

Tyntesfield
Primary School

LEARNING DIFFERENCES

Policy

Policy approved: Autumn 2016

Policy review: Autumn 2019

Mission Statement:

At Tyntesfield Primary School, we aim to provide every possible opportunity to develop the full potential of every child. Children with learning differences must be valued as individuals and should be encouraged to integrate fully with their peers, both socially and academically. They must have access to the whole curriculum and at all times, consideration must be given to enhancing the self-esteem of children with learning needs.

In our school, we aim to offer excellence and choice to all of our children, whatever their ability or needs. We have high expectations of all of our children and we aim to achieve excellence through the removal of barriers to learning and participation. We want our children to feel that they are a valued member of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different learning and emotional needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences.

Introduction:

(This policy is in line with the revised Code of Practice)

Tyntesfield Primary School provides a broad and balanced curriculum for all children. When planning teachers set learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean that they have additional needs and require particular action by the school. Teachers take account of these requirements and make provision, where necessary, to support individuals and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children with additional needs have learning differences that call for additional provision to be made. Children may have additional needs at any point in their academic career if:

- they have significantly greater difficulty in learning than the majority of children their age.
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.

Children may have additional needs throughout or at any time during their school career and this policy ensures that curriculum planning; teaching provision and assessment for children with educational needs takes account of the type and extent of the difficulty experienced by the child.

Aims:

The aims of the provision for children with learning differences at Tyntesfield Primary School will be to:

- ensure the earliest possible identification of an additional need.
- involve parents as partners in the additional needs process.
- regularly monitor and review each child's progress and take appropriate action.
- ensure that the school fulfils the requirement of the *The Code of Practice for SEN (DfES 2001) and the Equality Act 2010*.
- make clear partnerships with all outside agencies and support facilities.
- cater wherever possible for the full range of special needs within school.

Definition of SEN:

[Quoted directly from the SEN Code of Practice, 2001, p.6]

A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. A child has a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children the same age, or*
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind provided for children of the same age in schools within the area of the LEA.*
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do if special educational provision was not made for that child.*

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

Learning differences can fall into one or more of the following categories:

- speech, language and communication needs
- behavioural or emotional and social development
- moderate learning difficulty
- specific learning difficulty
- severe learning difficulty
- autistic spectrum disorder
- sensory impairments
- medical conditions

Roles and responsibilities

Provision for children with learning differences is a matter for the school as a whole. In addition to the governing body, the school's Head teacher/Head of School, the SENCO and all other members of staff have important day-to-day responsibilities. **All teachers are teachers of children with additional needs.** Teaching such children is therefore a whole school responsibility.

Paragraph 5.2 SEN Code of Practice 2001

The governing body adopt the approved LA Admissions Policy. Tyntesfield Primary School is committed to providing the necessary resources for early identification, assessment and support of all children with additional needs.

All staff should be aware of their particular responsibilities with respect to the Learning Differences Policy. They should seek advice from the SENCO whenever necessary.

The role of the SENCO

SEN arrangements are coordinated by the SENCO whose role includes:

- overseeing the day to day operation of the school's Learning Differences policy;
- liaising with and advising teachers and TAs, managing these where appropriate, offering advice and support so that they can apply targets and make provision for identified pupils;
- responsibility for the documentation within the SEN file, including PPPs (Pupil Provision Plans).
- attending and contributing to PPP review meetings/Person centred review meetings.
- keeping the Head teacher/Head of School informed about provision, pupils' needs and changes to statutory requirements;
- identifying and monitoring areas of need and provision across the school, reporting to the Head teacher/Head of School;

- advising on the purchasing of appropriate teaching materials to meet the identified needs of particular individuals or groups of children;
- liaising with parents of children with additional needs where necessary.
- promoting in-service training of staff both in-house and external.
- liaising with external agencies including the Educational Psychology Service, Speech and Language Therapists, Health Services, Occupational Therapists, Paediatricians and the schools to which pupils transfer;
- managing the SEN TAs.

The role of the teachers

- identify pupils of concern and liaise with SENCO;
- plan learning, with advice from the SEN team where necessary, for pupils at QFT (Quality First Teaching – level 1);
- liaise with SEN team to plan learning for pupils on ‘in school support’ level (Level 2);
- to review and write PPP’s when required (supported by SENCO and SEN TA);
- direct support from learning support assistants if appropriate;
- each member of staff is expected to keep up-to-date with information about children with learning differences that they teach
- liaising with parents of children with additional needs.

