



Lincoln Minster School
The best in everyone

Lincoln Minster School Special Educational Needs (SEN)

Policy Statement

Since the Warnock Report of 1978, it is accepted that one fifth of the general population of pupils in mainstream schools might have learning difficulties/disabilities of some kind during their school lives. It may also be necessary for about two per cent of these pupils to have statutory statements made of their needs, under the regulations of the 1981 Education Act. The range and degree of learning difficulties/disabilities, behavioural problems, physical or sensory disabilities that might be found in a typical class will vary, but we recognise that we have children with a range of SEN in this school.

Lincoln Minster School is committed to providing a curriculum and teaching which effectively provides for subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a statement. We are also committed to providing a curriculum and teaching through which all pupils, including those with special educational needs, have the opportunity to learn and make progress. We are committed to ensuring the safe evacuation of all pupils, including those with special needs and pupils/learners with learning difficulties/disabilities from the school in the event of an emergency. We are equally committed to ensuring that all pupils, including those with special needs, and pupils/learners with learning difficulties/disabilities are able to enter and leave the school and operate through the school day in safety and comfort. Pupils Specific Health and Safety Risk Assessments are carried out and as needs are identified, measures are taken to implement recommendations to ensure safety and comfort. We are committed to considering number of pupils, individual needs, including special educational needs (use of wheelchair for example), when allocating classrooms and other teaching areas to ensure that they are appropriate in size and suitability to allow effective teaching and learning. This consideration includes assessment of furniture and fittings as appropriate for the age and specific needs, including special needs, of all pupils registered at our school.

The LMS SEN policy document outlines our procedures for:

- the identification, and assessment of pupils with Learning Difficulties/Disabilities and those with Learning Difficulties/Disabilities or SEN
- meeting the needs of each individual through a range of provisions
- monitoring the progress of individuals and adjusting programmes to ensure that each child reaches his or her potential

We aim to:

- ensure that SENDA (Special Educational Needs and Disability Act), and relevant Codes of Practice and guidance are implemented effectively across the whole school.
- ensure full entitlement and access for pupils with learning difficulties/disabilities and with SEN to high quality education within a broad, balanced and differentiated curriculum, appropriate to the ages and aptitudes of those pupils which will help each reach his full potential and build self-esteem
- identify and assess pupils with Learning Difficulties/Disabilities or SEN as early and thoroughly as is possible and necessary, to plan and implement individual programmes to meet individual needs and to involve parents/carers and pupils in appropriate

stages in the process

- ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with Learning Difficulties/Disabilities or SEN, and to make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage in matters of admission and education
- monitor progress continually and adjust programmes accordingly, identifying needs as they arise and anticipating appropriate provision to meet those needs
- provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having Learning difficulties/disabilities at School Action or School Action Plus.

It should be noted that, as appropriate, the aims and objectives of the Curriculum Support Department relate directly to those of the school, and are also based on the values derived from and are guided by the requirements of the 1981 Education Act and the SEN code of practice 2001 and the Special Educational Needs and Disability Act.

This policy is written in support of the school's aims and vision. It is applicable to all pupils in this school including those in boarding and EYFS. It is available on the school's website and copies are available on request from any of the school offices.

This Policy is supported and complimented by the following Policies: Accessibility Plan, Disability Policy, Curriculum Policy and **Policy on Equal Treatment**. It should be read also in conjunction with the school's Gifted and Talented Policy. We as a school recognise that there is an overlap, and that pupils/learners with learning difficulties/disabilities and pupils identified as having Special Educational Needs may also be gifted or talented in some way.

This policy applies to all members of our school community across EYFS, Preparatory and Senior School. Lincoln Minster School is committed to ensuring that the application of this Special Educational Needs Policy is non-discriminatory in line with the UK Equality Act (2010). Further details are available in the school's Equal Opportunity Policy Document.

Lincoln Minster School seeks to implement this policy through adherence to the procedures set out in the rest of the document. In line with our Provision of Information Policy, this document is available to all interested parties on our website and school offices, and on request from the Senior School SENCo, and should be read in conjunction with our Accessibility Plan, Disability Policy, Curriculum Policy and our Policy on Equal Treatment.

This document is reviewed annually by the Senior School SENCo in conjunction with the EYFS and Preparatory School SENCOS, or as events or legislature requires.

Reviewed: E Barclay, SENCO (Senior School), May 2011
D Rickart, SENCO (Prep School), June 2011
C Basford SENCO (EYFS) June 2011

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Abbreviations and terminology

The term **parents** is employed throughout this policy and others to refer to any parent, guardian, or other adult in 'loco parentis'.

