

HASBURY CHURCH OF ENGLAND PRIMARY SCHOOL

Policy for Special Educational Needs

Reviewed by Sarah Morris

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Principles and Procedures

Definition of Additional Educational Needs

Within Dudley MBC, Additional Educational Needs (Additional Educational Needs) refers to pupils who have an identified need for additional intervention, than that which is determined by the class teacher, as being usual for their peers.

Definitions of Special Educational Needs

Special Educational Needs within Dudley MBC, refers to the practices and procedures at School Action, School Action Plus and for those pupils with Special Educational Needs within the Statutory Assessment Framework and the Statutory procedures.

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 significantly greater difficulty in learning than the majority of children at the same age; or*
- *have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority*
- *are under compulsory school age and fall within the definitions above or would do so if special education provision was not made for them.*

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

Section 312, Education Act 1996.

'A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.'

Section 17 (11) Children Act 1989.

'A person has a disability for the purposes of this act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.'

Section 1(1) Disability Discrimination Act 1995.

Principles

This Special Educational Needs policy, details how Hasbury C.E. Primary School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and how those needs are made clear to all who are likely to teach him. The school will do its best to ensure that all teachers in the school are able to identify and provide for those pupils who have Special Educational Needs.

" All teachers are teachers of children with special educational needs" SEN Code of Practice (2001).

Children with Special Educational Needs will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for both the Foundation Stage and the National Curriculum. The school will encourage pupils with Special Educational Needs to join 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 child receiving the special educational provision their needs call for and the efficient education of the pupils with whom they are educated.

In Hasbury C.E. Primary School, the views of the child will be sought and taken into account in decision making wherever possible. Children often have a unique knowledge of their own needs and from this they will have views about what sort of help is most useful to them. Participation will reflect the child's evolving level of maturity.

In Hasbury C.E. Primary School, we recognise the vital role parents play in supporting their child's education. Creating a partnership with parents is vital as they hold key information, all staff will actively seek to work with parents.

Background Information about Hasbury C.E. Primary School and its provision for pupils with SEN

The school has approximately 200 pupils and is situated in a mixed residential area consisting of privately owned houses and rented properties. A significant minority of pupils come from socially disadvantaged backgrounds. Pupils are of predominantly white UK heritage, but an increasing percentage of pupils who use English as an additional language.

- 20.6% of the pupils in the school have registered an entitlement to free school meals.
- 19% of our pupils are recorded as having SEN at School Action, School Action Plus or with Statements of SEN. (This figure includes 8 children in the specialist Language Unit. These children have full-time placements and are from Reception to Year 2.)
- All SEN records (apart from the Language Unit) are held centrally in the school by the SENCO.

Objectives

In Hasbury C.E. Primary School:

- The culture, practice, management and deployment of resources are designed to ensure all children's needs are met
- All staff will work together to ensure that any child's SEN are assessed and identified early
- All staff will exploit good practice in reaching all these objectives
- All staff will take into account the views and the wishes of the child

- All professionals and parents will work in partnership and account will be taken of parents' views
- Progress and provision is monitored and reviewed regularly
- Co-operation between school and all outside agencies is essential
- Individual Education Plans have clear targets, are accessible by all staff and reviewed regularly
- Statements are clear & detailed, specify monitoring arrangements and are reviewed annually.

The role of the SENCO (Special Educational Needs Co-ordinator)

A SENCO's Role may include:

- Overseeing the day-to-day operation of the school's Special Educational Needs policy
- Co-ordinating provision for children with Special Educational Needs
- Liaising with and advising fellow teachers
- Managing Special Educational Needs teachers and/or 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

SEN Code of Practice (2001)

In Hasbury C.E. Primary School:

- The SENCO role is the responsibility of Mrs Sarah Morris.
- The SENCO has 3 hours safeguarded non-contact time for the administration of the above duties to successfully co-ordinate the work for pupils with Special Educational Needs.
- The SENCO has access to the Senior Management Team (Mrs Morris is on the extended leadership team).
- Mrs Morris also has the responsibility of coordinating Collective Worship and is part of the extended leadership team.

Management

1. The monitoring and evaluation of success of Special Educational Needs provision and target setting across the school is linked into the school's strategic management through the following procedures:

- **Overseeing and up-dating of records and Individual Education Plans:**

The SENCO support class teachers in the assessment of pupils and advise on the writing of IEPs which are then monitored. Progress is recorded.

