



C of E Primary School

Special Educational Needs (SEN) Policy **January 2011**

1 Introduction

This policy was reviewed and updated in January 2011.

This school provides a broad and balanced curriculum for all pupils. The Foundation Stage is our starting point for planning that meets the specific needs of individuals and groups of pupils. When planning, teachers set suitable learning challenges and respond to pupil's diverse learning needs. Some pupils have barriers to learning for example speech and language, behavioural, social and emotional and/or physical difficulties that mean they have special needs and require particular action by the school. Some pupils are more able than the majority of their peers and equally need action taken to ensure they progress at an appropriate rate.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of pupils and thus enable them to participate equally and effectively in curriculum and assessment activities. Such pupils may need additional or different help from that given to other pupils of the same age.

Pupils may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for pupils with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2 Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child, both physically and academically;
- to ensure that the special educational needs of pupils are identified as early as possible, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for pupil's special educational needs;
- to enable all pupil to have full access to all elements of the school curriculum;
- to maximise the potential of ICT for pupils with SEN
- to ensure specific arrangements are put in place for Statutory Testing and Teacher Assessments. P Scales will be applied to pupils not

achieving Level 1 or above in these in KS1. FS points will be used for assessment until the end of Year1.

- to ensure that parents are able to play their part in supporting their child's education and their progress
- to ensure that our pupils have a voice in this process, where appropriate.
- to establish effective communication with outside agencies
- to support teachers' CDP (continuing professional development) in SEN/inclusion

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3 Educational inclusion (please also see Admissions Policy)

In our school we aim to offer excellence and choice to all our pupils, whatever their ethnicity, gender, culture, faith, ability, disability or medical needs. We have high expectations of all our pupils. We aim to achieve this by identifying the barriers to learning and participation. We want all our pupils to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that pupils:

- have different educational, behavioural and cultural 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

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Teachers respond to pupil's needs by:

- providing support for pupils who need specific help in identified areas of learning
- planning to develop pupil's understanding through the use of all available senses and experiences including ICT
- planning for pupil's full participation in learning, and in physical and practical activities and field trips;
- helping pupils to manage their behaviour and to take part in learning effectively and safely;
- supporting individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 School Action for special educational needs

Pupils with special educational needs have learning difficulties or areas of excellence that call for special provision to be made. All pupils may have special needs at some time in their lives. Pupils are considered to have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of pupils of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for pupil of the same age;
- they are under school age and fall within the definitions above.

Gifted or more able pupils will display greater ease in learning than the majority of pupils of the same age. This may be in one particular area of the curriculum or across the board.

Many of the pupils who join our school in the Foundation Stage have already attended an early education setting. In many cases pupils enter the schools with their needs already assessed. However, we still assess all children when they join us, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our pupils.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called **School Action**. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Co-ordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

We will record the strategies used to support the child within an Individual Education Plan (IEP). The IEP will show the short-term target set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term.

If the IEP review identifies that support is needed from outside services, we will consult and seek permission from parents prior to any support being actioned. In most cases, pupils will be seen in school by external support services as requested through the Dorking Confederation. This may lead to additional or different strategies to those at School Action. This enhanced level of support is called **School Action Plus**. External support services will provide information for the child's new IEP. The new strategies and targets within the IEP will, wherever possible, be implemented in the child's normal classroom setting.

The triggers for a child to move on from School Action to School Action Plus include:

- continuing to make little or no progress over a long period
- continues working at National Curriculum levels substantially below that expected of pupils of a similar age
- continues to have difficulties in developing literacy and mathematics 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 individual behaviour management programme
- has sensory or physical needs requiring additional specialist equipment or visits by a specialist service

- has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning
- if the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LEA. A range of written evidence about the child will support the request.
- all statements must be reviewed at least annually.

The annual review of the statement ensures that once a year the parents, the pupil, the LEA, the school and all professionals involved, consider both the progress the pupil has made over the last twelve months and whether any amendments need to be made to the description of the pupil's need or to the special educational provision specified in the statement. LEAs ensure that such a review is carried out within twelve months of either making the statement or of the previous review.

Class teacher's responsibilities

- familiarise themselves with pupil's records and information regarding their special educational needs
- differentiate the curriculum to meet the needs of SEN pupils
- support individuals in reaching their IEP targets
- with support from SENCO write I.E.P's for SEN pupils in their class
- be alert to the possible need for monitoring pupils who are causing concern
- consult with and keep the SENCO informed of any changes to need or circumstance
- implement the teaching needs of pupils with statements, which may include the management of a special support assistant/teacher
- assess in order to plan and devise specific strategies for managing pupils with SEN
- liaise formally with parents/carers to discuss progress, I.E.P targets, reports from outside agencies and concerns
- complete child friendly I.E.P's each term

Support teacher's responsibilities:

- communicate and liaise with designated teachers
- offer some diagnostic assessment and advice
- prepare individual pupil programmes to enhance the curriculum
- keep records that are compatible with those of the school
- consult with parents when necessary
- wherever possible attend reviews

