

ST MARYCHURCH CE PRIMARY AND NURSERY SCHOOL SPECIAL EDUCATIONAL NEEDS (SEN) POLICY.

This policy should be read in conjunction with the SEN Code of Practice (2001) and the school's policies on English, Mathematics, Assessment, I.C.T., P.S.H.C.E., Promoting Positive Relations, Good Behaviour, Anti-bullying, Equal Opportunities and Promoting Racial Harmony.

Our Beliefs

At St Marychurch School we believe that *every* child should be given the opportunity, help and encouragement to develop academically, socially, physically and spiritually to his/her full potential. The work we do encourages the child to work co-operatively and with self discipline. The child is guided to a full understanding of equality and sensitivity to the needs of other people. The child is encouraged to become aware of his/her own special talents and to develop them to his/her full potential.

All children are helped to achieve the five outcomes of 'Every Child Matters' (2003):

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being.

Our Objectives

- ◆ We aim to provide a broad and balanced curriculum for every child.
- ◆ Full access will be provided through a differentiated programme, planned and delivered by the class teachers, Special Educational Needs Co-ordinator (SENCO) or support staff as appropriate.
- ◆ The progress of all pupils will be continually monitored to identify needs as they arise; needs will be identified and support provided as early as possible.
- ◆ SEN input, matched to individual needs will be provided where necessary in addition to differentiated classroom provision.
- ◆ Progress of pupils with SEN will be reviewed regularly to provide the most effective and relevant learning provision.
- ◆ Pupils with SEN will be perceived positively by all members of the school community.
- ◆ We aim to meet the child's needs in co-operation with parents and other professionals including the LA and its SEN services.
- ◆ The child needs are paramount when considering all provision and his/her views should be sought and taken into account, whenever possible.

Definition of Special Educational Needs:

Children have special educational needs if they have a *learning difficulty* that calls for *special educational provision* to be made for them.

Children have a *learning difficulty* if they:

- ◆ Have a significantly greater difficulty in learning than the majority of children of the same age
- ◆ Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools
- ◆ Are under compulsory school age and fall within the definitions above

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

This SEN policy details how our school will do its best to ensure that the necessary provision is made for any pupil who has special educational needs. We aim to make these needs known to all who are likely to come in contact with such pupils during the school day. The school will endeavour to ensure that its teachers are able to identify and provide for those pupils who have special educational needs. Pupils with special educational need will participate in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the efficient education of the pupils with whom they are educated.

The school will have regard to the **Special Educational Needs Code of Practice (2001)** when carrying out its duties toward all pupils with special educational needs and will ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with parents/carers plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of their children's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Children and young people with special educational needs often have a unique knowledge of their own needs. Their views about what sort of help they would like to assist them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Resources

Personnel

The School Special Educational Needs Governor is Mrs D Stevens

The School Special Educational Needs Co-ordinator is Mr R Long.

Each class is allocated a learning assistant to support children with Special Educational needs. The SEN learning support assistant (LSA) supports the class teacher in attaining targets and delivering programmes for particular children, individually, in pairs or in small groups (no more than six in a group).

In addition other members of staff deliver specific programmes at different times in the day.

Children with individual statements have their own allocation of classroom support.

Other Resources

Staff Office and Lilac Room - General SEN resources are kept here

Disabled toilet and shower

ICT suite

Purpose built Nursery

Admission Arrangements

Children with special educational needs are considered for admission to the school on exactly the same basis as children without special educational needs.

In collaboration with the Local Authority, the School Governors have set criteria for admissions to the school which apply to all children irrespective of their individual need. (See Admission Policy)

Admission to Reception is on a part-time basis for the first few weeks. These arrangements are flexible to cater for individual needs. Children in the nursery attend either for mornings or afternoons and a staggered approach is used.

Prior to starting school, parents/carers of children with a statement will be invited to come in to school to discuss the child's individual needs.

Disability

The school's Disability Equality Scheme takes account of the Disability Discrimination Act 2005 and sets out the school's Disability Equality Duty.