LMS	<i>Lincoln Minster School</i>
SEN	<i>Special Educational Needs</i>
SENCO	<i>Special Educational Needs Coordinator</i>
IEP	<i>Individual Education Plan</i>
LEA	<i>Local Education Authority</i>
CSD	<i>Curriculum Support Department</i>
SLT	<i>Senior Leadership Team</i>

To be consistent with the SEN code of practice 2001 the following terminology has been used:

Special educational needs

If a pupil has significant problems (physical, emotional, psychological, medical, or if English is an additional language) that hinder/prevent him/her from learning or benefiting from the normal education or educational facilities provided for the majority of his/her peers (who attend main stream secondary schools within the LEA area) then that Pupil has **Special Educational Needs**.

If the pupil needs different or additional educational provision to that generally provided for his/her peers (who attend a main stream secondary school) then that educational provision is deemed '**special educational provision**'.

A child at school Action or School Action Plus,(as described in the Code of Practice), and those with a Statement issued by the local Education Authority will be described as having a **learning difficulty/disability** and will be entered onto the school's Learning Difficulties/Disabilities register.

The Process of identification, assessment and provision

The School's core curriculum is inclusive and differentiated and thereby allows most pupils

to achieve their potential without additional support. The curriculum is based on the principles of setting suitable learning challenges, responding to pupils' diverse learning needs, and overcoming potential barriers to learning.

However, there are sometimes circumstances in which some additional or different action is needed, if pupils with Learning Difficulties/Disabilities or SEN are to make adequate progress. In all cases, there are decisions to make about what resources, targets and actions are most appropriate to the needs of the pupil. The School ensures that the resources that they have at their disposal are being used effectively and efficiently to meet the needs of *all* pupils.

A process for identification, assessment and provision in accordance with the Code of Practice has been established. This process recognises that there is a continuum of SEN and that the needs of the majority of pupils with learning difficulties/disabilities lie at the *School Action* stage.

School / Early Years Action

This is when the required action in support of Pupils with Learning Difficulties/Disabilities is possible from within the resources and expertise already available in the school. After consultation with the SENCO, information is collected and initial action is taken to address the identified special educational needs. There is discussion with parents during this stage. The SENCO takes responsibility for monitoring and managing the pupil's SEN provision. The SENCO liaises closely with the pupil's teachers and parents/guardians.

If any additional support is deemed necessary then an IEP will be drawn up for the pupil and progress reviewed regularly (at least twice a year). The views of parents, pupils and subject teachers are invited and highly valued as a contribution to the review process. Parents are informed about their child's learning and encouraged to participate fully in their child's education at all stages.

School / Early Years Action Plus

The children at School Action will have support in small but compatible groups to address common needs, and individual support to address needs unique to them.

As part of the review process, the SENCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case, a decision may be made to make provision at the **School / Early Years Action Plus** level. If a child is considered to be at this stage in the Code of Practice, then, the school may require ongoing or regular support in monitoring and delivering the SEN provision for an individual pupil from outside agencies and other specialists. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress. As with School Action, each child will have an IEP and external professionals will play a part in regular reviews.

Statement of SEN

In some cases, the correct provision for an individual will depend upon resources that can only be accessed via a statement of SEN. Those children who have a statement of SEN will have their progress monitored through Annual Review in accordance with the Code of Practice and in partnership with the LEA. All necessary outside agencies including Educational Psychologists, Speech and Language and Occupational Therapists and Connexions personnel will have input into planning individual programmes and monitoring progress.

N.B. This stage is only applicable for around one per cent of Pupils at LMS.

For detail about how this is implemented across the three sites, please see the documents that follow.

Lincoln Minster SENIOR SCHOOL

Aims and objectives

Our seven key aims are listed below, along with our relevant objectives which are intended to show how the structures and systems that are in place actually put the aims into practice.

