN pupil to progress.
- Working with the SENCo to collect all available information on the SEN pupil.
- In collaboration with the SENCo develop IEP's for SEN pupils.
- Working with SEN pupils on a daily basis to deliver the individual programme set out in the IEP.
- Developing constructive relationships with parents.

ROLE OF LEARNING SUPPORT ASSISTANTS

Learning Support Assistants (LSAs) work under the direction of the class teacher following the plans provided for them by individual teachers. These plans enable not only direction from the teacher but allow for comments to be scribed by LSAs, thus creating a 'dialogue' between teacher and LSA and provide a valuable means of feedback and/or assessment.

Plans focus on inclusion rather than exclusion, but it may be appropriate at times for LSAs to withdraw small groups or individuals, depending upon the nature of the activity/task to be undertaken.

PROVISION

This policy recognises the entitlement of all our pupils to a balanced and broadly based curriculum. The SEN policy reinforces the need for teaching that is inclusive.

On entry to the school each child's attainment will be assessed. This will help to inform the school as to the child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning. The records provided help the school to design appropriate differentiated learning programmes. For pupils with identified SEN the SENCo/Class teacher will use the records to:

- Provide starting points for an appropriate curriculum

- Identify the need for support within the class
- Assess learning difficulties
- Ensure ongoing observations/assessments provide regular feedback on achievements for planning next steps in learning
- Involve parents in a joint learning approach for home/school

The main methods of provision made by the school are

- Full time education in classes, with additional help and support by class teacher through a differentiated curriculum.
- Periods of withdrawal to work with a support teacher or LSA.
- In-class support with adult assistance.
- Support from specialists/LSAs within class.

Particular care is taken with pupils whose first language is not English. Teachers will monitor their progress across the curriculum to ascertain whether any problems arise from uncertainties in English or from special educational needs. It may be necessary to assess their proficiency in order to plan for any additional support that might be required. The GEMS Service provides advice and/ or support for pupils whose first language is not English.

COMPLAINTS PROCEDURE

The school's complaints procedure is accessible on the school website. The SEN Code of Practice states additional measures the LEA must set up for preventing and resolving disagreements.

ALLOCATION OF RESOURCES FOR SEN

The Governing Body ensures that resources are allocated to support appropriate provision for those requiring it, and in meeting the objectives set out in this policy.

Precise budget details are available upon request and are broken down in the school's SEN Self Evaluation Profile.

The school applies for additional funding from the LEA for some pupils at SA+. The support is used to supplement support provided by the school.

PARTNERSHIPS

With parents and pupils:

We firmly believe in developing a strong partnership with our parents in order to enable children with SEN to achieve their potential. The school

recognises they have a unique overview of their child's needs and how best to support them, and that this gives importance to their role in the partnership.

“Parents hold key information and have a critical role to play in their children’s education. They have unique strengths, knowledge and experience to contribute to the shared view of a child’s needs and the best way of supporting them”

CoP 2.2

The school considers parents of SEN pupils as valued partners in the process. Depending on the appropriateness, SEN pupils will also be encouraged to participate in the decision-making process affecting them.

The school will make available, to all parents of pupils with SEN, details of the parent partnerships available through the LEA.

“LEAs should work in partnership with local and parent organisations, as well as the parent partnership service to ensure that parents receive comprehensive, neutral, factual and appropriate advice.”

CoP 2.14

SEN pupils will also be encouraged to participate in the decision-making processes affecting them.

- Pupils are included in all stages of admission
- Pupils are involved in target setting and reviews

- Pupils are to be involved in the development of the programmes of intervention to be used at home and in school
- Pupils/ families are to be informed of Support Agencies
- Pupils are encouraged to take responsibility for their learning and their own actions.

With external agencies/organisations:

The school recognises the important contribution that external support services make in the identification, assessment and provision for pupils with SEN.

When it is considered necessary, colleagues from the following support services will be involved:

- Educational Psychologists
- Advisory teachers for behaviour and additional learning needs
- Medical Officers
- Speech Therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Safeguarding

In addition, important links are made with the following organisations:

- The LEA
- Education Welfare Officer
- Social Services
- Friends of Blackwood Primary School (PTA)

- Cluster schools & transition comprehensive schools

IDENTIFICATION, ASSESSMENT AND PROVISION OF SPECIAL NEEDS IN THE FOUNDATION PHASE

At Blackwood Primary School we identify the connection between high quality Foundation phase provision and effective intervention for children with special educational needs.

We recognise that between the ages of 3 and 7 most children experience rapid physical, emotional, intellectual and social growth.