The school will not treat a child less favourably because he/she has a disability and will make reasonable adjustments to meet the child's needs. These adjustments will take account of resources, costs, practicability, SEN provision, health and safety and the interest of other pupils.

The school will plan to increase access to education by:

- ◆ Improving access to the curriculum
- ◆ Making physical improvements to increase access to education
- ◆ Providing information in a range of formats for disabled pupils.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the School's Headteacher, the Special Educational Needs Co-ordinator (SENCO) and all other members of staff have important day-to-day responsibilities. *All teachers are teachers of children with special educational needs.* Teaching such children is therefore a whole school responsibility.

The areas of need are:

- ◆ Communication and interaction
- ◆ Cognition and learning
- ◆ Behaviour, emotional and social development
- ◆ Sensory and/or physical

At the heart of the work of each class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Some of those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

The school will assess each child's current levels of attainment on entry and review progress in order to build upon the pattern of learning and experience already established. If the child already has an identified special educational need, this information may be transferred through *Early Years Action* and *Early Years Action Plus* from the Early Years setting. The SENCO and the child's class teacher will use this information to:

- ◆ Provide starting points for the development of an appropriate curriculum.
- ◆ Identify and focus attention on action to support the child within the class
- ◆ Use the assessment processes to identify any learning difficulties
- ◆ Ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- ◆ Involve parents in implementing a joint learning approach at home

The class teacher will make the initial identification and assessment of SEN at the earliest opportunity. The appropriate information will be recorded on Identification of Additional Needs Form (see Appendix 5). The school has a system for Assessment and Identification (Appendix 3). This system is used in conjunction with the Torbay Criteria.

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear in response to the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children. The SENCO will have responsibility for ensuring that the records are kept and available as needed. If the school refers a child for a statutory assessment, it should provide the LA with a record of their work with the child including the arrangements they have already made. The school has procedures related to keeping records of SEN children. (See Appendix 3)

Monitoring children's progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. This includes:

- ◆ The continuous cycle of planning, teaching and assessing
- ◆ Termly assessment of Literacy and Mathematics
- ◆ End of Key Stage 1 and 2 assessments (Year 2 and 6)
- ◆ QCA tests (Year 3, 4 and 5)
- ◆ Specific tests appropriate to the development of the child (See Appendix 2)
- ◆ Individual assessment as appropriate

Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- ◆ Closes the attainment gap between the child and his/her peers
- ◆ Prevents the attainment gap growing wider
- ◆ Matches or betters the child's previous rate of progress
- ◆ Ensures access to the full curriculum through differentiated or modified activities
- ◆ Demonstrates an improvement in self-help, social or personal skills
- ◆ Demonstrates improvements in the child's behaviour

School Action/Early years Action

When a class teacher or the SENCO identifies a child with special educational needs, the class teacher will provide interventions that are additional to and different from those provided as part of the school's usual differentiated curriculum. This will be called *School Action/Early Years Action*. The triggers for intervention through *School Action* will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities or additional specialist support makes:

- ◆ Little or no progress over a specified period of time even when teaching approaches are targeted particularly in a child's identified area of weakness
- ◆ Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- ◆ Presents persistent emotional or behavioural difficulties which are not helped by the behaviour management techniques usually employed in the school
- ◆ Has sensory or physical problems, and continues to make little or no progress
- ◆ Has communication and/or interaction difficulties, and continues to make little or no progress

In some cases outside professionals from the LA, health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO may contact them if the parents agree. The SENCO will co-ordinate the further assessment of the child and assist colleagues in planning future support and monitor the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. The school will endeavour to consult parents and keep them informed of the action taken to help their child, and of the outcome of this action.

