

Social and Communications Difficulties Base Policy



Reviewed Spring 2016

Social and Communications Difficulties Base Policy

Eastway Primary School Resource bases are for students with Social and Communications Difficulties. There are 2 resource bases for pupils with Social and Communication Difficulties one which teaches pupils in Foundation 2 and Key Stage One and the other which supports pupils in Key Stage 2. The students have varying degrees of Social and Communications Difficulties but all have a Statement of Educational Need.

The Social and Communications Difficulties Resource Base was established to meet the needs of children with Social and Communication Difficulties within Wirral. All admissions are arranged through the LA and all children should have a Statement of Educational Need or and Education Health Care Plan (EHCP).

This document should be read in conjunction with the following related policies and guidelines:

- Special Educational Needs Code of Practice: September 2014 (references to Code in this document appear in brackets)
- Children and Families Act July 2014
- LA Policy and Guidelines
- Inclusive Schooling – Children with SEN (2001)
- Accessible Schools (2002)
- Disability Equality Act (2010)

School specific policies on:

- Teaching and Learning
- Special Educational Needs
- Assessment
- Behaviour
- Child Protection
- Anti-Bullying
- Equal Opportunities
- Admissions
- Racial Equality

AIMS

At Eastway Primary School we provide teaching and learning which enables all children to gain access to a broad, balanced and appropriately differentiated curriculum. We recognise and record student's strengths and successes to encourage a positive self image. Eastway Primary School ensures that all children become independent learners, using Building Learning Power to empower children to become life long learners.

Close regard is paid to the three key principles of inclusive education:

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

- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school's aims for Social and Communications Difficulties students are:

- Children with SCD are happy at Eastway and feel that they are welcome and included at all times during the school day.
- That children have access to the widest range of educational experience and a relevant curriculum and appropriate learning challenges so they can achieve their potential.
- Children with SCD make a least good progress or better in their Social Communication and Emotional development and the core subjects.
- Children with SCD make at least good progress or better in the
- Parents of children with SCD are confident with the school's SEN procedures and pleased with the progress their children make.
- Children with SCD are equipped with strategies to succeed outside the school environment.
- Children with SCD feel prepared to make successful key stage and secondary education transitions.

Equal Opportunities

The staff of Eastway Primary School believes that all members of the school should be treated with respect; have individual, diverse needs recognised, and be given the opportunity to reach their full potential, regardless of age, ability, religion, gender or culture.

To achieve our aims we will:

- View our SCD resourced provision as an ongoing, developing process
- Provide appropriate in-class support which enables all children to have access to the whole curriculum, including the National Curriculum and Early Years Foundation Stage
- Incorporate special educational needs procedures including individual education plans (IEPs) into curriculum planning
- Develop an effective partnership between school, parents and outside agencies
- Encourage children and parents/carers to participate in decision-making about provision to meet their needs
- Ensure that assessment and record-keeping systems provides adequate means of recording attainment and achievement and gives sufficient information for carefully planned progression at every stage

- Involve the Governing Body and all staff, both teaching and non-teaching, in the regular review, development and evaluation of policy and guidelines
- Ensure all those involved with children with SCD work as a team to support the child's learning
- Compare pupil assessment data with national and local statistics using PIVATs and the Progressions Guidance documents.
- Track and monitor provision and procedures which have been put into place to ensure children with SCD make significant progress as they move through the school

Role and Responsibilities

The Head Teacher

The Head Teacher is responsible for the day-to-day management of all aspects of the school's work, including provision for pupils with SCD. The Head Teacher keeps the Governing Body informed of all developments with regard to SCD and the resourced provision. All admissions are arranged through the LA and all children should have a Statement of Educational Need or Education Health Care Plan.

The SENCO

The role of the SENCO involves:

- Overseeing the day-to-day operation of the school's SEN policy
- Interpreting legal requirements for staff, parents and governors
- Co-ordinating and evaluating provision, including interventions, for children with SCD.
- Monitoring the progress of children with SCD alongside the class teacher
- Liaising with and advising teachers whenever necessary
- Monitoring and evaluating the quality of provision
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- Ensuring that relevant background information about individual children with SCD is collected, recorded and updated
- Overseeing the pupil profile, IEP or Outcomes in the EHCP and review process for children with a statement or Education Health Care Plan.

The SCD Teacher

Clearly identify the role of teaching and support assistants. They will:

- Develop and review IEPs/outcomes for pupils
- Compile a Person Centred Plan (PCP) for each child
- Work with SCD pupils on a daily basis to deliver the individual programme.
- The SCD class teacher will be the primary point of for parents
- Develop effective relationships with parents and communicate with them through telephone calls, e-mail and home school link book
- To keep parents informed of pupil progress

- Hold planned termly face to face meetings with parents
- Encourage pupils to participate in decision-making
- Continuously assess pupil progress and identify the next steps to learning
- Oversee the implementation of the behaviour system
- Work with the SENCO and Head teacher to identify their own training needs around SCD and SEN
- To organise and attend annual review meetings
- To keep individual SEN files up-to-date as a working document
- To consult and communicate with parents regarding the planning and reviewing of IEPs/outcomes

Teaching Assistants and Learning Support Assistants

- Provide relevant support to pupils with SCD
- Develop positive working relationships with pupils, parents and professionals
- Assist with the recording, monitoring and evaluation of pupils' progress alongside the class teacher
- Assist with the identification and effective provision of appropriate resources
- Attend liaison, team and service meetings and undertake appropriate INSET
- Work alongside the SCD teachers in the preparation and evaluation of IEPs/outcomes
- Contribute to each child's Person Centred Plan (PCP)
- Be aware of and pay regard to each child's Person Centred Plan (PCP)
- Support individual and small groups of children towards attaining targets identified in their IEPs or outcomes on the EHCP

Staffing

Mrs J Smitton	Foundation and Key Stage 1 SCD Base Teacher
Ms C Brodie	Key Stage 2 SCD Base Teacher and SENCO

Social and Communication Difficulties In Base Support Staff:

Mrs J Aspinall
Mrs J Lasnier
Mrs E Stanley
Mrs E Clarke

Liaison between Teaching Support Staff, and Class Teachers

There are regular joint meetings between relevant members of staff including SCD teachers and support staff from both SCD Bases.