As LMS we aim to:

- 1. ensure full entitlement and access for Pupils with Learning Difficulties/Disabilities to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem**

How we do this:

- The Headmaster and SENCO monitor our annual intake to ensure that pupils with Special Educational Needs (with or without statements) are properly identified and their needs supported both in the wider curriculum and in Study Support.
- The Curriculum Support Department works closely with the senior managers of the School Curriculum and timetable, as well as department heads, to ensure that:
 - allowance is made for differentiation according to individual needs
 - subject specific vocabulary and terminology is presented visually and well in advance of the relevant subject. This information is also passed on to Curriculum Support
 - it offers the opportunity for alternative forms of note taking and presentation of coursework and homework

- 2. educate pupils with Learning Difficulties/Disabilities or SEN, wherever possible, alongside their peers within the normal curriculum after giving due consideration to their individual needs ensuring a safe, suitably equipped, accessible learning environment**

How we do this:

- The Curriculum Support Department offers advice and INSET (training) opportunities to departments and subject teachers on employing differentiated teaching methods and resources. We work together to

- develop Individual Education Plans (IEPs) and approaches to enhancing pupil self esteem
- The Curriculum Support Department staff:
 - provide expertise in the education of pupils with learning difficulties
 - provide expertise in the education of pupils with emotional and behavioural difficulties
 - provide expertise in the education of pupils with dyslexia
 - provide care and expertise for a small number of pupils with physical disabilities
 - provide expertise in the education of pupils with dyspraxia
- Close liaison between subject teachers and the CURRICULUM SUPPORT Staff is necessary if personal resources are to be made effectively. A sound knowledge of the subject scheme of work is extremely helpful. (See policy on Working with other Departments).
- The Curriculum Support Staff ensure that subject staff are fully informed as to the specific needs of any pupils in their charge. A pupil profile is available on CURRICULUM SUPPORT pupils, a copy of which can be found on group shared resources. Further details are available in the CURRICULUM SUPPORT DEPARTMENT.
- The SENCO ensures that on request, our pupils' Learning Difficulties/disabilities and Special Educational Needs are known to other schools or Colleges to which they may transfer.
- Educational provision is achieved through full integration into the mainstream classroom. Sensitive and creative adaptation of the curriculum may be required in order to match what is taught and how it is taught to the pupils' aptitudes and abilities. This can be done by adopting appropriate teaching methods and resources which are sensitive to the expected pace of learning. We consider that one of our key roles is to raise awareness of staff in these issues and to support them to 'deliver' the Curriculum to maximum effect. We truly support staff in the widest sense which is of crucial importance if the SEN policy statement is to be realised.

3. stimulate and maintain pupil curiosity, interest and enjoyment in their own education

How we do this:

- CURRICULUM SUPPORT Staff provide a variety of experiences/activities during a course of study/session and during a lesson if possible. There are opportunities for individual and/or group activities.

4. enable pupils with learning difficulties/disabilities or SEN to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to access the curriculum. The Curriculum must be broad to promote intellectual, emotional, social and physical development, in order that pupils can develop as valuable members of society both now and in the future, e.g. pupils should develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, initiative and independence

How we do this:

- CURRICULUM SUPPORT Staff offer advice and INSET (training) opportunities to subject teachers and other departments on employing teaching methods and resources that allow all pupils (irrespective of their gender, ethnic origin, academic ability, special needs, etc.) to have equal

access to the curriculum and to experience success and enjoyment in their work. These INSET courses may cover issues such as working with dyslexic, dyspraxic, ADHD, or language impaired pupils, for example, and how to best construct worksheets and differentiated materials.

- Lessons are conducted in a secure, supportive and disciplined manner. The pupils and the staff interact in a manner that demonstrates mutual respect. The CURRICULUM SUPPORT Staff believe that learning takes place most effectively in the context of a caring relationship and that good teacher/pupil relationships foster trust and promote self-reliance and initiative.
- Staff encourage pupils to pursue a piece of work over a period of time, e.g. project work, where research is carried out - possibly using a library or the internet
- Staff use a reward system, e.g. direct verbal praise, and a Merit system. This encourages pupils to work to their full potential and to experience a sense of achievement.
- Pupils have regular homework that has a direct relationship with the course work and a clear purpose.
- Safety is always a major concern, particularly when working in the science, art photography and textiles areas.

5. identify and assess pupils with Learning Difficulties/Disabilities or SEN as early and thoroughly as is possible and necessary

How we do this:

- The process of identification and assessment normally starts through liaison with our Primary feeder Schools. They will pass on relevant information to us about the special educational needs of pupils, which will inform our planning.
During the first three weeks of September all Year 7 Pupils are given an online Reading and Spelling Test and a cognitive abilities Test. If we do not already know of a pupil's learning difficulty/disability, these tests in the first few weeks can alert us to the need to put in support. The tests are culturally neutral and useful for a range of ethnic groups. CSD Staff may spend a short time observing Year 7 classes, and will discuss with department Heads before decisions are made on the kind of support to be provided. Specific requests for support are also considered from various sources including Department Heads, parents, class teachers, etc. Some Pupils may personally request support and the School endeavours to assess, identify and intervene as far as is possible within the limits of the resources.