Records are maintained by both class teachers and SENCO and are updated at regular intervals.

Each teacher has a folder that includes an overview of children with SEN including what provision they are getting, IEPs, log of provision given to each child (to be completed after each session given) and individual intervention sheets.

- **Advice and liaison with colleagues:**

The SENCO will liaise with class teachers, support staff and outside agencies.

The SENCO is frequently able to advise informally on resources and approaches for different problems.

- **Links with other Key Stages:**

As representatives of both Key Stages, the SENCO is easily able to pass on information between the departments and to ensure continuity for the pupils.

Admissions

Pupils with Special Educational Needs but without statements must be treated as fairly as all other applicants for admission. Admissions authorities must consider applications from parents of children with Special Educational Needs but with no statement on the basis of the school's published admissions criteria.

"Whilst LEAS and schools can make any reasonable and objective admission arrangements in the event of over-subscription, those arrangements cannot be used to refuse admission to a child - or give the child a lower priority than other applicants - simply because the school considers that it cannot cater for his or her special educational needs" Circular 6.94 (para.34).

Admission arrangements in Hasbury C.E. Primary School

1. General admissions arrangements

- The admissions procedure of all pupils is in accordance with the published admissions criteria detailed in "Guide to Primary School Admissions" published by the LEA. A realistic picture of Hasbury's admissions situation is given in the school prospectus and at school open days, in order to avoid misleading information being presented to parents (see the 'Induction Programme' in the 'Staff Policy Folder')
- Information to support admissions will be sought from a variety of sources:
 - i. Reception:
 1. Parents, including during home visits
 2. Records from Early Years educational settings
 3. Foundation Stage Profiles
 4. Special Educational Needs records (Individual Education Plans and Reviews, Statements...)
 5. External Agencies
 - ii. Post reception:
 1. Parents
 2. Previous educational settings
 3. Foundation Stage Profiles/ end of year records/ screening/ SATs
 4. Special Educational Needs records (Individual Education Plans, Statements...)
 5. External Agencies

2. Admissions of pupils with Special Educational Needs:
 - Hasbury has developed a reputation for welcoming children with additional needs. Staff work together to ensure that all pupils receive their full entitlement to the curriculum.
3. Admission of pupils to the Language Unit specialist provision:
 - These children are from Reception to Year 2 and have full-time placements on the recommendation of the Speech and Language Therapy Service.
 - The unit accommodates up to 8 children.
 - All the children have expressive and receptive language difficulties and receive a statement of special educational need.

Specialisms

The SENCO and other Special Educational Needs staff keep up-to-date with new developments in Special Educational Needs by:

- Reading relevant Special Educational Needs literature
- Regular access to Special Educational Needs web sites (e.g. SENCO Forum, DfES Special Educational Needs site, NASEN...)
- Attendance at Dudley SENCO Forum at least once a term
- Attendance at Dudley Short courses
- Informal advice from external agencies

Areas of Special Educational Needs experience and expertise

All staff members, teaching and support staff, regularly attend training which is specific to the needs of the pupils that they teach. This training is then fed back to all other members of staff during staff meetings. Details of courses attended to date are included in Appendix B.

Language Unit

The teacher in charge of the specialist Language Unit, for children with expressive and receptive difficulties, is Mrs. Chris Pearce.

Access for disabled pupils

'It is clearly desirable that a spectrum of mainstream schools should be fully accessible to the disabled. ... Good access arrangements can assist in promoting the integration of pupils ...' (Circular 6.94 D.F.E.)

Hasbury C.E. Primary School has some special adaptations for pupils with disabilities. These include

- wheelchair access to the Early Years building via the Community Room
- wheelchair access to the Early Years Hall
- a ramp to the Early Years playground
- a disabled toilet in each building
- special handrails on steps in the Early Years
- a grab rail by the cloakroom outside door (by Year 2)
- special handrails to all steps in Key Stage 2
- special handrails outside the main entrance and outside the fire exit from Y3 classroom
- stair lifts in Key Stage 2

Resources

Principles guiding the allocation of resources

Special Educational Needs is a high priority area in Hasbury C.E. Primary School where 21% of our pupils are identified as having Special Educational Needs, including those with 'borderline' concerns.