Our Foundation Phase teachers and LSAs work closely with parents to listen to their views so as to build on children's previous experiences, understanding and skills, and provide opportunities to support:

- personal and social development
- language, literacy and communication skills
- mathematical development
- welsh language development
- knowledge and understanding of the world
- physical development
- creative development

These Foundation Phase Outcomes set out what most children will have achieved in each of the areas by the time they enter Year 3. Therefore monitoring progress throughout the Foundation Phase is essential.

Where a child appears not to be making progress either generally or in a specific aspect of learning, then it may be necessary to present different opportunities or use alternative approaches to learning. Ongoing difficulties may indicate the need for a level of help above that which is normally available for children in our early years setting.

Our Foundation Phase practitioners adopt a graduated response so as to be able to provide specific help to individual young children.

EARLY INTERVENTION

Pupils achieving standardised scores of between 81 – 84 fall in the low average range and could be considered for 'Early Intervention' (EI) activities.

The graduated response:

- Foundation Phase practitioners identify that a child has special educational needs.
- Foundation Phase practitioners intervene, discussing the provision for the child with his/her parents, and record strategies employed to enable the child to progress within a play plan / IEP
- Early Years Action for pupils in Nursery and Reception and School Action for pupils in Year 1 and Year 2
- If progress is not adequate, the SENCO may seek the advice and support from external agencies –
- Early Years Action Plus for pupils in Nursery and Reception and School Action Plus for pupils in Year 1 and Year 2.

Triggers for Early Years Action. / School Action

Despite receiving appropriate early education experiences, the child:

- Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness.
- Continues working at levels significantly below those expected for children of a similar age in certain areas.
- Presents persistent emotional and/or behavioural difficulties despite usual behaviour management strategies employed by the early years practitioners.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment.
- Has communication and/or interaction difficulties and requires specific individual intervention in order to access learning.

Criteria for SA

Standardised scores of between 75 - 80

Percentile rank 5th – 9th

Teacher Assessments -2 levels below expected levels in NC outcomes

Exit Criteria

Standardised score achieves above 80 (Ideally 83)

Percentile Rank achieves on or above 10th (ideally 11th)

Teacher Assessment-increased functioning of at least 1 level in NC outcomes

Triggers for Early Years Action Plus / School Action Plus

Despite receiving an individualised programme and/or concentrated support, the child:

- Continues to make little or no progress in specific areas over a long period of time (2 terms+)
- Continues working at an early years curriculum substantially below that expected of children of a similar age.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's learning or that of the group, despite having an individualised behaviour management programme.
- Has sensory or physical needs and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service.
- Has an on-going communication or interaction difficulty that impedes the development of social relationships and causes barriers to learning.

Criteria for SA+

Standardised scores of below 74

Percentile rank 4th and below

Teacher Assessments - 3 levels below expected levels in NC outcomes

Exit Criteria.

Standardised score achieves 75+ (Ideally 80)

Percentile Rank achieves on or above 5th.

Teacher Assessment-increased functioning of at least 1 level in NC outcomes

At Early Years Action Plus, all records on the child will be made available for external agencies, in order to establish which strategies have already been employed and which targets have been met and achieved.

Usually, the Educational Psychologist will meet with the child and his/her parents so that they can advise on new and appropriate targets for the child's play plan /IEP and accompanying strategies.

At both stages the delivery of play plan / IEP intervention is the responsibility of class teacher.

REQUESTS FOR STATUTORY ASSESSMENT

IN THE FOUNDATION PHASE

For a very few children the help given by the Nursery Phase practitioners through Early Years Action Plus will not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary for the SENCO to discuss with the parents and outside agencies whether a statutory multi-disciplinary assessment may be appropriate.

If this is the case the school follows the guidelines for this procedure as set out by Caerphilly LEA. (Completion of Appendix B request)

IDENTIFICATION, ASSESSMENT AND PROVISION OF SPECIAL NEEDS IN THE PRIMARY YEARS

Most children admitted to our Year 3 class will have attended our Foundation Phase classes. Therefore those children who have been identified as having special educational needs will be known to our Key Stage 2 practitioners. However, circumstances do arise when children are admitted to our primary phase and have unidentified special educational needs. (e.g. transfer from another school).

At the heart of our work is a continuous cycle of planning, teaching and assessing which takes into account the wide range of abilities, aptitudes and interests of children. The National Curriculum programmes of study for key stage 2 sets out the knowledge, understanding and skills expected of children in this age group.

Assessment against the National Curriculum level descriptors for each subject enables us to consider the individual child's attainment and progress against the expected levels for the majority of their peers.

Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

The assessment process in our school focuses upon the child's learning characteristics, the learning environment that we are providing for the child, the task and the teaching style.