Nature of intervention

The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of earlier assessment. This may include:

- ◆ Different learning materials or special equipment
- ◆ Some group or individual support
- ◆ Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- ◆ Staff development and training to introduce more effective strategies
- ◆ Access to LA support services for advice on strategies or equipment

Individual Education Plans

Strategies employed to enable the child to progress may be recorded within an Individual Education Plan (IEP - Appendix 5). The IEP will include information about:

- ◆ Short-term targets, including success criteria, set for the child
- ◆ Teaching strategies to be used
- ◆ Provision to be put in place
- ◆ When the plan is to be reviewed
- ◆ Outcomes (to be recorded when IEP is reviewed)

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus on up to three or four individual targets that match the child's needs and have been discussed with the child and the parents. In order to meet the requirements of a child who has a statement of special educational needs the IEP may contain more than four targets. The IEP will be reviewed at least termly and parents' views on their child's progress will be sought. Wherever possible and appropriate, the child will also take part in the review process and be involved in setting the targets. This information is recorded on the IEP.

School Action Plus/Early Years Action Plus

A request for support of external 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. At *School Action Plus* external support services, will usually discuss the child and/or area of concern, so that they can advise teachers on new IEPs with revised targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for *School Action Plus* will be that, despite receiving individualised support under *School Action*, the child:

- ◆ Continues to make little or no progress in specific areas over an agreed period
- ◆ Continues working at National Curriculum levels substantially below that expected of children of a similar age
- ◆ Continues to have difficulty in developing literacy and mathematics 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

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. This may result in a revised IEP, which may suggest alternative strategies for supporting the child's progress. These will be able to be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

School request for a statutory assessment

Where a request for a statutory assessment is made by the school to an LA, the child will have demonstrated significant cause for concern over an extended period. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through *School Action* and *School Action Plus*. This information may include:

- ◆ Individual education plans for the pupil
- ◆ Records of regular reviews and their outcomes
- ◆ The pupil's health including the child's medical history where relevant
- ◆ National Curriculum levels attainments in literacy and mathematics
- ◆ Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- ◆ Views of the parents and of the child
- ◆ Involvement of other professionals such as health, social services or education welfare service.

Statutory Assessment of Special Educational Needs

Statutory assessment involves consideration by the LA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention as possibly requiring an assessment through a request by

the child's school, from a parent or a referral by another agency. This will almost always have been discussed between the school, parents, educational psychologist or advisory teacher. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for a statutory assessment of the child's special educational needs. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through a statement.

A statement of special education needs will include:

- ◆ The pupil's name, address and date of birth
- ◆ Details of all of the pupils special needs
- ◆ Identification of the special educational provision necessary to meet the pupil special educational needs
- ◆ Identification of the type and name of the school where the provision is to be made
- ◆ Relevant non-educational needs of the child
- ◆ Information on non-educational provision

All children with statements of special educational needs will have short-term targets set for them that have been established after consultation with parents, child and include targets identified in the statement of educational need. These targets will be set out in an IEP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.

Annual review of a statement of special educational needs

All statements must be reviewed at least annually with the parents, the pupil, the LA, the school and professionals involved. They will be invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the review in Year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar time-scales as other parents. The SENCO of the receiving school should be invited to attend the final annual review in primary school of pupils with statements, to allow the receiving school to plan an appropriate IEP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

Inclusion

All staff at St Marychurch value pupils of different abilities and support inclusion.

Within the school, staff and pupils will be constantly looking for the best ways to support all pupils' needs within the school. There is flexibility in approach to find the best placement for each child. Within each class teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children with SEN will be part of the process. All children are entitled to a rich provision in all areas of the curriculum including those areas involving physical activities of any kind.

Arrangements for SEN In- Service Training

SEN is targeted each year through the school's long term priorities within the School Improvement Plan. In-service training is arranged and individual professional development is arranged matched to these targets.

Special needs training is very important. All staff, teaching and non-teaching are encouraged to attend appropriate SEN courses.

The SENCO co-ordinates in-house training through staff meetings, courses arranged during the school day or by using facilities outside the school.

The LA Special Needs Support Service visits regularly to provide information, share resources and provide in-service training.

Links with Outside Agencies

The SENCO and other members of staff regularly liaise with outside agencies to enable the child to get the best possible support available.

Parents are kept informed when outside agencies are involved.