The school receives an allocation of funding from Dudley's Directorate of Education and Lifelong Learning to support pupils with Special Educational Needs. This is also supplemented from additional sources within the school's designated budget and also the Standards Fund in order to fully meet the needs of our pupils.

Special Educational Needs budget and funding allocation

These details of the budget and funding allocation may be updated annually.

Overview of Special Educational Needs Budget

Delegated Budget	Allocation
Statemented Children	£24, 619
SEN pupil allocation	£16, 370
Out of District Statemented Children	£11,205
TOTAL	£ 52,194

School Expenditure for Special Educational Needs Budget

Expenditure	Funding allocation	Details
Staffing	Miss Salah Pat Farr Anne Read Jennie Wightman Clare Heather	
Learning Support Service	'Buy-back'	£
TOTAL		£ 52,192

Teaching facilities in Hasbury C.E. Primary School

Children with special educational needs are supported within their classes, wherever possible. However some groups are also withdrawn from the normal classroom environments when this is felt to be beneficial. These groups may take place in the staff room, the rainbow room, the library or the design and technology room depending on the size and age of the children concerned.

Computers, both in the ICT Suite and in the classrooms, are used to support the learning of all children, including those with special educational needs.

The library is equipped with a wide range of books to support the learning of all children, including those with special educational needs.

Identification, assessment and review

In Hasbury C.E. Primary School the provision for pupils with special educational needs is the responsibility of the whole school.

The usual continuous cycle of planning, teaching, assessment and review for all pupils takes into account the wide range of abilities, aptitudes and interests of our children and allows for the majority to learn and progress.

Clear procedures for the identification of progress and needs are:

- previous teaching records;
- current teaching records;
- annual screening, including *GOAL* testing on the computer;
- Foundation Stage Profiles;
- Key Stage SATs results;
- QCA tests;
- teacher assessments and observations;
- information from parents;
- staff discussions with SENCO and other colleagues.

For pupils with Special Educational Needs the above process is supplemented by providing more:

- detailed monitoring and Individual Education Plan reviews
- powerful and varied assessment instruments
- specialist expertise
- opportunities for pupils and parents to be involved
- individualisation of planning
- frequent and detailed reviews of progress

The Graduated Approach

Hasbury C.E. Primary School follows the guidelines within the SEN Code of Practice (2001). This outlines a model of action and intervention to help children who have Special Educational Needs. This approach recognises that there is a continuum of Special Educational Needs and where necessary, increasing specialist expertise will be brought to bear on difficulties that a child may be experiencing.

Support provided will be within the context of an inclusive curriculum and employ the suggestions as outlined in the Special Educational Needs Toolkit (section 6) "Strands of Action to meet Special Educational Needs"

- assessment, planning and review
- grouping for teaching purposes
- additional human resources

- curriculum and teaching methods

School Action

The triggers for intervention at School Action will be concern underpinned by evidence that a child, despite receiving differentiated learning opportunities:

- is making little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the school's usual behavioural management techniques
- has sensory or physical problems and continues to make little progress despite the provision of specialist equipment
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum *SEN Code of Practice (2001)*

In Hasbury School the criteria for referring pupils to School Action also include:

- concerns expressed by parents
- concerns expressed by class teachers
- low attainment as indicated by regular assessment
- low scores in formal tests

When a teacher identifies that a pupil has Special Educational Needs, the teacher, in consultation with the SENCO and the parents makes the decision to place the pupil at School Action.

The teachers will devise interventions "additional to or different from" those provided as part of the school's usual differentiated curriculum. The teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. An Individual Education Plan will be written and the SENCO will take the lead in:

- Planning future interventions for the child in discussion with colleagues
- Monitoring and reviewing the action

Provision at School Action in Hasbury C.E. Primary School

- **Assessment**
 - Use of formal and informal tests
 - Teacher observation and evaluation
- **Provision**
 - Grouping for teaching purposes
 - Additional human resources from support staff within the school and from other agencies
 - Differentiated curriculum and resources
 - Modified teaching methods
- **Review**

- Informal reviews by classteachers and support staff
- Review of IEP by SENCO in order to set new targets for achievement

If the pupil continues to make little or no progress this will be discussed with teachers, SENCO and parents at each review of the child's Individual Education Plan. A decision may be taken that a referral should be made to School Action Plus.