Every member of staff, both teaching and supporting, takes responsibility for meeting the needs of the children with learning differences within their care.

All pupils have access to a broadly based and balanced curriculum and regular INSET is held to update staff on issues and initiatives. It is expected that all INSET will have an SEN aspect (where appropriate).

Inclusion:

Children with additional needs will be included fully within the curriculum wherever possible, with the provision of support staff and appropriate differentiation in place.

Identification:

Early identification and assessment of a child with a learning difference is a vitally important part of the remedial process. Identification occurs as and when need arises. Initially the teacher and SENCO will discuss the child’s needs and information will be gathered. A meeting of all interested parties will be carried out - at a later point and if necessary further testing must be carried out, alongside the ‘plan,do,review’ process. Information and assessment will determine whether a child may or may not need to be placed on the SEN register.

A graduated response to learning difficulties:

The key test of the need for action is evidence that current rates of progress are inadequate. There should not be an assumption that all children will progress at the same rate. A judgment has to be made in each case as to what it is reasonable to expect a particular child to achieve. Where progress of the individual child is not adequate it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils’ difficulties, the key test of how far their learning needs are being met is whether they are making *adequate progress*.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider;
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers;
- matches or betters the child’s previous rate of progress;

- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills; and
- demonstrates improvements in the child's behaviour.

(SEN Code of Practice 2001)

SEN Register:

At Tyntesfield Primary School we have due regard for the guidance in the Code of Practice which accompanies the SEN and Disability Act 2001.

The Code of Practice states:

“It is for individual schools to decide the procedures they should adopt for meeting the needs of all children, for observing and assessing their progress, and for deciding the nature of the special educational provision that they should make. It is essential that these procedures are carefully managed and monitored, and that there are effective internal communication and liaison arrangements between staff.”
COP 5:38

Our SEN register follows the following stages and children may be moved on or off the register at any point in line with LA exit guidelines.

a) QFT (Level 1 monitoring):

This approach starts with the class teacher employing Quality First Teaching, using the Graduated approach guidelines to support differentiation strategies to meet the individual needs of pupils. Staff may have initial concerns about a child but are currently able to manage their learning within the classroom through group work, cooperative learning and differentiated activities. At this stage the teacher is responsible for collecting information to support their concern on the school monitoring form.

b) In school support (Level 2):

A pupil moves to this level if it is felt that staff, in consultation with the SENCO, have identified that the child has additional needs which require additional support. Interventions are necessary that are additional to, or different from, those provided as part of the school's usual differentiated curriculum. A PPP is then drawn up by the class teacher in consultation with the SENCO and SEN TAs for all pupils at level 2 which is reviewed and rewritten termly and discussed with the parents of the pupil. In all cases the review period may be flexible. If appropriate the pupil will be asked to assess his/her progress. Where significant progress is made the class and SEN teacher may decide that the child will come off an PPP and be monitored by the teacher whilst still receiving any necessary differentiation.

During this time the class teacher should continue with QFT (using the graduated approach), including using different tasks and cooperative learning as well as varied support provision and revised outcomes, adapting these, in consultation with the SEN teacher and/or SENCO, so that together they meet the child's needs. They should ensure that withdrawal from the classroom does not interfere unduly with the child's access to the whole curriculum and where possible, support should be provided within the classroom setting. Parents must be informed about *'in school'* support.

If, despite receiving an individual programme, they continue to make little or no progress. The SENCO works with the class teacher to complete forms for referral to outside agencies. The school encourages parents to consult with specialists and outside agencies and the school then seeks to ensure that there is good liaison between the school's provision and that recommended or provided by the outside agency. A meeting must be arranged with the parents and interested parties in school to discuss the outcomes.