We look carefully at classroom organisation, teaching materials, teaching style and differentiation in order to decide how these can be developed so that the child is enabled to learn effectively.

The importance of early identification, assessment and provision for any child who may have special educational needs is paramount.

EARLY INTERVENTION

Pupils achieving standardised scores of between 81 – 84 fall in the low average range and could be considered for 'Early Intervention' (EI) activities.

To help identify children who may have special educational needs we refer to:

- The child's performance as monitored by the class teacher as part of ongoing observation and assessment.
- The outcomes from baseline assessment results.
- The child's progress in literacy and numeracy.
- The child's performance against the level descriptions within the National Curriculum.
- The child's performance in standardised screening and assessment tools.

We are sympathetic to the concerns brought to us by parents and do our best to follow these through, taking into account any information that parents provide about their child.

In order to help children who have special educational needs, we have adopted a graduated response that recognises the continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. We endeavour to make full use of classroom and school resources before calling upon the expertise of outside agencies.

The graduated response:

- Teacher (or SENCO) identifies that a child has special educational needs.
- Teacher (or SENCO) provides interventions that are additional to or different from those provided as part of the school's usual differentiated schemes of work, discussing the provision for the child with his/her parents, and record strategies employed to enable the child to progress within an IEP - School Action.
- If progress is not adequate, the SENCO may seek the advice and support from external agencies – School Action Plus.

Triggers for School Action

Despite receiving differentiated learning opportunities, the child:

- Makes little or no progress even when teaching approaches are particularly targeted to improve the child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment.
- Presents persistent emotional and/or behavioural difficulties despite usual behaviour management strategies employed by the early years practitioners.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

Criteria for SA

Standardised scores of between 75 -80

Percentile rank 5th – 9th

Teacher Assessments -2 levels below expected levels in NC

Exit Criteria

Standardised score achieves 80, ideally 83.

Percentile Rank achieves on or above 10th, ideally 11th.

Teacher Assessment - increased functioning of at least 1 level in NC

Triggers for School Action Plus.

Despite receiving an individualised programme and/or concentrated support, the child:

- Continues to make little or no progress in specific areas over a long period of time.(2 terms)
- Continues working at National Curriculum levels substantially below that expected of children of a 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 learning or that of the group, despite having an individualised behaviour plan.
- Has sensory or physical needs and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service.
- Has an ongoing communication or interaction difficulty that impedes the development of social relationships and causes barriers to learning.

Criteria for SA+

Standardised scores of below 74

Percentile rank 4th and below

Teacher Assessments - 3 levels below expected levels in NC

Exit Criteria.

Standardised score achieves 80

Percentile Rank achieves on or above 5th

Teacher Assessment - increased functioning of at least 1 level in NC

At School Action Plus, all records on the child will be made available for external agencies, in order to establish which strategies have already been employed and which targets have been met and achieved.

At both stages the delivery of IEP intervention is the responsibility of class teacher.

Children who need help or support with strategies to control and improve their behaviour are recognised and supported by an IBP. This follows the same graduated response and reviewing procedures as an IEP.

REQUESTS FOR STATUTORY ASSESSMENT IN THE PRIMARY PHASE

For a very few children the help given by the primary phase practitioners through School Action Plus will not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary for the SENCO to discuss with the parents and outside agencies whether a statutory multi-disciplinary assessment may be appropriate.

If this is the case the school follows the guidelines for this procedure as set out by Caerphilly LEA.

Criteria for Statement

Standardised scores of below 65/70

Percentile rank 1st or 2nd

Teacher Assessments -3 levels below expected levels in NC

Exit Criteria.

Standardised score achieves 74+

Percentile Rank achieves on or above 4th.

Teacher Assessment - increased functioning of at least 2 levels in NC

WORKING WITH CHILDREN WITH

STATEMENTS OF SPECIAL EDUCATIONAL NEEDS

We work closely with LEA support staff and together, we set short-term targets, the strategies to meet these, which are documented in an IEP/IBP. As at School Action and School Action+ the IEP records only that which is **additional to** or **different from** the differentiated curriculum plan.

ANNUAL REVIEW

All statements are reviewed annually.

The SENCO invites the class teacher, support teacher/LSA, parents/guardians, and child to attend the annual review and makes a record of all matters discussed. Copies are sent to all those present as well

as the appropriate LEA Statementing Officer as soon as possible and within 10 days of the meeting.

The school follows the LEA guidelines on how to chair the annual review and how to suggest changes to the statement. (If required, the LEA will provide an LEA representative for the annual review).

