



Signed by Chair of Governors

Date approved by GovernorsMarch 2009.....

Review DateMarch 2012.....

SPECIAL EDUCATIONAL NEEDS POLICY

Definition of Special Educational Needs

Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.

Objectives

The objectives of the policy are:

- To ensure clear criteria for identifying children with special educational needs- including children with very high levels of achievement (Gifted and Talented).
- To develop appropriate differentiated and challenging programmes of work for individual children.
- To provide resources which enable the child to have full access to the curriculum and integration into the school community.
- To provide a happy, secure learning environment for each and every child.
- To ensure there is regular monitoring and reviewing of any child with SEN.
- To develop a full working partnership with school, parents and outside agencies.

Persons responsible for Special Educational Needs

The people responsible for special educational needs are:

- a. Mr S. Odell (head teacher & SENCO)
- b. Mrs Elvin (Governor)

The SEN Register is kept in a secure place and accessed by Headteacher, (who is the SENCO) and appropriate teachers.

A child is deemed to have SEN when they require an individual learning provision in addition to regular differentiated learning opportunities.

The role of the SENCO in our school

The SEN Co-ordinator (SENCO) responsibilities may include:

- Overseeing the day to day operation of the school's SEN policy
- Co-ordinating provision for children with special educational needs
- Liaising with, and advising fellow teachers

- Managing Teaching Assistants
- Reporting to the governing body
- 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 including the LA's support and educational psychology services, health and social services, and voluntary bodies.

Arrangements for the Co-ordination of Provision of Special Educational Needs
Special Educational Need is co-ordinated in this school in the following ways:

- There is very careful monitoring from entry;
- We aim to meet the social and emotional needs of the child by ensuring that there is full integration;
- There is full dialogue with parents, teachers and outside agencies, when it is required or seen to be appropriate;
- There is close collaboration with support teachers to maximise the learning with classroom work, withdrawal for individual work and the implementation of set programmes;
- Time and care is given to the organisation and use of Teaching Assistants.
- The teacher prepares a programme of work to be followed in the classroom, in small groups or individually, as appropriate;
- We review, plan for the future and restructure as and when appropriate;
- Time, care, planning and thought is given to the completion of the Individual Education Programmes (IEP) with the SENCO, teachers and parents

The nature of intervention

The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment
- Some group or individual support
- Extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- Staff development and training to introduce more effective strategies
- Access to LA support services for advice on strategies or equipment
- External agencies working with the child themselves

Individual Education Plans

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- The short term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when the IEP is reviewed).

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs

and have been discussed with the child and the parents. The IEP will be reviewed at least twice a year and parent's views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

Meetings are arranged with parents each term to discuss IEPs.

Organisation of provision for children with Special Educational Needs

We adopt a staged approach to provision for individual special educational needs based on assessment, intervention and review. Provision is made on an individual basis according to the stages outlined below and in the Code of Practice i.e. School Action, School Action Plus, Statement. The school has adopted the action record and proformas recommended by the Local Education Authority.

a. School Action

When class teacher or the SENCO identifies a child with special educational needs, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. This will be called School Action. The triggers for intervention through School Action will be concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities makes:

- 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 behaviour management techniques usually employed in 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.

b. School Action Plus

At school action plus, support from external agencies is sought by the SENCO and colleagues in consultation with parents. A request for support from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parent's, at a review of the child's IEP.

At School Action Plus, external support services will usually see the child so that they can:

- advise teachers on new IEPs with fresh targets and accompanying strategies,
- provide more specialist assessments to inform planning and the measurement of a pupil's progress,
- give advice on the use of new or specialist strategies or materials,
- in some cases, provide support for particular activities.

The triggers for School Action Plus will be 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 a similar age
- continues to have difficulty in developing literacy and mathematical skills

- 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 behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- there are close links with the School Support Team, Head Teacher and class teachers;

c. Statement of special educational needs

Where a request for a '*statutory assessment*' is made by the school to an LA, the child will have demonstrated significant cause for concern.

The LA may decide that the degree of the child's learning difficulty is such as to require the LA to determine the child's special educational provision through a statement.

Any child who has a statement of SEN will receive the resourcing and support as required by the statement.

d. We organise provision in the following ways:

i. Identification and Assessment

This is achieved through:

- Class teacher observation and assessment;
- Parental expression of concern
- The results of testing which could include Bury, Baseline Assessment, County Maths and Reading Screening Tests, internal assessment by teaching staff and assessment by external agencies.

ii. Entitlement of access to a broad and balanced curriculum

The first line of provision is through class teaching as for all children, employing a range of teaching and organisational strategies (see the Teaching and Learning Policy). Any further provision is determined according to individual needs and may include any of the arrangements outlined below.

iii. Provision for meeting Special Educational Needs

- Response to a continuum of individual need based on the Code of Practice;
- Further differentiation to allow access to the curriculum;
- In-class support (By Teaching Assistant (TA) when appropriate);
- Withdrawal for support in small groups or on an individual basis;
Care will be given to minimise the effect such withdrawal could have on the child's access to the whole curriculum;
- Targeted teaching by outside agencies i.e. School Support Team;
- Support from the Behavioural and Emotional Support teacher.

iv. Recording and monitoring provision; reviewing and reporting on progress

This is carried out through regular reviews of action records following Stages 1-5 of the Code of Practice and annual reviews of statements involving all those, including the child and parents, currently involved with the child's learning. Assessments listed above may all inform this process.

Identification of type of special need

From January 2004 the school will register pupils with Special Educational Needs according to their area of greatest need, and, where appropriate, their secondary need. This information will be collected as part of the Pupil Level Annual Schools Census (PLASC) and will also be included in the school's own SEN records.

Admission Arrangements

Children with special educational needs will be considered for admission in line with guidance outlined in the New Code of Practice and with the existing admissions policy of the LA. The Head Teacher and SENCO will discuss individual needs with parents as appropriate.

Issues related to Access

Access to some parts of the school would be difficult for a child with physical disabilities. The governors will address the issues as they arise in the future, in consultation with the Local Authority.

Integration of Pupils with Special Educational Needs

All children in our school have full and equal access to every facet of the school. Experienced teaching staff and specialist Learning Support Assistants assist children with special educational needs. Such provision is regularly monitored by the teaching staff and SENCO.

Arrangements for considering parental concern

If a parent has a concern regarding a child with special educational needs, their first course of action would be to discuss the issue with:-

1. the Class Teacher
2. the Headteacher (SENCO)

If the issue is not resolved it will then be referred to the named governor who will respond accordingly.

Arrangements for Special Educational Needs Staff Development and INSET

The school is aware of the need for whole school INSET with special educational needs focus and courses are attended as and when available and appropriate. Use made of external Support Services and other Teachers in order to meet our needs.

Links with other schools

We have strong links with our 'transfer school', Framingham Earl High School. Arrangements for transfer are part of the procedures of the schools.

Success of the Policy

The success criteria for this policy are as follows:

- The early identification of children who have special educational needs.
- All children make expected progress academically.
- All SEN children are confident learners and have high self esteem and enjoy school
- The behaviour of all children with special educational needs is in accordance with standards expected of all children.