6. fully involve parents and pupils in the identification, assessment and delivery of SEN and to strive for close co-operation between all parties. An individual Education Plan should be drawn up with the pupil, and with the support of parents, if implementation is to be effective

How we do this:

- The effectiveness of any assessment and intervention will be influenced by the involvement and interest of the Pupil and his/her parents. Please see later notes on involving pupil and parents, and the policy on Parental Liaison.

7. meet the needs of all pupils who have SEN by offering continual and appropriate forms of educational provision by the most efficient use of all available resources

How we do this:

- We implement a model of special educational needs based upon that described in the Code of Practice. (See the section on Identification/Assessment). The Curriculum Support Department offers specific help to pupils in the

areas of handwriting, reading, writing, spelling, language development and study skills. (See separate policies)

IDENTIFICATION, ASSESSMENT AND PROVISION

Pupils who are thought to have a Learning difficulty/disability or Special Educational Needs are identified and assessed as early and thoroughly as is possible and necessary. Wherever possible, before a pupil starts school, any specific welfare issues are discussed with parents, the SENCO and the appropriate Head of Year.

The process starts through liaison with our Primary feeder Schools. All reports from the feeder school along with any previous Educational Psychologist Reports and Statements of Special Educational Need are examined. The school and any other professionals whose information can enhance our understanding of the Special Educational Needs of the individual, are contacted before we begin our own assessment so that an Individual Education Plan can be properly designed and appropriately implemented.

During the first three weeks of September all Year 7 pupils are given a Reading Test (indicating reading and comprehension ages), a Spelling Test and a Non-verbal Reasoning Test. Identification of pupils needing support will be largely based on the results of these tests which are culturally neutral and useful for a range of ethnic groups. CURRICULUM SUPPORT Staff may spend a short time observing Year 7 classes, and will discuss with department Heads before decisions are made on the kind of support to be provided. Specific requests for support are also considered from various sources including Department Heads, parents, class teachers, etc. Some pupils may personally request support and the School endeavours to assess, identify and intervene as far as is possible within the limits of the resources.

We ensure that on request, our pupils' Special Educational Needs are known to other schools and Schools to which they may transfer.

The School's core curriculum is inclusive and differentiated and thereby allows most pupils to achieve their potential without additional support, i.e. the curriculum is based on the principles of:

- setting suitable learning challenges;
- responding to pupils' diverse learning needs;
- overcoming potential barriers to learning.

However, there are sometimes circumstances in which some additional/different action is needed, if pupils with learning difficulties/disabilities or Special educational Needs are to make adequate progress. In all cases, there are decisions to make about what resources, targets and actions are most appropriate to the needs of the Pupil. The School ensures that the resources that they have at their disposal are being used effectively and efficiently to meet the needs of *all* pupils.

A process for identification, assessment and provision in accordance with the Code of Practice has been established. This process recognises that there is a continuum of Special Educational Needs and that the needs of the majority of pupils with a learning difficulty/disability lie at the *School Action* stage.

Stage 1: School Action

When the required action in support of Pupils with Learning Difficulties/Disabilities is possible from within the resources and expertise that are already available in the mainstream school then these actions are described in the SEN Code of Practice as *School Action*. The subject specialist or SEN teacher identifies a pupil with Learning Difficulties/ Disabilities. After consultation with the Special Educational Needs Co-ordinator (SENCO), information is collected and initial action is taken to address the identified special educational needs. The SENCO takes responsibility for monitoring and managing the pupil's SEN provision. The SENCO liaises closely with the pupil's teachers and parents/guardians.

- At *School Action* if any additional support is deemed necessary then individual education plans (IEP) are drawn up by the Specialist Teacher for each pupil and progress is reviewed, measured and adjusted regularly (usually twice a year). Parents', pupils' subject and specialist teachers' views are invited and highly valued as a contribution to the review process. Parents are informed about their child's learning and encouraged to participate fully in their child's education at all stages.
- During *School Action*, the School will, as necessary, call upon the help of external specialists perhaps for one off help in identification or assessment.
- Pupils **for whom English is an additional language** have regular contact with ESOL teachers Mark Forster or Jacqui Gray, who, as well as meeting their language needs, discuss any welfare issues during their contact time, and refer appropriately to boarding staff or the pastoral team.