Year 5 annual reviews prepare for transition to Year 7. We invite the SENCO of the Comprehensive School chosen by the child's parents/carers to attend this meeting.

Year 6 annual reviews take the form of a check up of information to be passed onto the designated Comprehensive school, as well as the statutory requirements for annual reviews.

INDIVIDUAL EDUCATION PLANS / PLAY PLANS

We use child friendly Play Plans and IEP's/IBP's that contain targets specific for the needs of individual children. The children are involved in the writing and reviewing process of all Play Plans and IEP's.

We record the following on our Play Plan / IEPs/IBPs:

- The area(s) of weakness.
- Information about the short-term targets set for the child.
- The teaching strategies to be employed.
- The nature and type of provision to be put in place.
- When the plan is to be reviewed.
- The outcome of the review.

We write our IEPs/Play Plans as succinctly as possible and keep the focus on three or four key targets.

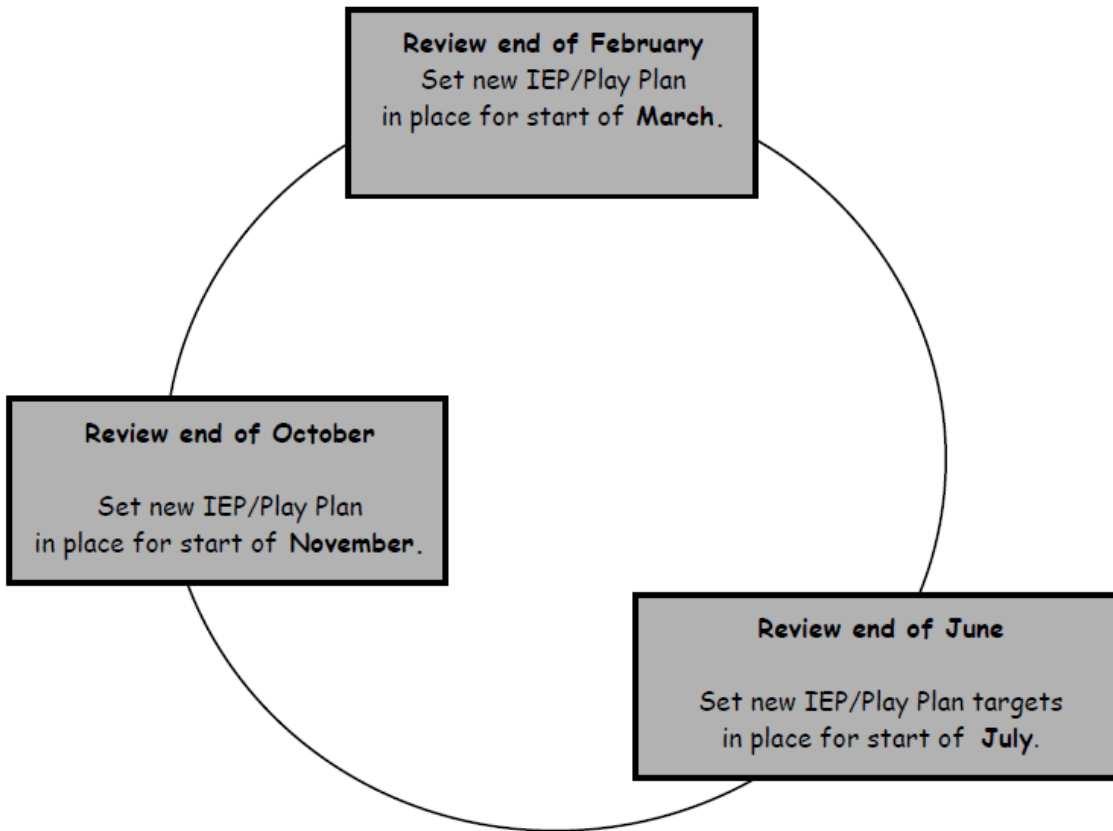
We keep copies of relevant IEPs/Play Plans alongside our weekly plans and refer to them during the week, making notes and recording progress and/or difficulties. The IEP and Play Plan is a working document and our practice reflects this.

The SENCO monitors all IEPs and Play Plans (saved on L:drive SEN/ Pupil Friendly IEPs) and collects the working copies when reviews have been undertaken and subsequent IEPs/ Play Plans put into place.

Copies of current IEPs/Play Plans are shared with parents during parental consultation meetings. Class teachers are responsible for ensuring parental consent of all parents including those who may not attend meetings. Parents are always welcome to discuss the plans with class teachers and/or SENCO after an appropriate appointment has been made. For children who receive additional support we endeavour to include the views of support teachers/LSAs in our consultation meetings.