School Action Plus

The triggers for intervention at School Action Plus are that despite receiving individualised support under School Action the child:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of children of similar age
- continues to have difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- 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 behavioural management programme
- has sensory or physical problems and requires specialist equipment or regular advice or visits by a specialist service
- has ongoing communication and/or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning. *SEN Code of Practice (2001)*

The SENCO and teacher, in consultation with parents, will seek help from external specialists. The teacher and SENCO will ask for advice or support from outside specialists. "Additional" or "different" strategies to those at School Action are put in place. An IEP will be written and the SENCO will take the lead in:

- any further assessment;
- planning future interventions for the child in discussion with colleagues;
- monitoring and reviewing the action taken;
- liaising with external agencies

In Hasbury School the criteria for referring pupils to School Action Plus also include:

- more serious concerns expressed by parents, classteachers, support staff and SENCO;
- failure to make progress despite previous intervention.

Provision at School Action Plus in Hasbury C.E. Primary School

➤ Assessment

- Assessment is usually carried out by the appropriate external agencies.

➤ Provision

Acting on the advice of the appropriate external agency, further adjustments may be made to

- grouping for teaching purposes
- additional human resources from support staff within the school

- differentiated curriculum and resources
- modified teaching methods.

In some instances, teaching support is provided by the appropriate external agencies.

➤ Review

- Monitoring is carried out by the agency involved.
- Parents, child, classteacher, SENCO and the outside agency meet to discuss progress.

If the pupil continues to make little or no progress this is discussed with teachers, SENCO and parents at each review of the child's Individual Education Plan. In severe and complex cases, a decision may be taken that a referral should be made to the Directorate of Education for a Statutory Assessment of Special Educational Needs.

What is an Individual Education Plan (IEP)?

An Individual Education Plan is a planning, teaching and reviewing tool that underpins the planning of intervention for an individual pupil with Special Educational Needs. It sets out the details of the individual teaching programme for the pupil: the 'who', 'what', 'how' and 'when' particular knowledge and skills should be taught.

An Individual Education Plan will outline the activities to be provided for the pupil with Special Educational Needs that are "additional to or different from" that provided for all pupils through the differentiated curriculum. It is a structured, working document for all staff and as such it must be accessible and understandable to all adults concerned in supporting the pupil. An Individual Education Plan will help pupils monitor their own progress and therefore should result in pupils achieving their specified goals. The computer software programme "IEP Writer" is used by staff to write the IEPs and is set up on the SEN Laptop.

When should an IEP be used?

An Individual Education Plan

- should be written for all pupils at School Action, School Action Plus and for those with Statements.
- is not meant to duplicate any other planning, including individual target setting processes or curriculum planning that is recorded for the pupil elsewhere.

What should be included in an Individual Education Plan?

- 3 or 4 key short-term targets (SMART). In the case of a pupil with a Statement, targets must reflect the objects outlined in the Statement. Pupils' strengths and weaknesses should

underpin all targets set and strategies used and these targets should relate to the key areas in:

- Communication
- Literacy
- Mathematics
- Behaviour
- Physical skills
- Teaching strategies
- Provision to be put in place
- When the plan is to be reviewed
- Success and/or exit criteria
- Outcomes (recorded at review)
- Pupil's views
- Parental views and contributions.

Managing Individual Education Plans in Hasbury C.E. Primary School

At School Action:

- The Teacher with Liaison with the SENCO and parents are responsible for setting targets and writing the Individual Education Plans.
- Individual Education Plans are monitored by the SENCO at least twice a year.
- The reviews are undertaken by the Teacher and progress is reported to parents and monitored by the SENCO.

At School Action Plus:

- The SENCO and Teacher are responsible for writing the Individual Education Plans, following the recommendations of external agencies, and after consultation with parents.
- Individual Education Plans are monitored by the external agencies involved either termly or twice a year.
- The reviews are undertaken by the external agencies and progress is reported to parents, SENCO and classteachers.

Group Education Plans

Groups of pupils with similar needs and targets may be taught together in an appropriate setting. These will be pupils with common targets who need common strategies provided beyond the normal differentiated curriculum support. In these circumstances it may then be more appropriate to record targets and strategies in a group education plan (GEP). Progress will need to be assessed, recorded and reviewed for each individual pupil.