Stage 2: School Action Plus

When the School requires ongoing or regular support in monitoring and delivering the SEN provision for an individual Pupil from outside agencies and other specialists the process has then moved to *School Action Plus*. Subject specialist teachers and parents/guardians should be made well aware (by the SENCO) of the agencies and outside specialists who are involved. This could include CAHMS, SALT, Behaviour management or therapy for example.

Stage 3: Statement of Special Educational Needs

In a few cases, the correct provision depends upon resources that can only be accessed via a statement of special educational needs. We have some such pupils at Lincoln Minster School and their progress is monitored through Annual Review in accordance with the Code of Practice and in partnership with the LEA and all necessary outside agencies including Educational Psychologists, Speech and Language and Occupational Therapists and Connexions personnel. N.B. This stage is only applicable for around one per cent of Pupils at Lincoln Minster School.

When a statement is reviewed, documentation is compiled by the school in the form of notes outlining:

- progress towards meeting objectives listed in the statement ,
- how provision has been managed and progress measured,
- future targets
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This documentation is detailed and thorough and includes input from subject and specialist teachers, parents and any other professionals involved such as Connexions. This documentation is also sent to the LEA and all relevant parties prior to and following the Annual Review Meeting.

INVOLVING THE PUPIL AND PARENTS

The effectiveness of any assessment and intervention will be influenced by the involvement and interest of the Pupil and his/her parents. Both the parents and the Pupil have important and relevant information to offer and if the pupil is consulted then his/her self esteem and confidence often benefit. Successful education is dependent on the active and positive participation of parents/pupil/teachers, supported when and where appropriate by other specific professionals and agencies. Parents are always contacted if assessment or referral indicates that a Pupil has a learning difficulty or disability. The parents are spoken to and consulted along with the pupil with respect to background history, current and future needs and aspirations. The dialogue with the parents and pupil should:

- contain an explanation of the purpose of any assessment arrangements;
- contain a reference to the possibility of regular pupil reports;
- occur within a system that:
 - has a structure that encourages and records the Pupil's comments;
 - has a structure that facilitates systematic feedback to the Pupil.

Once that identification, assessment and intervention have taken place, pupils and parents are kept regularly informed by a variety of means, e.g. personal contact, reports, annual reviews and the formation and implementation of IEP. Case conferences are organised as appropriate and all concerned individuals and agencies will be invited to attend. Parents and pupils are always informed of the 'points for action' and any decisions made during the case conference.

TESTING

All pupils will have completed tests on reading, comprehension and spelling and also a non-verbal reasoning test. Very low scores in each of these areas will indicate where extra help is needed or at least that further investigation is required. Discrepancies between non-verbal, verbal and spelling ages also highlight specific areas for focus. Pupils with more severe difficulties will complete diagnostic tests to indicate more specific areas of difficulty and guide the CURRICULUM SUPPORT staff in planning and implementing an appropriate programme. The diagnostic tests used may include:

- PhAB (Phonological Assessment Battery) to establish pupils' phonological ability, which is fundamental to good reading and spelling.
- Ann Arbor Skills Level C to investigate cognitive abilities in visual and auditory processing, hand-eye co-ordination, near and far point copying etc.
- British Picture Vocabulary Scale to establish levels of receptive vocabulary
- Alpha to Omega (Beve Hornsby and Frula Shear), to identify spelling strategies and appropriate levels for intervention.

CO-ORDINATING IEPs ACROSS THE CURRICULUM

Although the co-ordinating and planning of a pupil's IEP, especially setting appropriate targets, is the responsibility of SENCO the Code of practice 2001 makes it quite clear that the devising of strategies and the identification of appropriate methods of access to the curriculum should lie within the area of expertise and responsibility of individual subject teachers. All teaching staff should therefore be involved in providing further help to pupils through *School Action*. We ensure that the subject co-ordinators and individual teachers are informed of the individual education plans, SENCO's targets and actions for the term thereby allowing the subject teachers to support that target and action within their own curriculum area and to record and report outcomes to the SENCO. The IEP should include information about:

- the short-term targets set for the pupil;
- the actions (includes teaching strategies and provision) to be employed;
- a date when the plan is to be reviewed;
- the outcomes of the action taken.

