

Minutes: Special Educational Needs Committee of the Governing Body of Dog Kennel Hill School held at 62 Oakhurst Grove on 6:30 on Monday 30 January 2012

PRESENT

Peter Bibby (Convenor)

Marion Cranmer  
Gillian Reeve  
Tania Degale  
Karen Jones

Philip Prior  
Robyn Harrison  
Eileen Wray

**1. Appointment of minute taker**

The Convenor volunteered to take minutes

**2. Minutes of meeting Monday 17 October 2011**

The amended SEN policy has been approved by staff and is appended to these minutes for approval by the Governing Body.

**3. Annual reviews**

Members reported on two annual reviews since our last meeting.

**5. Individual Children**

We discussed individual children.

**6. Resourcing**

Children with special educational needs are getting adequate and reasonable levels of support from the present staffing levels. Support staff are becoming better trained and consequently more proactive.

The Local Authority are providing an outreach teacher from Cherry Garden and a teacher from the autism support service without charging the school for these services.

**7. Date of next meeting**

Next meeting will be at 6:30 on Monday 14 May 2012 at 62 Oakhurst Grove.

# **Dog Kennel Hill School**

## **SPECIAL EDUCATIONAL NEEDS** **POLICY**

**DATE: January 2012**

Date approved by Governing Body

**REVIEW: January 2014**

**DOG KENNEL HILL PRIMARY SCHOOL**  
**SPECIAL EDUCATIONAL NEEDS POLICY**

Dog Kennel Hill School is committed to being a very inclusive school. We welcome children with special educational needs and relish what they bring to our school community.

Our aims in terms of the education of our children with special educational needs are the same as those for all of our children. They should have the opportunities to develop strengths, be supported in areas of need and be given every opportunity to have access to the whole range of school experiences together with other children. They should also be given the chance to shine in areas in which they are able to enjoy particular success. All classes at Dog Kennel Hill School have several children with special educational needs and we, as a school, value the tolerance and caring attitude that needs to be fostered in classes to ensure a happy learning environment for all children.

**Definition**

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 he or she:-

- a) has significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in local schools

A child is not regarded as having a learning difficulty solely because their home language is not English.

## **Aims**

We aim to:

- Ensure that all children's needs (cognitive, emotional, physical and social) are met.
- Ensure equal access to the whole curriculum and the school community for all children.
- Provide early identification of special educational needs.
- Provide appropriate guidance, strategies and arrangements for supporting children with special educational needs.
- Ensure that resources are allocated according to the budget for supporting children with special educational needs.
- Involve parents, carers and children fully in all special educational needs arrangements.
- Offer support and guidance to parents of children with special educational needs
- Ensure continuity and consistency amongst all school staff in supporting children with special educational needs and provide staff training.
- Provide identification and record keeping systems for children with special educational needs in order to monitor progress.
- Keep abreast of SEN legislation and developments.

## **Staff roles and responsibilities**

All staff, both teaching and non-teaching, have responsibility to support children with special educational needs. Senior teachers have a key role in supporting teachers, support staff and children and in offering guidance and strategies for how best to support children with special educational needs.

Eileen Wray is the inclusion manager and Robyn Harrison is the special educational needs co-ordinator. Robyn teaches one day per week and spends 1.5 days per week giving one-to-one and small group tuition for children with dyslexia and literacy difficulties. Both Robyn and Eileen liaise closely with class teachers, support staff, the school speech and language therapist, Lindsay Harvey, other outside agencies and the Headteacher to ensure the effective teaching and appropriate provision for children with special educational needs. They offer guidance and support to staff who teach and parents of children with special educational needs.

It is our policy that the role of the special needs co-ordinator is a part time one as keeping the perspective of class teaching (albeit in a covering role) helps to ensure that the SENCO's advice and guidance is practical and manageable for class teachers.

The Headteacher is responsible for the day to day operation of the SEN policy and is the 'responsible person' who make sure all those who are likely to teach a child with a statement of special educational needs are told about the statement and what it entails.

### **Identification, assessment and record keeping**

We believe that there is a continuum of special educational needs and that it is helpful to have differentiation between different levels of need, so that action can be matched to need (see Appendix 1 for these stages)

All strategies and interventions are planned and regularly reviewed and evaluated. Children's progress is regularly assessed. Identification and record sheets are used to ensure that the above takes place.

### **Curriculum and resources**

We are committed to the aim of supporting children with special educational needs to gain and maintain access to the EYFS and the National Curriculum. Curriculum planning and resourcing takes account of the levels of differentiation necessary to provide for all children.