Class curriculum planning

If a group of pupils share similar needs and targets the teacher should use normal differentiated class curriculum planning as a vehicle to meet needs and achieve targets. These will be pupils who need common strategies provided within the normally differentiated curriculum. The class plan should

focus on precise targets for the group or class but assessment should be made for individuals. Schools need to ensure that parents have access to curriculum plans and common targets.

In such cases an IEP would duplicate targets and therefore would not be needed.

Curriculum

Emphasis is placed on supporting pupils within the National Curriculum. All pupils will receive a broad and balanced curriculum relevant to their individual needs. The National Curriculum handbooks for teachers (QCA/99/458 & 457) provides statutory guidance on developing a more inclusive curriculum based on the principles of:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming barriers to learning

The National Curriculum 2000 guidance also set out how these principles can be translated into appropriate strategies ("strands of action") for pupils with Special Educational Needs by using:

- More focused differentiation
- Individualised teaching programmes
- Alternative means of access
- Using the flexibility within the curriculum to devote additional time to activities
- Using specific teaching methods

Strands of Action

For most pupils stands of action will take place in the context of the ordinary classroom and be managed by the class or subject teacher. Any interventions outside the ordinary classroom will still be in the context of the inclusive curriculum.

Actions to meet pupils' needs fall into 4 broad strands:

- Assessment, planning & review
- Grouping for teaching purposes
- Additional human resources
- Curriculum & teaching methods

Strands of action are organised so that more progressively powerful interventions can be used to meet levels of increasing need. The range, type and intensity of interventions can also be reduced as a pupil makes adequate progress.

The Curriculum for pupils with Special Educational Needs in Hasbury C.E. Primary School

- **Grouping for teaching purposes**
For different curriculum areas, and different year groups, pupils may be
 - based in the ordinary classroom supported by flexible grouping strategies;
 - based in small withdrawal groups to allow access to support specific targets;

- provided with out-of-hours learning opportunities, e.g. before school and lunchtime clubs.
- **Additional human resources**
Targeted support may be provided by
 - NNEBs, classroom assistants and regular parent helpers;
 - external agencies in some circumstances. They also provide valuable advice to staff.
- **Curriculum and teaching methods**
 - Emphasis is placed on differentiation of activities and materials to provide for curriculum access
 - Access to ICT and specialist equipment and materials as necessary
 - Some individual programming supports specific targets
 - Specialist teaching may be necessary for some pupils with specific needs, supported by the appropriate equipment.

Inclusion

Principles of inclusive education

- Inclusion is a process by which schools, local education authorities and others develop their cultures, policies and practices to include pupils.
- With the right training, strategies and support nearly all children with Special Educational Needs can successfully be included in mainstream education.
- An inclusive education service offers excellence and choice and incorporates the views of parents and children.
- The interests of all pupils must be safeguarded.
- Schools, local education authorities and others should seek to remove barriers to learning and participation.
- All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential.
- Mainstream education will not always be right for every child all of the time. Equally just because mainstream education may not be right at a particular stage it does not prevent the child from being included successfully at a later stage. *Inclusive Schooling DfES/ 0774/2001*

Principles of inclusive education in Hasbury C.E. Primary School

Hasbury Primary School has an Equal Opportunities Policy which states that ...

- **Social aspects within school**

“We believe discrimination on the grounds of race, gender or disability to be unacceptable. We therefore need

- a code of practice which enables all pupils to celebrate the diversity of our school community.
- to ensure that all individuals within the school are entitled to learn, teach or work in a non-threatening and supportive environment in which self-esteem is enhanced.

- to define and identify unacceptable behaviour ... and offer strategies for dealing with the perpetrators and provide support for the victims.
- to ensure that staff take responsibility for these issues in all aspects of school life.

In order to achieve the above, every effort possible must be made to ensure that all individuals within this school are valued and have the opportunity to develop their full potential within a context of mutual respect, justice and fairness."

- **Curricular aspects within school**

- We "provide a differentiated curriculum - by developing classroom approaches which allow individual differences but do not make distinctions which have negative effects on children's learning and developing."
- We "provide an entitlement curriculum which aims to offer the same coherent and balanced curriculum and learning experiences to all learners, ..."
- (Please see Appendix A of the Equal Opportunities Policy for further details).