The IEP only records that which is additional to or different from mainstream differentiated curriculum provision. The IEP is brief but informative and focuses on three or four individual targets relating a pupil's individual needs. IEPs are drawn up in conjunction with a pupil profile, available to all staff on our intranet system. This profile includes a history of need, and an outline of strengths and weaknesses, a welfare plan where this is necessary, and a section entitled: Possible impact on classroom performance. This section will give the classroom teachers some valuable information to inform their planning and differentiation for that individual.

For pupils for whom **English is an additional Language**, an individual Learning Plan and profile is drawn up. This will include any welfare issues and as above, information to help the class teachers ensure access to a broad and balanced curriculum for those pupils with English as an additional Language, while small group and individual lessons to improve their English speaking, listening, reading and writing further ensures this access.

ADVISING ON TEACHING STYLES

- Staff should provide a variety of differentiated experiences/activities during a course of study/session and during a lesson if possible.
- There should be opportunities for individual and/or group activities during a course of study/session and during a lesson if possible.
- Educational visits should be encouraged and pupils should express their thoughts and ideas through drawing, displays, photographs and tape recordings, etc.
- Staff should provide a glossary of words with each topic in order to aid correct spelling, understanding of the meanings of and the use of words.
- Staff should encourage pupils to recall and apply their knowledge and skills in familiar and unfamiliar situations.
- Staff should allow opportunities at various times for group discussion. At these times we can listen to each other's views and hopefully reflect upon them.
- Staff should refer to work in other subject areas, e.g. Humanities, Maths, Music, Languages, etc. whenever appropriate.
- Staff should attempt not to spend inequitable amounts of time with any one pupil, group of pupils, gender group, etc. However, Staff will often need to spend considerable amounts of their own time helping individual pupils.

- Staff should encourage pupils to follow both verbal and written instructions
- Staff should encourage pupils to share their experiences and culture with others in order to enhance the quality of learning.
- Staff should be aware of the range of learning styles in their classroom and vary their teaching style accordingly, using visual, auditory and kinaesthetic methods to stimulate all pupils.

ADVISING ON ABLE, GIFTED AND TALENTED PUPILS

The Able, Gifted and Talented Team, led by Helen Brace, the Co-ordinator, of which the SENCO is an active member, seeks to advise staff, through INSET training, of how we, as a teaching body, can identify, monitor and experientially enhance the educational opportunities of able, gifted and talented pupils at Lincoln Minster School.

ADVISING ON SAFETY AND RISK ASSESSMENT

Risk assessments should identify the need for any additional teaching or ancillary support and any provision of such support must be allocated in order to minimise the risks. For some pupils with learning difficulties/disabilities individual risk assessments may be required for each identified activity. We are committed to ensuring that emergency evacuations of all pupils can be accomplished taking into account specific needs of some with sight or mobility problems for example. We ensure that Emergency plans are posted in each relevant classroom relating to any individual for whom a plan is necessary and that a team of staff are familiar with and practised in any emergency procedure that may be necessary. If possible, the working environment should be altered to allow full access for pupils with physical disabilities for example, we have supplied a special kneeling stool/chair for a pupil with mild cerebral palsy and ensure that stairways have luminous strips or indeed that an alternative route is planned for one or two individuals who have visual problems and therefore see in two dimensions and have a reduced field of vision. After a risk assessment, Curriculum Support Department can still deny access for a pupil to a particular task or machine if it is considered that the pupil's health, behaviour or disability places that pupil or others at risk, but every effort is made to blend full access to a broad and balanced curriculum with ensuring the health and safety of all concerned..

We are mindful of furniture and fittings, actual classroom allocation for certain groups, as well as equipment in science labs for example need to be appropriate to the needs of **all** individuals. We appreciate that access for all pupils coming to and from school and moving around all the school buildings has to be carefully considered and adjustments made to ensure full entitlement to all pupils to a broad and balanced educational experience during their time with us.

PREPARATORY SCHOOL

St Mary's Preparatory School, the feeder school to Lincoln Minster School is committed to providing an appropriate and high quality education, believing that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

We will respond to learners in ways which take account of their varied life experiences and needs.

This policy describes the way we meet the special needs of children i.e. those who experience barriers to their learning due to sensory or physical impairment, learning difficulties, or emotional and/or social development issues. The barrier could also relate to factors in their learning environment in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Objectives

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers, SENCO, and support staff as appropriate.
- To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEN at **School Action** or **School Action Plus**.

- To ensure that pupils with Learning Difficulties/Disabilities or SEN are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- To enable children to move on from us well equipped in the skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children themselves in planning and in any decision making that affects them.
- To ensure children with Learning Difficulties/Disabilities or SEN are catered for in a safe, suitably equipped, accessible learning environment and peer group setting.