The SENCO liaises frequently with a number of outside agencies for example:

- ◆ Educational Psychologist
- ◆ Behaviour & Inclusion Consultants
- ◆ Speech Therapist
- ◆ CAF and Cluster services
- ◆ School Nurse
- ◆ Occupational Therapy
- ◆ Physiotherapy
- ◆ Social Service

Liaison

Effective liaison is being developed to ensure:

- ◆ Continuity of the curriculum. (Throughout our own school, from Foundation Stage to Key Stage 2, local playgroups, other nurseries, other primary schools and secondary schools)
- ◆ Support within the authority on a wide range of issues. (Inset, support group meetings, criteria for identification etc.)
- ◆ Liaison to ensure smooth transfer from playgroup/home to school and onto Secondary School.

Parent/ Carer Partnership

Staff and parents/carers will work together to support pupils with SEN

Parent/carers will be encouraged to be involved at all stages of the education progress, particularly to support IEP targets.

Parents' evenings provide regular opportunities to discuss progress and concerns. If parents/ carers are unable to attend parents other appointments will be offered. Parents/carers are able to make other appointments on request.

When a child is initially identified as having a special educational need the parent will be informed of the support offered by the **Parent/carers Partnership** and they will also be given the leaflet, produced by Torbay, to explain the Code of Practice.

The Role of the Headteacher

Is defined in the School Teacher's Pay & Conditions Document, the SEN Code of Practice 2001 and in the School's Job Description for the Headteacher.

The role of the Headteacher includes overall responsibility for:

- formulating the aims and objectives for the school and policies for their implementation
- the appointment, deployment and management of the teaching & non-teaching staff and allocating particular duties to them
- reporting to the Governing Body through meetings with the Chair of Governors, by reporting to the Governors' Curriculum Committee each term and to the Full Governing Body at least once per term
- determining, organising and implementing an appropriate curriculum for the school, having regard to the needs, experience, interests, aptitudes and stage of development of the pupils and the resources available to the school
- keeping under review the work and organisation of the school
- evaluating standards of teaching & learning, and ensuring that proper standards of professional performance are established and maintained
- ensuring that the progress of the pupils of the school is monitored and recorded
- determining and ensuring that there is an effective policy for the pastoral care of the pupils
- determining a policy for promoting positive relationships within the school, including specific policies for behaviour, anti-bullying, inclusion, equal opportunities and promoting positive race relations
- making arrangements for parents and carers to be given regular information about the school curriculum, the progress of their children and other matters affecting the school, to promote a common understanding of its aims
- promoting effective relationships with persons and bodies outside the school, including those agencies available to assess and support the school's work with pupils with special needs
- allocating, controlling and accounting for the financial and material resources specifically to support children with special educational needs
- The Headteacher is the "responsible person", at our school, as defined in 1:19 of the Code of Practice, "who makes sure that those who are likely to teach a pupil with a statement of special educational needs are told about the statement".

The role of the SEN Governor

- ◆ to meet with the SENCO at least once each term to have oversight of the school's arrangements and provision for meeting special educational needs
- ◆ to report to the Governing Body's Curriculum Committee each term
- ◆ to ensure that there is an annual report to parents on the implementation of the school's policy for pupils with special educational needs

The role of the SENCO

The SEN Co-ordinator's (SENCO) responsibilities will include:

- ◆ Overseeing the day-to-day operation of the school's SEN policy, in conjunction with the head teacher
- ◆ Co-ordinating provision for children with special educational needs
- ◆ Liaising with and advising fellow teachers

- ◆ Managing learning support assistants
- ◆ Overseeing the records of all children with special educational needs
- ◆ Liaising with parents of children with special educational needs
- ◆ Contributing to the in-service training of staff
- ◆ Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- ◆ Monitoring and reviewing the Individual Education Plans of pupils
- ◆ Collecting data and providing information for external agencies
- ◆ Being a member of senior management team
- ◆ To report termly to the Curriculum Committee of successes and difficulties