- **Physical aspects within school**

As already stated in this policy, Hasbury has provided special adaptations for pupils with physical disabilities. Please refer to page 6 for more details.

Inclusive teaching practices in Hasbury C.E. Primary School are in line with the Dudley Inclusion Policy 2002.

Evaluating the Success of the SEN Policy

The SEN Policy will be evaluated according to a range of criteria. These include:

- The amount of teaching time available to support pupils with SEN
- The number of pupils with SEN attaining specified levels in National Curriculum assessments
- Average reading improvement of pupils receiving this type of support
- The number of planned programmes of intervention
- The amount of time allocated to SEN by governors
- The proportion of teachers' records which include information on the SEN of pupils in their classes
- The proportion of teachers' records which show evidence of differentiation for pupils with SEN
- INSET time allocated to staff development with reference to SEN
- The proportion of parents attending or contributing to reviews or consultations
- The identified staff fulfil the expectation of the school in carrying out procedures for SEN and produce the necessary paperwork (e.g. IEPs, reviews, reports, assessments, classroom organisation and teaching records)
- Recommendations by external agencies are acted upon and incorporated into the curriculum.
- The pupils are confident and well motivated and are making measurable progress
- There is movement between 'stages' and the number of pupils on the records.

Complaints

As a school we believe that the Special Educational Needs of pupils are best met when there is effective collaboration and communication between school, other agencies, families and pupils. We aim to foster good working relations with all of these groups, especially parents.

Hasbury C.E. Primary School has a 'Parents' Communication Form' (see Appendix A1) which may be completed if a parent is not satisfied with the Special Educational Needs arrangements for their child. See also Appendix A2 which provides staff guidance for the Parents' Communication Procedure. Any complaint is dealt with by the senior management team and governors will become involved if this is deemed necessary.

In-Service Training and Continuing Professional Development (INSET / CPD)

INSET and CPD details are more fully described in the school development plan and the Special Educational Needs development plan. As noted on page 5, courses attended by staff in the last two years are listed at the end of this policy in Appendix B.

External Agencies

External agencies may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the pupil directly.

When Individual Education Plans are produced with the help of external specialists (School Action Plus), the strategies should usually be implemented, at least in part, in normal classroom settings.

SEN Code of Practice (2001)

Sources of external agency support in Hasbury C.E. Primary School are:

- Learning Support Service
- Educational Psychology Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- Physical and Sensory Support Service
- Behaviour Support Services
- English as an Additional Language
- Physiotherapy
- Hearing Impaired Service
- School Nurse
- Autism Outreach Service
- Language Unit Support and Liaison

Liaison with External Agencies

Regular contact is established and developed with all the above agencies.

The SENCO co-ordinate the liaison, contact and support times of external staff to ensure the work of these agencies is efficient, effective and provides the most benefit to the pupils and staff in the school.

External Agency	Nature of support provided for pupils	Referral routes	Liaison arrangements
Learning Support Service	Assessment, advice, programmes, monitoring, reviews, liaison	Planning meetings, IEPs, via SENCO	Termly planning meeting, termly review for pupils, discussion following monitoring
Educational Psychology Service	Assessment, advice	Via SENCO	Planning meeting termly with pupil assessments as required
Speech and Language Therapy Service	Assessment, advice, programmes, monitoring, reviews, liaison	Proforma, via SENCO	At least termly
Occupational Therapy Service	Physical assessment, advice, programmes, monitoring, reviews, liaison	Via GP and SENCO	As required
Physical and Sensory Support Service	Advice, reviews, liaison	Via SENCO	As required
Behaviour Support Services	Assessment, advice, programmes, monitoring, reviews, liaison	Via Educational Psychology	As required
English as an Additional Language	Dependent on specific pupil need	Via Headteacher	As required
Physiotherapy	Physical assessment, advice, programmes, monitoring, reviews, liaison	Via SENCO or GP	As required
Hearing Impaired Service	Advice, monitoring, pupil support		As required
School Nurse	Advice for parents, referrals to CAHMS	Via SENCO	As required
Autism Outreach Service	Assessment, advice, programmes, monitoring, reviews, liaison	Via SENCO once diagnosis from CAHMS has been received	As required
Language Unit Support	Programmes, reviews and monitoring	Via Speech and Language Therapist	Termly with class teacher to discuss IEP.