Arrangements for coordinating SEN provision

- The SENCO/learning support teacher will liaise with class teachers to discuss additional needs, concerns and to review IEPs.
- Where necessary, reviews will be held more frequently than twice a year for some children.
- Targets arising from IEP meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
- The SENCO, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with Learning Difficulties/Disabilities or SEN through classroom observation and re-assessment.
- SEN support is primarily delivered by class teachers through differentiated teaching methods. Additional support is provided by the SENCO/learning support teacher and by trained learning support assistants. The support timetable is reviewed annually and amended according to need.
- Support staff, class teachers, SENCO and outside agencies liaise and share developments in order to inform reviews and forward planning.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs. Using the following:

- Baseline assessment results
- National Curriculum descriptors for the end of a Key Stage
- Standardised screening and assessment tools
- Observations of behavioural, emotional, social and cognitive development
- An existing Statement of SEN or SENA assessment
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LEA which has identified or had provided for additional needs

Based on the school's observations and assessment data and following a discussion between the class teacher, SENCO/learning support teacher and parent, the child may be recorded as needing either:

- Differentiated curriculum support within the class
- Additional support through **School Action** provision
- Additional support through **School Action Plus** provision

Differentiated Curriculum Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded by the class teacher.

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the SEN

Code of Practice, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Where a period of differentiated curriculum support has not resulted in the child making adequate progress or where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the **School Action** level may need to be made.

School Action provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded at **School Action**.

Children who have needs similar to other children with additional needs within the class e.g. lack of phonic knowledge or phonological skills, spelling.

Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. However, there should be scope within the **School Action** plan for each child to have an **individual target/s**.

Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support.

The group may be taught by the learning support teacher and also supported by a TA.

The responsibility for planning for these children remains with the class teacher, in consultation with the SENCO/learning support teacher.

A child receiving support at **School Action** will have an Individual Education Plan.

This document forms an individual record for the child and contains information about school-based observation and assessment, a summary of the child's additional needs and action taken to meet them, including any advice sought from outside agencies.

Individual Education Plans will be reviewed at least twice a year, although some pupils may need more frequent reviews. The SENCO/learning support teacher will take the lead in the review process. Parents/carers and wherever possible, their child, will be invited to contribute and will be consulted about any further action.

As part of the review process, the SENCO/learning support teacher and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case, a decision may be made to make provision at the **School Action Plus** level.

School Action Plus

Provision at this level includes the involvement of specialist services. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

A child receiving support at School Action Plus will have an Individual Education Plan. Monitoring will take place as for School Action and reviews will be at least on a termly basis. Provision will run concurrently with differentiated curriculum support.

For a child who is not making adequate progress, despite a period of support at School Action Plus, and in agreement with the parents/carers, the school may request the LEA to make a statutory assessment in order to determine whether it is necessary to make a Statement of Special Educational Needs.

Statement of Special Educational Needs

A child who has a Statement of Special Educational Needs will continue to have arrangements as for School Action Plus, and additional support that is provided using the funds made available through the Statement.

There will be an Annual Review, chaired by the SENCO/learning support teacher, to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made, either to the Statement or to the funding arrangements for the child. Documented liaison is made via established channels with the LEA.

Similar arrangements will be made for privately funded provision.

Liaison will be maintained and coordinated by the SENCO/learning support teacher with parents, staff and outside agencies including health and social services. Links are also made with transfer schools to ensure information regarding SEN provision is shared appropriately.

All records are treated confidentially.

EARLY YEARS FOUNDATION STAGE

Early Years Foundation Stage is in this instance the children in our Nursery Discoverers, Nursery Explorers and Reception classes.

Aims

- To ensure that all children, including those with Special Educational Needs, have access to a broad, balanced and purposeful curriculum, encompassing all six areas of learning within the Early Years Foundation Stage
- To meet the needs of all children in our setting by ensuring that those who are thought to have Special Educational Needs are identified and assessed as early and as thoroughly as possible
- To meet the needs of all children with Special Educational Needs by offering appropriate forms of educational provision by the most efficient use of all available resources
- To fully involve the parents and pupils in the identification, assessment and delivery of Special Educational Needs and to strive for close co-operation between all parties including outside agencies
- To ensure that all staff have an awareness of and are sympathetic to the Special Educational needs of the children within our setting
- To ensure that all information regarding children within our setting is treated with sensitivity and in confidence
- All staff within Lincoln Minster Early Years Foundation Stage believe that all children have the right to a broad and balanced early years curriculum

In the EYFS we provide a happy, positive environment that offers a broad, balanced and stimulating curriculum which will encourage the child to reach his or full potential through excellence of teaching and a strong parent school partnership.