The role of the class teacher

The class teacher's responsibilities will include

- ◆ Planning and delivering a differentiated curriculum to meet the needs of individual children
- ◆ Identifying special educational needs and informing SENCO
- ◆ Informing parents of individual needs, programmes and progress.
- ◆ Regularly assessing children and monitoring progress
- ◆ Preparing and monitoring the effectiveness of IEPs
- ◆ Ensuring targets and progress are discussed with children
- ◆ Enabling learning support assistants to be effective by sharing planning and allowing time for preparation and evaluation
- ◆ Communicating with other professionals as appropriate (E.g. Educational Psychologist, Behaviour & Inclusions Consultants, Language & Speech Therapist, CAF and Cluster Services etc.)
- ◆ Ensuring that the class SEN folder is kept up to date and available to the Headteacher and SENCO

The role of the learning support assistant

The learning support assistant's responsibilities may include:

- ◆ Working with groups in literacy and maths under the direction of the class teacher
- ◆ Being involved with reading programmes
- ◆ Preparing materials to use with individuals or groups of children
- ◆ Delivering specific programmes
- ◆ Assessing children
- ◆ Activities related to child welfare
- ◆ Modelling in a variety of activities (e.g. speech, behaviour, work skills)
- ◆ Attending courses related to children with SEN
- ◆ Encouraging positive behaviour
- ◆ Being aware of planned activities to ensure appropriate support
- ◆ Supporting class teachers throughout the school day
- ◆ Communicating successes and concerns to the class teacher
- ◆ Reinforcing expectations

Evaluation and Review

The success of the SEN policy will be reflected by the inclusive nature of the school. Individual children will be accessing the planned curriculum of their class whenever possible. The children will be making progress towards their targets and evidence will be shown in the variety of assessments completed. The self esteem of individuals will be developing and they will be able to work with increased confidence independently. The staff will feel that the system set up for recording is manageable and that they are able to access appropriate support. The school will

be following the Code of Practice 2001. The Curriculum Committee, teaching staff and non teaching staff will meet termly to discuss SEN issues. SEN will feature regularly in the school improvement plan priorities.

Complaints

The school has adopted the LA's procedure for complaints about the curriculum which can be viewed by arrangement through the school office.

In most cases parents will approach the class teacher and /or SENCO about any concerns. However the Headteacher would be available to discuss individual cases as appropriate. The Chair of the Curriculum Committee would also be available to discuss general matters of policy and approach.

Appendices

Appendix 1 – Assessment Opportunities

Appendix 2 – SEN Provision Map

Appendix 3 – Procedures related to SEN

Appendix 4 – External Personnel involved with SEN

Appendix 5 – SEN Identification and IEP forms

Policy updated: March 2009

Approved by governors: March 2009

Assessment Opportunities

The daily interaction between the child and the class teacher naturally leads to identification of SEN particularly in the area of emotional and behavioural issues.