The class teacher, the SENCO and SEN TA must work closely together to provide a comprehensive support programme for the child using the guidance of the graduated approach. The class teacher, SEN TA and SENCO should revise the PPP in consultation with any other professionals involved with

supporting the child in school. *'In school'* support must remain in place and all those involved must keep clear records, as part of the 'plan, do, review' process. PPP's will continue to be written on a regular basis.

c) Statutory Assessment and Educational, Health, Care Plans (EHCPs):

For a very small number of pupils, progress at 'in school support' level may still not adequately support their needs. At this point a Statutory Assessment from the Local Education Authority can be requested, preferably with the support of the teachers and SENCO and following consultation with the Head teacher/Head of School. The SENCO, with the advice of the adults working with the child, will fill in all the forms sent by the authority and will liaise with the parents and the authority about assessment criteria.

The school will be asked to provide educational advice about the pupil, drawing on the 'plan, do, review' evidence they have gathered over time during the 'in school' support. Intervention remains in place during the assessment process.

This may result in an EHC plan. A pupil with an EHC plan will have their progress reviewed termly with teachers, SENCO and parents and every six months with teachers/SENCO/ parents/ outside agencies and the LEA. All those involved with the pupil must continue to keep detailed records. It is the responsibility of the SENCO to collate these records and to maintain the pupil's file. There will also be an annual Person Centred Review to discuss, evaluate and update the EHC plan outcomes.

PPPs:

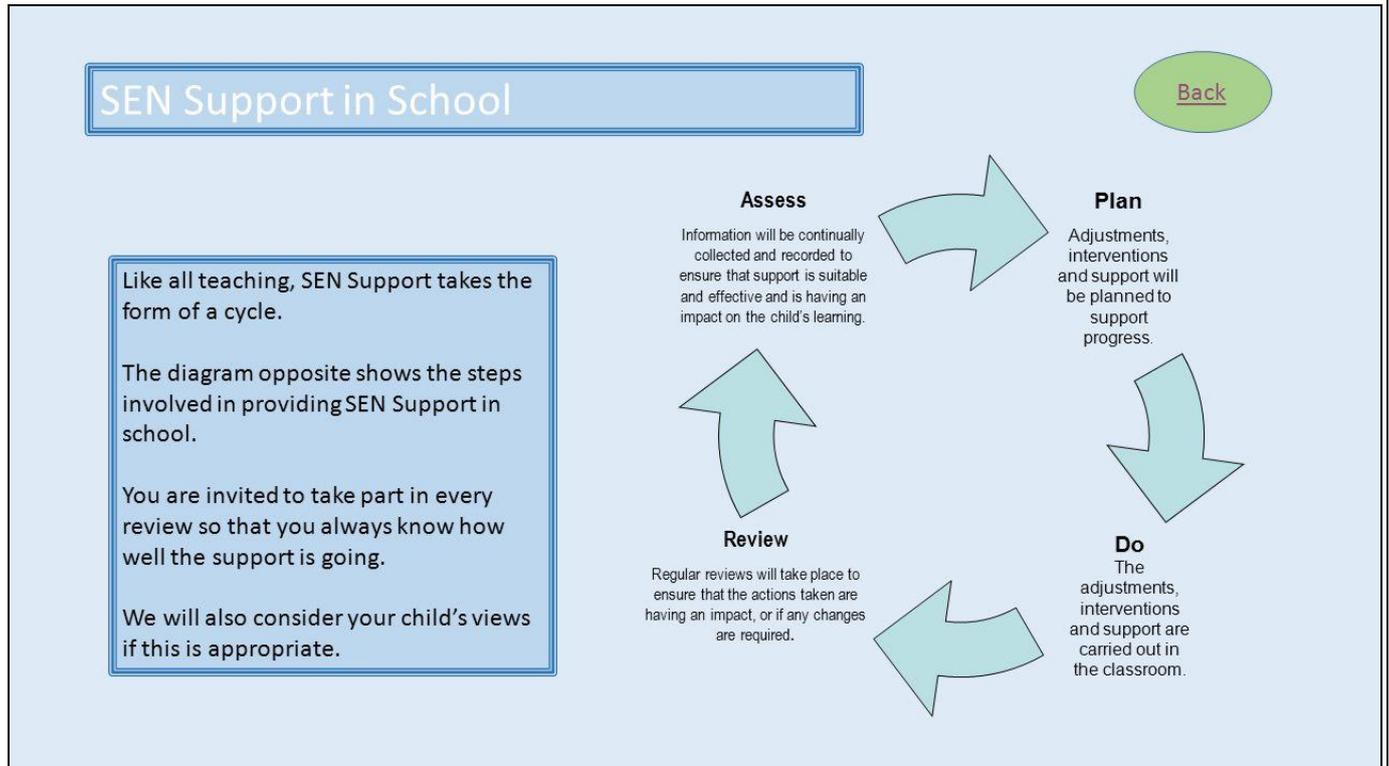
A PPP is used to plan the support for a pupil which is additional to, and different from, that available to all. It focuses on key individual outcomes and includes information about:

- the pupil's strengths and weaknesses;
- short term outcomes set for or by the pupils, with a review date specified for each outcome;
- the teaching strategies to be used, how these are to be delivered and by whom;
- exit criteria for each outcome;
- the provision to be put into place; and
- when the Plan is to be evaluated and reviewed; and any impact, including next steps and revised outcomes as appropriate.

PPP outcomes should be **SMART**:

- short;
- measurable;
- achievable;
- realistic; and
- have a defined time.

PPPs are based on a cycle of planning, intervention and review (Plan, do, Review).



As far as possible this is met within the classroom, in some instances with permission from parents we can organise group or 1:1 sessions with the SEN TA.

The Plans are kept under review at all times, as they are a working document used to inform the daily provision of the child and may be adjusted accordingly. Each is formally reviewed termly and the SEN TA reviews progress half termly with the class teacher. Parents are also consulted by the class teacher termly. Parents receive a copy of the PPP and are asked to sign a copy for the school to keep.

Regular opportunities are available on a formal or informal basis for parents to discuss their child's progress. Parents are able to discuss their concerns with the staff whenever they need to.

Outside support agencies:

When referred to, outside support agencies may include any number of the following;

- Specific learning Difficulties Consultant
- Educational Psychology Service
- Behaviour Support Service
- Speech and language Therapy Service
- SSEN Service
- Autistic Outreach
- Visual and Auditory Impairment Advisors
- Pre-School Advisory Service
- Educational Welfare Services
- Social Services
- Mental Health Services
- English as an Additional Language Advisory Teacher Service

- Voluntary Agencies and Organisations
- Trafford Parent Partnership
- Occupational Therapists
- ND Pathway

Challenge:

Challenge is the central theme to all learning at Tyntesfield (see Challenge policy) and the expertise and mind-set of the leadership and staff within the school reflects the commitment of the school to support and develop **all** of the pupils within our school as well as further enhance the support for the needs of the most able.

Pastoral:

Parents and Partners:

We recognise and value parent input and are therefore dedicated to making sure that parents are involved from early identification and through each procedure that takes place in school. Regular termly review meetings are held which ensure that teachers meet with parents, support staff and children to discuss progress and future outcomes for achievement.

Parents may seek the advice from class teachers concerning their children's learning needs and differences either at the start or at the end of the working day. Further concerns may be discussed with the SENCO or Head teacher/Head of School when a suitable appointment has been made.

Transition:

School makes every effort to pass on information and communicate the needs of the children via thorough liaison interviews, supported visits to the new learning environment and the exchange of records. This ensures continuity of provision and endeavours to make the transition to new schools smooth and successful.

Links with other schools:

Links are established for children with additional needs transferring to secondary education through Y5 and Y6 Person Centred reviews and also through the liaison of SENCOs within each school.

Resources:

A proportion of the school budget, including staff development funding, will be allocated for special educational needs resources each year. The amount allocated and the use of the funds will be carefully monitored on an annual basis.

The Governing body has designated Mrs J Arnold as SEN Governor. Mrs Arnold has the responsibility for evaluating the success of the education provided to children with additional needs and liaising with the Head teacher/Head of School and SENCO concerning matters relating to the above.

Complaints:

Any reason for complaint will be addressed by the class teacher, SENCO, Head teacher and Governing Body through the Trafford Complaints Procedure. Should that process fail, complaints should be addressed to the Educational Psychologists Service and the Senior Education Officer at the LA.

This policy has been written with close reference to *The Code of Practice for SEN (DfES 2001)* and the *Equality Act 2010*. There are links to the Inclusion Policy, Teaching and Learning policy, Gifted and talented Policy and the Accessibility plan.