Definition of Special Educational Needs in the EYFS

A child has Special Educational Needs if they have a learning difficulty or medical condition which calls for special educational provision to be made for them.

A child has a learning difficulty if they:

Have a significantly greater difficulty in learning than the majority of children the same age

or

Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools

or

Is under five and falls within the two definitions above or would do if special educational provision was not made for the child

(Education Act 1966)

Identification and Assessment of Children with Special Educational Needs

We have regard for the code of practice on the early identification and assessment of children with Special Educational Needs. We have adopted the graduated Early Years Action and Early Years Action Plus model as outlined in the Code of Practice.

Early Years Action

The class teacher/ head teacher discuss concerns with parents triggered by

- Lack of progress, even though teaching methods are targeted towards the child's area of weakness
- The child working at a level significantly lower than expected
- Persisting behaviour/ emotional difficulties
- Sensory/ physical problems and little progress with support/ equipment available
- Communication/ interaction/ concentration difficulties impacting on learning

When a child has been identified as having Special Educational Needs, then they are placed at the Early Years Action Stage of the Code of Practice and in consultation with parents, an IEP/ IPP is drawn up by the staff involved.

The targets are monitored regularly and reviewed at least termly, involving the parents/ carers and child where possible.

The SENCo undertakes to monitor the progress of any child with Special Educational Needs and liaise with staff and parents/ carers over the targets.

Early Years Action Plus

If, despite receiving an individualised programme of support, the child makes little or no progress, fuller assessments and intervention will be required, involving outside agencies. Approaches to outside agencies will only be made in consultation with parents/ carers.

Statutory Assessment

If progress remains limited at this stage, application can be made for a Statutory Assessment. The specific requirements are detailed within the Code of Practice.

Role of the Early Years Foundation SENCO

Named SENCo: Mrs C Basford working in liaison with Department Head, Mrs Sue Skinner

In accordance with the Special Educational Needs Code of Practice, St Mary's Early Years Foundation Stage has a named Special Needs co-ordinator. The main role of the SENCo is:

- To act as a contact for other members of staff on interpreting the Code of Practice and for training
- To support colleagues in identifying and meeting the Special Educational Needs of children in the setting
- To oversee records kept on Special Educational Needs for individual children
- To act as a first point of contact on Special Educational Needs for the LEA, Health Services, Social Services and others
- To seek outside advice and support if needed with regard to children in the setting or for those about to join it
- To ensure that parents/ carers of children with Special Educational Needs are kept informed and consulted throughout

Planning and Monitoring/ Assessment

All our planning at St Mary's Early Years Foundation Stage is done in accordance with the Practice Guidance for the Early Years Foundation Stage. Staff meet regularly to discuss planning and progress so as to plan effectively to meet the needs of all children in our setting. Children's progress is monitored carefully by use of observations, photographs and post it notes. Further to this, the following strategies are in place to monitor the progress of children with Special Educational Needs:

- As with all our planning, IEP's are written with reference to the Early Years Foundation Stage curriculum and are discussed with all those involved so as to provide the best possible outcomes for the child
- All targets are closely monitored using various methods including observations, tick sheets, post it note and photographs
- IEP's are reviewed regularly with all agencies involved being invited to contribute to progress made and future planning needs
- Ongoing discussions with outside agencies (with parents/ carers consent) to make sure all relevant information is up to date
- Parents/ carers are encouraged to discuss their child's progress or concerns at any time, we have an open door policy whereby parents can come in to discuss matters at any time or make an appointment for a more personal meeting

Transition

At Lincoln Minster School we strive to make each child's transition from one phase of their education to the next as easy and as smooth as possible.

Children moving from our Nursery Explorers class to our Reception class have regular visits to their new class, getting to know staff and environment. The Foundation Stage SENCo and the school SENCo have regular meetings during this phase to discuss the progress and needs of any child with Special Educational Needs so as to ease their transition to Reception and onto Key Stage 1.

If a child with Special Educational Needs is moving to a new school at the end of Early Years then staff from the new school are invited to attend review meetings during the last term and staff from our school will visit the new setting with the child so as to make the move as smooth as possible.