Support staff responsibilities:

- liaise with the pupil's class teacher
- liaise with SENCO on a day to day basis or as required
- carry out their duties as stated in the job description
- wherever possible attend reviews

SENCO's responsibilities:

- maintains the SEN register and reviews provision mapping termly
- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to pupil's special needs;
- supports and advises colleagues;
- liaises, monitors and co-ordinates the completion and the implementation of Individual Learning Plans (IEP's)
- oversees the records of all pupils with special educational needs;
- liaises with parents as appropriate
- liaises with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, to enable appropriate provision for pupils with special educational needs;
- contributes to the continuing professional development of all staff.
- participates in reviews of pupils on School Action , School Action Plus and IEP's when necessary
- reviews the SEN policy in consultation with the head teacher, staff and governors
- in addition the SENCO attends termly Multi Professional Team meetings to discuss school SEN issues and specific pupil's needs.

5 The role of the governing body

The governing body has due regard to the Code of Practice and the Disability and Discrimination Act 2005 (including the new additions 2007) when carrying out its duties toward all pupils.

The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs, including those covered by the Disability Equality Scheme. The Governors ensure that all teachers are aware of the importance of providing for these pupils. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for pupils with special educational needs and disabilities. The Governing Body ensures that parents, after consultation, are notified of a decision by the school that SEN provision is being made for their child.

The Governing Body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The SEN Governor works alongside the SENCO to monitor the SEN provision at all levels and to ensure that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement.

The SEN Governor ensures that all Governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

6 Allocation of resources

We receive funding for SEN via the LEA formula. There are accessible resources in school for teachers to use with pupils with SEN. The SENCO/Head teacher and governors are responsible for these aspects of the budget and the deployment of funding allocated for groups and individuals. When an application for a statement has been agreed, the LEA makes what it deems to be appropriate financial support.

The SENCO draws up the resources bid when the school is planning for the next school improvement plan.

7 Assessment

Early identification is vital. The class teacher informs the parents and the SENCO at the earliest opportunity to alert them to SEN concerns and provision for Gifted and Talented pupils and enlists their active help and participation.

Children with SEN may be identified through parental information, class teacher observations, records and assessments, information from other teachers and adults in the class, scrutiny of assessment data or through referrals from outside agencies.

The class teacher and the SENCO assess and monitor the pupil's progress in line with existing school practices. This is an ongoing process.

The SENCO works closely with parents and teachers to plan an appropriate programme of support.

The assessment of pupils reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The LA seeks a range of advice and the views of the child's parents before making a formal statement. The needs of the child are considered to be paramount in this.

8 Access to the curriculum

All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable pupils to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet pupil's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that pupils experience success. All pupils at School Action and School Action Plus have an IEP.

We support pupils in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw pupils from the classroom situation. There are times, though, when to maximise learning, we ask the pupils to work in small groups, or in a one-to-one situation outside the classroom.

If a pupil is withdrawn from the class for support, class teachers ensure that the pupil does not miss the same activity all the time.

9 Partnership with parents

The school works closely with parents in the support of those pupils with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for pupils with special educational needs.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these pupils in our school. The Governors' Annual Report to Parents contains an evaluation of the policy in action. A named governor takes a special interest in special needs and is always willing to talk to parents.

We have regular meetings each term to share the progress of special needs pupils with their parents. We consult with the parents regarding any outside intervention, and we share the process of decision-making by providing clear information relating to the education of pupils with special educational needs.

Should parents have concerns, they can discuss these firstly with the class teacher, then the SENCO, then Head Teacher, then the SEN governor and finally follow the Complaints Procedure if they feel that their concerns have not been addressed.

10. Pupil participation

We encourage pupils to take responsibility and to make decisions. This is part of the culture of our school and relates to pupils of all ages. We recognise the importance of all pupils developing both social as well as educational skills.

Pupils are involved at an appropriate level in setting targets in their I.E.Ps and in the termly I.E.P review meetings. Pupils are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

11 Monitoring and evaluation

The SENCO monitors the movement of pupils within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCO is involved in supporting teachers involved in drawing up Individual Education Plans for pupils. The Senior Leadership team, including the SENCO, hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold termly meetings.

The Governing Body monitors the buildings and their facilities to ensure that they can support the provision of the curriculum to any child with educational needs, whether they are physical, emotional, behavioural or special learning difficulties. Any action needed will be put into our Accessibility Plan.

The Governing Body reviews this policy and the Accessibility Plan regularly and considers any amendments in the light of the review findings and/or any new initiatives that are County or DFE led.

Governors will work alongside the Co-ordinator to ensure the policy is being followed to successfully deliver the planned outcomes.

This policy endorses the principles of the school's mission statement, aims and objectives and the school's approach to teaching and learning. Please read this policy alongside our Child Protection Policy, Equal Opportunities Policy, Gifted and Talented Policy and Inclusion Policy.

Policy Review

This policy will be reviewed will be monitored and reviewed as outlined in the School Development Plan, unless County or DFE initiatives necessitate it to be done earlier.