We aim to review IEP's / Play Plans at least three times a year, on a termly basis. These reviews are informal and we try to include the child concerned, in light of their age and understanding. We welcome parental responses and endeavour to include them in the review process. This usually occurs during consultation meetings in October, February and July)

IEP and Play Plan Review cycle:



MONITORING

Teaching pupils with SEN is a whole school responsibility. The core of the teachers' work involves a cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities and interests. Some pupils may need increased levels of provision and support.

Progress is the crucial factor in determining the needs for additional support. Adequate progress is that which:

- Narrows the attainment gap between the pupil and their peers.
- Prevents the attainment gap widening.
- Is equivalent of that to peers starting from the same baseline but less than the majority.
- Equals or improves the pupil's previous progress or personal skills.
- Shows an improvement in self help, social or personal skills.
- Shows improvement in the pupil's behaviour.

Where teachers decide that a pupil's learning is unsatisfactory, the SENCO is consulted and the SENCO and teacher will review the approaches adopted. Where support additional to that being provided in the differentiated activities of the classroom is required, it will be provided through Early Years Action/School Action. For further information on this process please see sections above entitled *Identification, Assessment and Provision* in the Foundation Phase and in the Primary Phase, and the 'Interventions and Criteria for Access'.

RECORDING AND REPORTING

The school records the steps taken to meet individual pupils' needs. The SENCO maintains records and ensures access to them. SEN files contain the following:

- IEP's / Play Plans.
- Initial referrals.
- Reports from Outside Agencies.
- Assessments made by outside agencies.

The best form of record is the children's work in class. Teachers and trained LSAs carry out focused assessments each term which are helpful in identifying and monitoring the progress of all children, including those with SEN.

Teachers' marking books, individual reading record files, children's attainment sheets e.g. Sound records, High Frequency Word Sheets etc, all provide useful information on the performance of children with SEN.

Reporting on the progress of children with SEN follows the same format as for all our children. We provide opportunities for parents to meet with teachers during the Autumn, Spring and Summer terms to discuss their child's progress. We send out an annual report at the end of the academic year, together with an invite to discuss the school report. We welcome parental interest in their child's development and endeavour to make ourselves available to discuss the progress of their child, provided we are given appropriate notice.

Our SpLD support teacher provides progress reports and is available to discuss matters with parents, provided she is given appropriate notice.

TRAINING AND INSET

All staff are encouraged to attend courses that help them acquire the skills needed to work with pupils. Part of the SEN school-based INSET is to develop awareness of resources and practical teaching procedures for pupils with SEN. Both the needs of teachers and associate staff are assessed by the Governing Body who undertake a review of training needs for the whole school. INSET needs will be included in the Schools Development Plan.

TRANSITION

Meetings are held at the end of the Foundation Phase and Key stage 2 to aid transition.

The SENCO's from the Secondary Schools are invited to attend Annual reviews of pupils from Year 5 onwards. The Secondary School SENCO and staff attend a meeting with SENCO and Year 6 teachers during Spring/early Summer Term in order to discuss the needs and abilities of all pupils in preparation for their transition to the Secondary School. Cluster SENCOs meet termly and also meet at SENCO Forum meetings. An enhanced transition is carefully planned for all pupils who need it.

Records kept by the school are transferred to the receiving Comprehensive school by the end of the child's Summer term in Year 6.

Any child who transfers from our school to another either takes their SEN records with them, or has them posted to their receiving school.

EVALUATION OF THE POLICY

The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, reviews both policy and practice each year. The outcomes of the review are used to inform the School Development Plan and the Provision Map.

As part of the school policy, pupils with SEN will be tracked termly. Summary judgements will be included in the SER. At the end of the academic year, a full review will take place and this will inform the action plan for the following year.

In all judgements, reference will be made to the proportion of pupils making progress. Judgements used will be in line with ESTYN.

Nearly all...with very few exceptions	Half/around half...close to 50%
Most...90% or more	A minority...below 40%
Many...70% or more	Few...below 20%
A majority...60% or more	Very few...less than 10%

The Governing Body will report annually on the SEN policy.

Views of teachers, LSAs, parents, pupils and external professionals will be taken into account when evaluating the success of the policy.

Pupil progress will provide evidence for the success of the SEN policy and this will be analysed through:

- Consideration of each pupil's success in meeting IEP / Play Plan targets.
- Use of standardised tests.
- Evidence generated from IEP / Play Plan reviews.

REVIEW DATES

All aspects of the SEN policy will be reviewed and refined at appropriate times.

The next review date is set at July 2019.

Signed..... (Head teacher)

Signed..... (Governors)

Signed..... (SENCO)