Parents

Hasbury C.E. Primary School has no stand alone Parent Partnership Policy. However, every curriculum policy, and all other appropriate whole school policies, have a section on parental partnership and involvement. These outline our general principles and procedures in working and communicating with parents.

All staff will actively work with parents of pupils with Special Educational Needs to enable and empower them to:

- understand the Special Educational Needs framework
- be fully informed of the school-based response to their child's Special Educational Needs
- have knowledge of their child's entitlement within the Special Educational Needs framework
- make their views known
- have access to information, advice and support
- recognise and fulfil their responsibilities

SEN Code of Practice (2001)

Parents must always be informed when a teacher first identifies that a child has Special Educational Needs.

In Hasbury C.E. Primary School we endeavour to communicate positively with parents by:

- using parental knowledge
- focusing on the child's strengths as well areas of weakness
- recognising the personal and emotional investment of parents
- ensuring parents understand the procedures
- respecting differing perspectives and seeking constructive ways of reconciling different viewpoints
- respecting the differing needs parents themselves may have
- recognising the need for flexibility in the timing and structure of meetings.

Hasbury C.E. Primary School will always seek parental permission before making a referral to other agencies for support for their child. Where parents do not wish to have their details passed on to third parties their wishes will be respected.

Procedures for working in partnership with all parents at Hasbury C.E. Primary School include meetings with parents every term and whenever additional meetings are requested by either parents or staff. All parents are offered a home visit prior to their child entering the reception classes. This offer is accepted by almost all parents and we view this as an important start to the partnership process for all families, including those with children with special educational needs.

Parent Partnership Services

LEAs must make arrangements to provide information and advice on Special Educational Needs matters to the parents of children with Special Educational Needs in their area. The Parent Partnership Service within Dudley LEA is based at Dudley Council for Voluntary Services, Albion Street, Brierley Hill.

The Parent Partnership Service has the following core activities

- working with parents
- providing information and publicity
- training, advice and support

- networking and collaboration
- helping to inform and influence local SEN policy and practice
- providing access to an Independent Parental Supporter for those parents who want one.

Transition Arrangements

If a child transfers from Hasbury, the following additional information and documentation is provided by the SENCO to the receiving school for pupils with Special Educational Needs

- Individual Education Plans
- Reviews of Individual Education Plans
- Statements
- Assessment details
- Reports

For pupils with statements a transition review will take the place of the annual review in Year 6. This review aims to give clear recommendations as to the type of provision the child will require in future years. The child's statement can then be amended appropriately.

Appendix B

All staff, teaching and support staff have completed training regarding "Write Dance", writing IEPs and Provision Mapping. SEN biased phonics awareness has also been covered in staff meetings. Other special needs courses that staff have attended recently are listed below. Courses were strictly decided upon this year with regards to the needs of the School Improvement Plan.

Name	Designation	Course attended	Qualification received
Mrs. P. Griffiths	Deputy Head Teacher	Access Arrangements training Numicon training	
Mrs Sarah Morris	SENCO	Post Graduate course 'The role of a SENCO'. IDP training P scales training	
Mrs. R. Piper	TA (NNEB & ADAC)	Teaching High Frequency words to pupils with Literacy difficulties (Nov 07)	
Mrs. L. Ramsden	TA (BTech)	Numicon training ADHD Pragmatic and Semantic Disorders Learning and Teaching for Bilingual Children (Numeracy)	

Mrs.R.Highfield	Classteacher	Teaching a child with ASD (2 sessions October 2007) Influencing Behaviour: LSS Short course	
Mr Hickman	Class teacher	Challenging Children & Behaviour Modification Spring 09	
Mrs Banister	Class teacher	Autism awareness training one day 26 th January 2009	
Mrs. S. Cooper	TA (NNEB)	Teaching High Frequency words to pupils with Literacy difficulties (Nov 07) EAL Maths Course (April 2007)	
Mrs. J. Wightman	TA	Supporting Reading in the Primary School (March 2007) Language for Learning (May 2007)	
Mrs. A. Read	TA	Teaching a child with ASD (2 sessions October 2007)	
Mrs.L.Ransom	TA	Auditory and Visual Dyslexia Learning and Teaching for Bilingual Children (Numeracy) CAHMS Sir Kit	
All TAs		'Get moving' training	
Whole school		Autism awareness training	