1. Assessment Arrangements for KS1 and KS2.

	Autumn	Spring	Summer
Target Tracker	TA Sub-level for i)reading ii)writing iii)maths	TA Sub-level for i)reading ii)writing iii)maths	TA Sub-level for i)reading ii)writing iii)maths iv)speaking & listening v)science All test results
Profile books / Learning Diaries	One piece of work from the following list with a <i>clear level</i> and <i>next steps</i> written alongside each piece. Maths English Science DT RE ICT	One piece of work from the following list with a <i>clear level</i> and <i>next steps</i> written alongside each piece. Maths English Science Art PSHCE Hist or Geog	One piece of work from the following list with a <i>clear level</i> and <i>next steps</i> written alongside each piece. Maths English Science PE Music Hist or Geog
Curricular targets for Literacy and Maths	1) Record of target groups 2) Mid term and end of term assessment	1) Record of target groups 2) Mid term and end of term assessment	1) Record of target groups 2) Mid term and end of term assessment
Literacy	1)End of unit tasks assessment showing levels. (One written piece levelled in detail). 2) Reading formative assessment from daily work. 3)Reception & KS1. Termly Record of phonic phase and of knowledge of letter sounds of tricky words	1)End of unit tasks assessment showing levels. (One written piece levelled in detail). 2) Reading formative assessment from daily work. 3)Reception & KS1. Termly Record of phonic phase and of knowledge of letter sounds of tricky words	1)End of unit tasks assessment showing levels. (One written piece levelled in detail). 2) Reading formative assessment from daily work. 3)Reception & KS1. Termly Record of phonic phase and of knowledge of letter sounds of tricky words 4)QCA/SAT Reading and writing tests.
Maths	Mark children's achievement on Overview sheet as appropriate within each block. Use these and observations to make sublevel judgement at end of term.	Mark children's achievement on Overview sheet as appropriate within each block. Use these and observations to make sublevel judgement at end of term.	1)Mark children's achievement on Overview sheet as appropriate within each block. Use these and observations to make sublevel judgement at end of term. 2)SATs/QCA tests.
Science	1)One piece of science work each term showing evidence of AT1. 2)End of each unit identify children who exceeded, met or didn't meet expected key objectives.	1)One piece of science work each term showing evidence of AT1. 2)End of each unit identify children who exceeded, met or didn't meet expected key objectives.	1)One piece of science work each term showing evidence of AT1. 2)End of each unit identify children who exceeded, met or didn't meet expected key objectives.
ICT	End of unit self-assessment	End of unit self-assessment	End of unit self-assessment
Foundation Subjects	For all subjects: complete end of unit assessment showing children exceeding and not achieving main expectations.	For all subjects: complete end of unit assessment showing children exceeding and not achieving main expectations.	For all subjects: complete end of unit assessment showing children exceeding and not achieving main expectations.

	Keep evidence for: DT/RE/ICT	Keep evidence for: Art / PSHCE / History or Geography	Keep evidence for: PE / Music / History or Geography
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2. Assessment Arrangements for Foundation Stage

Observation Methods

Three methods of continuous observation are employed in the Foundation Stage:

1. **incidental observations** recorded on post-it notes
2. **play observations** (5-10 minute narrative of what child is doing and saying)
3. **adult-led activity observations** in relation to key learning intentions

Photos are taken to support and illustrate written observations.

The aim is to gather observations that reflect all six areas of learning over time from a range of **child-initiated** and **adult-led** play activities.

Managing Observations

Target children are identified on medium term planning to give an overview of who is to be observed and when, with the intention that all children are observed regularly. Short term planning identifies who is to be observed on a weekly basis and provides a focus for all adults working in the Foundation Stage to make observations of specific children. Observations include all three methods outlined above.

Observations are kept in a **class assessment file** along with other relevant information about the child e.g. home visit forms, letters from parents.

Samples of Work

Every child has a profile 'Learning Diary', in which significant observations and samples of work are collated and annotated.

In the Nursery, samples from child-initiated play activities are gathered on an on-going basis and may relate to target child observations. In both the Nursery and Reception classes, samples from adult-led activities are gathered on a termly basis.

Making Assessments

Both observations and samples are assessed against the Development Matters Statements leading to the Early Learning Goals.

All observations and assessments inform judgements made in the 'Foundation Stage Target Tracker' (Reception). Initial judgements are made within the first six weeks of a child starting in the Foundation Stage. Subsequently, Passports and Target Tracker are updated every term.

3. Individual Assessment Procedures Available

Cognitive Abilities Test (Y4)

Vernon Spelling Test

Salford Reading Test

Emotional Literacy Assessment

Lucid Cops and LASS computer assessment programmes for children with dyslexia and other specific difficulties.