The additional support received by children with special educational needs may take place both inside and outside the classroom, depending on the setting which will suit the child and the activity best. This support may also consist of one-to-one individualised assistance, group support or support to access the task being undertaken by all the children in the class. The type of support received will be related to the targets of a child's Individual Education Plan.

In supporting children with very complex needs, we believe that the National Curriculum may not be the best starting point. In these circumstances children may be unable to access the National Curriculum at present and will need an individualised programme of work relating to areas that they need to master first and that will contribute to their well-being.

Southwark no longer allocates resources for children with special educational needs who have been identified as being at *School Action Plus* stage, statutory assessment and full statement stages, except those with a band 3 or band 4 statement. Instead it allocates funding on the basis of social deprivation and low achievement at the end of Key Stage 1.

### **Working closely with Parents**

It is our policy to involve parents of children with special educational needs at every stage. We understand that parents may have many concerns about their child's education and we aim to help them through this so that they feel involved in and comfortable about their child's schooling. When children with complex special needs start at Dog Kennel Hill School we discuss parents' expectations, the positive approach and ethos of the school and the role of our mainstream school can play in supporting their child's needs.

We recognise that including parents and carers fully may sometimes be a lengthy process involving talking together and building up trust.

Parental involvement can take many forms, e.g. attending informal reviews, formal annual reviews for children with statements of SEN, opportunities to attend relevant training, home school communication, making active links with secondary schools etc.

## **Admissions**

Children with special educational needs are welcomed at Dog Kennel Hill School. We follow Southwark Education Authority's criteria for admissions to the nursery and main school. We are expert in supporting children with communication difficulties. As many children with communication difficulties have attended our school, and many of our children with complex needs have this type of difficulty we employ our own 0.8 speech and language therapist who plays an integral part in the SEN team.

The Mary Seacole building has some facilities for children with special educational needs, we have installed a lift in the main building, and most entrances and exits to the school are now accessible to wheelchair users. We endeavour to make reasonable adjustments to meet any other child's particular needs.

## **Governors**

Governors have a statutory responsibility for children with special educational needs. The Headteacher is the governor with overall responsibility for overseeing special needs provision and policy. The governors' annual report to parents describes the school's work, during the previous year, in this area as well as other issues related to support for children with special educational needs. Governors are kept abreast of children with special educational needs, their progress and other issues by a termly SEN Working Party. The Convenor of the SEN Working Party or another member thereof is invited to attend annual reviews of children with a statement of special educational needs. This further enables them to monitor the work of the school in providing for the special educational needs of children with statements.

## **Staff development and training**

Training for all staff is essential in order to support children. It is the school's policy to train staff before children start at the school (or in their class) wherever possible. However this is not always possible due to the nature of the admissions process. The school seeks training for staff expertise from both within and outside

school. Skills, strategies and knowledge are shared amongst staff and it is the responsibility of the SENCo to ensure that this happens effectively.

### **Southwark SEN Department and links with outside agencies**

The Head of Access and Inclusion for Southwark LA is Pauline Armour. Cara Jones is the day to day manager of the SEN department. Our school is linked to a named officer, Edith Marica, in the department.

We have links with many outside agencies, such as the educational psychology service (though the school is currently moving towards buying this service in privately), Camberwell Child and Adolescent Mental Health Service, Autism Support Service, CENMAC, Summerhouse Pupil Referral Unit and Sunshine House and these links are vital. We are dependent on outside agencies with the relevant expertise and work closely with them to set up and review programmes of work for individual children.

### **Complaints**

If any parent or carer has a complaint concerning special educational needs provision then he/she should follow the school's published complaints procedures. In the first instance, parents would make an appointment to see the class teacher and/or SENCo. If the problem cannot be resolved, parents will then see the Headteacher. They may also ring the Chair of Governors or any governor of the school if they feel the problem still has not been resolved.

Sandra Gee (02075252673) has been appointed by Southwark as parent partnership coordinator, linking parents of children with special educational needs and Southwark. She can also advise parents about arrangements for resolving disputes between parents and the education authority.

### **Policy development and review**

This policy will be updated in 2014 (unless amendment is required earlier) and developed as appropriate. The Convenor of the governors' SEN working party or another member of thereof attends as many annual reviews of child with statements as possible in order to help evaluate the success of the policy.