Pupil Participation

The school actively encourages the involvement of children in their education so where and when appropriate we will:

- Involve the child in decision making regarding the methods by which their individual needs will be met
- Involve the child's voice in the review meetings
- Contribute to their Person Centred Plan (PCP)
- Discuss the purpose of assessment arrangements and the implications of the Individual Education Plan (IEP) with the child where appropriate
- Encourage the child to comment on his or her SEN provision through an appropriate medium
- Involve the child in the implementation of the provision
- Aim to further develop the child's self-confidence and self-esteem.

Parent/Carer Participation

The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs so we will.

- Involve the parent/carers in decision making regarding the methods by which their child's individual needs will be met
- Contribute to their child's Person Centred Plan (PCP)
- Invite the parent/carers to attend all review meetings
- Discuss the purpose of assessment arrangements and the implications of the Individual Education Plan (IEP) with the parent/carers providing them with a copy of the IEP
- Encourage the parent/carers to be actively involved in working with their child to achieve the targets set in their IEP
- Encourage the parent/carers to comment on their child's SEN provision
- Aim to further develop the parent/carers' confidence in the provision made for their child's special educational needs.

Statutory Annual Reviews

For a child who has a Statement of Special Educational Needs or EHCP, the LA has a statutory duty to formally review his/her statement or EHCP, at least annually. Annual Review Meetings are organised in school by the SENCO.

Annual Review Procedure

The SENCO:

- Maintains a calendar of review dates

The SCD Base Teacher:

- Determines who should be invited to attend each meeting

- Seeks the views of the child and invites him/her to all or part of the meeting
- Plans Annual Review Meetings at least two weeks in advance and contacts professionals
- Seeks written advice on the child's progress from all invited to the meeting,
- Sends out formal invitations to parents/carers, giving at least fourteen days notice
- Advises parents/carers and children that they may bring a friend or relative to the meeting
- Allows the tabling of reports at the meeting where appropriate

The review aims to:

- Assess the child's progress towards meeting the objectives/outcomes within the statement/EHCP
- Review the educational progress made by the child
- Consider the effectiveness of the statement/EHCP in light of the child's progress
- Set new targets for the coming year, or determine whether amendments to the statement are necessary
- Record information which the school and other professionals can use to plan provision and support for the child.

The Annual Review Meeting

The meeting should consider the following questions:

- What are the child's strengths and weakness in all areas of SEN need.
- What progress has the child made towards meeting the overall objectives set out in the statement?
- What are the parents'/carers' views of the past year's progress?
- What are the current levels of attainment in literacy and numeracy?
- What are the child's views of the past year's progress?
- How successful has the child been in moving towards the targets/outcomes?
- Is the current provision appropriate to the child's needs?
- What targets/outcomes should be set for the coming year?
- Have there been any significant changes to the child's circumstances?
- Have there been any significant changes in the child's special educational needs?
- How will the child's progress be assessed?
- Are there any particular strategies that have led to improvement?
- Are there any particular requirements to promote inclusion?
- Are any amendments to the statement necessary?
- Should the LA recommend ceasing or maintaining the statement?
- If a parent/carer is unable to attend the review how and when will the outcome of the meeting be conveyed to them?

Reporting of the Annual Review Meeting

During and after the meeting the views of the parents/carers in terms of the aims for the child and provision to be made are recorded and the SENCO records the outcomes of the meeting on the Statutory Assessment Review Record Form. Copies of all reports and any additional materials are forwarded to all those present at the meeting; all those invited to the meeting but who were unable to attend; and, the LA's Named Officer responsible for SEN.

LA Review

The LA review the statement in the light of the Head Teacher's/ SENCO's report of the review meeting report, and decides whether to amend the statement or cease to maintain it.

Transition

We aim to ensure the successful transition from Primary to Secondary and to continue to support the process so that Social and Communications Difficulties students move smoothly and successfully through the key stages and into Secondary education. This is achieved through good communication between parents, pupils, schools and Local Authority.

The Teacher of the Key Stage 2 Base attends transitional reviews at Y6. This may be followed up by additional visits to Secondary Schools if required. Y6 pupils can then attend their secondary school for a series of lessons and or visits to build the confidence, in order to achieve a successful transition between Key Stage 2 and 3 (Year 6 to Year7)

Complaints Procedure

The school's complaints procedure is outlined in the School Prospectus. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request.

Monitoring, Evaluation and Review of SCD Base Policy and Guidelines

This document is subject to annual review as part of the cycle of whole school self-evaluation. All staff are involved in the review, development and evaluation of the SCD policy and guidelines. Its effectiveness is considered in light of the following performance indicators:

- Levels of differentiation by task and by outcome reflected in planning , books, learning journeys and evident in lesson observations
- Measurable progress made by individual children
- Compare pupil assessment data with national and local statistics using CASPA and the Progressions Guidance documents.
- Monitoring reports on classroom observations prepared by Head Teacher, Deputy Head teacher and Assistant head teacher

- Termly evaluations of the quality of IEPs
- Individual PIVAT files
- Collation of children's and parent's/carer's comments following review meetings.

Role of the Governors

Governors determine, support and review school policies. They support the aims of the policy by making resources available wherever possible. The Governing Body delegates the responsibility for implementing policies and guidelines to the Head Teacher.