SEN Provision Map	YN	YR	Y1	Y2	Y3	Y4	Y5	Y6	Assessment	External Agencies
Communication & Interaction									CI	CI
Speech and Language Targets	✓	✓	✓	✓	✓	✓	✓	✓	NFER Emotional Literacy	Speech and Language Therapist Speech and Language Outreach Autistic Spectrum Disorder Advisory Teacher Inclusion Consultant Educational Psychologist
Situational Understanding, Language Comprehension and Reasoning		✓	✓	✓	✓	✓	✓	✓		
SULP		✓	✓	✓	✓	✓	✓	✓		
Personal CI Targets	✓	✓	✓	✓	✓	✓	✓	✓		
Cognition & Learning									CL	CL
Attention / Memory Skills		✓	✓	✓	✓	✓	✓	✓	QCA / SATs CATs Salford Reading Vernon Spelling Lucid CoPS LASS	Inclusion Consultant Educational Psychologist Learning Disability Team
Letters and Sounds	✓	✓	✓	✓	✓	✓	✓	✓		
Jolly Phonics		✓	✓	✓						
PAT			✓	✓	✓	✓	✓	✓		
Toe by Toe					✓	✓	✓	✓		
Hornet / Wasp							✓	✓		
Cripps					✓	✓	✓	✓		
Letter formation / Teodorescu / Startwrite		✓	✓	✓	✓	✓	✓	✓		
Personal Reading		✓	✓	✓	✓	✓	✓	✓		
Personal Writing		✓	✓	✓	✓	✓	✓	✓		
Personal Literacy Targets		✓	✓	✓	✓	✓	✓	✓		
Plus 1					✓	✓	✓	✓		
Power of 2							✓	✓		
RM Maths				✓	✓	✓	✓	✓		
Numicon		✓	✓	✓	✓	✓	✓	✓		
Mathsphere			✓	✓	✓	✓	✓	✓		
Calculation Programme			✓	✓	✓	✓	✓	✓		
Personal Maths Targets			✓	✓	✓	✓	✓	✓		
Mind-mapping			✓	✓	✓	✓	✓	✓		
Work skills Targets			✓	✓	✓	✓	✓	✓		
Behavioural, Emotional & Social									BESD	BESD
Social Skills / Self-esteem		✓	✓	✓	✓	✓	✓	✓	NFER Emotional Literacy	Pegasus Unit Drop-in Inclusion Consultant Educational Psychologist School Nurse Counsellor CAF and Cluster Turnaround Educational Welfare Officer Hand in Hand Volunteer Service Pegasus Unit Referral CAMHS & CFG
Therapeutic Story-telling	✓	✓	✓	✓	✓	✓				
Small group SEAL	✓	✓	✓	✓	✓	✓	✓	✓		
Pastoral Support	✓	✓	✓	✓						
Calming strategies / Anger Management				✓	✓	✓	✓	✓		
Social Stories			✓	✓	✓	✓	✓	✓		
Circle of Friends		✓	✓	✓	✓	✓	✓	✓		
Personal Record of Achievement				✓	✓	✓	✓	✓		
Personal BESD Targets	✓	✓	✓	✓	✓	✓	✓	✓		
Sensory &/or Physical									SP	SP
Dyspraxia – Portwood / Skills		✓	✓	✓	✓	✓	✓	✓	Portwood Dyspraxia	School Nurse Health Visitor/GP/Paediatrician Occupational Therapist Physiotherapist Orthoptist/Optomtrist Visual Impairment Advice Hearing Impairment Advice Inclusion Consultant Educational Psychologist
Keyboard Use			✓	✓	✓	✓	✓	✓		
Typing Programme				✓	✓	✓	✓	✓		
Personal SP Targets	✓	✓	✓	✓	✓	✓	✓	✓		

Procedures related to SEN

- ◆ Individual needs should be identified as early as possible and recorded on an Identification of Additional Needs form.
- ◆ The SENCO must be kept informed of individual needs and of any changes.
- ◆ Parents must always be kept informed and updated regularly. Teachers must contact parents in the Autumn term to discuss the need and provision.
- ◆ At the beginning of the academic year the SENCO will provide each class teacher with information on each SEN child in their class including their previous IEP. For statemented children there will be a copy of the statement. Please remember that this information is *confidential* and should be stored appropriately
- ◆ Further information will be held centrally by the SENCO. Information on children with SEN will be held in individual files.
- ◆ At the beginning of each term a review of the child's need will be completed and appropriate provision planned. This will be recorded on the child's IEP. Where possible targets should be discussed with the child and parents/carers.
- ◆ The SENCO's role is to support the teacher when planning provision as necessary. The school will aim to give time within the school day to discuss the programmes.
- ◆ After the first three weeks of the Autumn term and first two weeks of the Spring and Summer term, the SENCO will monitor the planned provision and update the list of children with SEN.
- ◆ At the end of each term, and earlier if necessary, the teacher will review progress related to the targets and plan new interventions.
- ◆ The SENCO is available to talk to parents/carers. At the School Action Plus stage the SENCO should be involved with planning targets and meeting with parents. It is the class teacher's responsibility to organise these meetings.
- ◆ The long term, medium term and class weekly planning should be available to the learning support assistant so that they can prepare appropriately.
- ◆ The SENCO will endeavour to arrange further assessment when necessary and contact outside agencies if appropriate.
- ◆ The Headteacher will be responsible for arranging the annual review of pupils with a statement of Special Educational Needs