## **Appendix 1**

### **Stages of identification of children's special educational needs**

#### **School Action**

When a class teacher or SENCo identifies a child with special educational needs who needs provision or interventions that are additional to or different from those provided by the school's usual differentiated curriculum and strategies, the child is considered to be at the School Action Stage. The involvement of parents is very important and will take different forms at this stage. There will be formal meetings between school and parents where useful.

#### ***Triggers for intervention through School Action (as defined by the Special Educational Needs Code of Practice)***

A child who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted to child's identified area of weakness
- Shows signs of difficulty in developing literacy and mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional and/or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed by the school
- Has sensory or physical problems and continues to make little or no 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.

#### **School Action Plus**

Some children, despite having received additional support, may make very little educational progress. For others, emotional, behavioural, sensory, physical or

communication needs may impede learning. School will need the advice of external agencies or the school speech and language therapist who have expertise beyond that of the mainstream class teacher on appropriate targets, materials and specialist equipment to support children's learning. These children are considered to be at the School Action Plus stage. There would usually be an Individual Education Plan (IEP) for the child, recording individual targets and the provision which is additional to or different from the differentiated curriculum plan which is in place for all of the children in the class. IEPs will be reviewed twice per year to monitor progress towards the targets set out and set new ones if need be. Usually outside agencies will have seen the child so that they can advise and contribute to the child's IEP.

### ***Triggers for intervention through School Action Plus***

A child who, despite receiving an individualised programme and/or support

- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum or EYFS levels substantially below that expected of pupils of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional and/or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class, despite having an individualised behaviour management programme
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to staff by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

### ***Request for statutory assessment***

For a very few pupils the help given through School Action Plus may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for the school, parents or external agencies to consider whether to ask the Local Authority (LA) to initiate a statutory assessment. If this is the case, the pupil will have demonstrated significant cause for concern. Schools have a statutory right to ask the LA to conduct a statutory assessment or reassessment of a child's educational needs. Schools need to provide the relevant evidence for their request. This will usually involve:

- The views of the parents
- The ascertainable views of the child
- Copies of the IEPs at School Action and School Action Plus stage and evidence of their progress over time
- Copies of advice, where provided, from health and social services
- Evidence of the involvement and views of professionals with relevant specialist knowledge and expertise outside the normal competence of the school
- Evidence of the extent to which the school has followed the advice provided by the professionals with relevant specialist knowledge.

### **Statutory assessment**

This may lead to the decision by the LA to draw up a statement of special educational need, which is made and maintained by the LA. There have been two types of statement issued by Southwark since April 2007. In one, the statement describes the special educational needs of a child and the special educational provision which the LA considers necessary to meet those needs, but, for which there is no specific funding. In the other, where the child's needs are very

significant and complex, additional funding is allocated to the school for that child so that the additional support can be given to the child. This is will be subject to vast changes when the actions set out in the government's Green Paper come into being.

***Triggers for statutory assessment have not yet been published by Southwark***

***Annual review of a statement of special educational needs***

All statements are reviewed annually. This is to ensure that once a year parents, child, school, professionals involved and the LA consider the progress made by the child over the previous 12 months and whether there needs to be any amendment to the description of the child's needs or to the special educational provision specified in the statement.

The SENCo initiates the review process and convenes a review meeting to which the following are invited:

- The Headteacher or deputy headteacher
- The child's parents or carers (plus a translator in necessary)
- The class teacher
- The support assistant(s)
- A representative of the LA (Southwark at present only send a representative to transition reviews or if there are specific concerns)
- The convenor or another member of the SEN working party (with permission from the parents)
- Representatives from outside agencies where the SENCo and/or parents consider it necessary
- Any other person the SENCo considers appropriate.

Written reports may also be requested from external agencies involved in a child's education as well as their attendance at a review.

The review meeting takes place in school and is chaired by the SENCo. The meeting considers whether:

- The statement remains appropriate
- Any amendments to the statement are required
- The LA should continue to maintain the statement
- Any new targets need to be set to meet the objectives of the statement
- The provision of the statement (if any) is being received by the child
- The provision (if any) is appropriate to the current needs of the child
- There are any aspects of the school life which the child is unable to access because of his/her needs
- The setting remains appropriate to the child's needs

The review meeting will make recommendations on any of these items. The SENCo writes a report summarising the main issues discussed at the meeting as well as the recommendations of the reviewing group. This report is then sent to the LA with copies to all concerned, in particular, to parents. The LA then considers this report and makes decisions about the recommendations of the reviewing group.