External Personnel involved with SEN

Educational Psychologist	Alexandra Ashraf
Behaviour & Inclusion Consultants	Gill Hague Debbie Yates Julie Matthews
Speech and Language Therapist	Lesley Costain
School Nurse	Alison Rogers
Educational Welfare Officer	Individually appointed
Occupational Therapist	Individually appointed
Physiotherapist	Individually appointed
Advisory teacher for the hearing impaired	Individually appointed
Advisory teacher for the visually impaired	Martyn Vosloo
Social Services	Individually appointed
LA officer for SEN	Christine Whitehead

St.Marychurch CE Primary and Nursery School

Identification of Additional Needs.

Name of Child..... D.O.B Date.....

Teacher..... Class..... Year Group.....

Area of Need	Concern
Communication and Interaction	
Cognition and Learning	
Behavioural, Emotional and Social Difficulties	
Sensory and/or Physical	

Other Information	
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Actions Taken	✓	Details
Strategies already tried		
Referral made to Inclusion Coordinator		
New Strategies / Next Steps		
Concern communicated to parents		
Referral made to external agency by Inclusion coordinator		

St Marychurch CE Primary & Nursery School

Individual Education Plan

Name				D.O.B.		C / SA / SAP / Stmt		
Class		Teacher		Year Group		Date		Review Date
Discussed with child					Discussed with parent			
What do I need more help with?	What will I be able to do that I can't do now? <i>Short-term Targets</i>	How will I be helped? <i>Strategies / Provision</i>	How will I know I have achieved my target? <i>Success criteria I can ...</i>	Have I achieved my target? <i>Review</i>	What will happen next? <i>Outcome of review</i>			

Foundation Stage Form A: Identification of Special Educational Needs

Name of Child:	Date of Birth:
Class:	Teacher:
Name of Parent/Carer:	

Area of Concern <small>(tick box to indicate area of concern)</small>	✓	Comments
Personal, Social and Emotional Development (PSED)	<input type="checkbox"/>	
Communication, Language and Literacy Development (CLLD)	<input type="checkbox"/>	
Mathematical Development (MD)	<input type="checkbox"/>	
Physical Development (PD)	<input type="checkbox"/>	

Background Information:

Date	Action/Action Plus	Teacher's Signature	Parent's/Carer's Signature	SENCO's Signature

Foundation Stage Form B: Individual Education Plan

Name of Child:	Date of Birth:	
Class:	Teacher:	
ACTION/ACTION PLUS <small>(please circle)</small>	Starting date:	Review date:

TARGET 1 - Area of Learning:		
What can the child do now?	What would we like the child to do next?	How are we going to help the child achieve this? <small>(who, how, when)</small>
Review: ACHIEVED/NOTACHIEVED <small>(please circle)</small>	Comments:	

TARGET 2 - Area of Learning:		
What can the child do now?	What would we like the child to do next?	How are we going to help the child achieve this? <small>(who, how, when)</small>
Review: ACHIEVED/NOTACHIEVED <small>(please circle)</small>	Comments:	

TARGET 3 - Area of Learning:		
What can the child do now?	What would we like the child to do next?	How are we going to help the child achieve this? <small>(who, how, when)</small>

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Review: ACHIEVED/NOTACHIEVED (please circle)	Comments:
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Meeting with Parent/Carer

Date	Key points from discussion	Action to be taken	Signature