

Primary School
Special Educational Needs (SEN) Policy
(See Inclusion policy)

Introduction.

At John Clare Primary School we aim to develop in each child the knowledge, concepts, skills and attitudes that will enable them to reach their full potential in relation to the world and the school community. We give high priority to the quality of care and nurture attitudes of mutual respect and responsibility, as reflected in the Every Child matters agenda.

Our Primary School provides a broad and balanced curriculum for all children. We do however recognise that some children can have barriers to their learning. This can be manifested in many different ways, ranging from difficulties acquiring and using new knowledge, concepts and skills to extremely low levels of self discipline.

The National Curriculum is the main benchmark for assessing children's progress and for planning to meet their academic needs. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. They take account of pupils needs and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

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

Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, 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 children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum.

Educational inclusion

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural 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.

Teachers respond to children's needs by:

- using both formal and informal assessments to identify and plan for children's needs
- providing support for children who need help with communication, language, literacy and numeracy;
- planning to develop children's understanding through the use of appropriate senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Role of the SENCO and SEN teacher.

In our school the Special Educational Needs Co-ordinator (SENCO):

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- maintains the school's (non compulsory) SEN register;
- contributes to and manages the records (IEP's) of all children with SEN;
- manages the school-based assessment and completes the documentation required by outside agencies and the LEA;
- acts as a link with parents;
- acts as link with external agencies and other support agencies.
- monitors and evaluates the special educational needs provision and reports to the Headteacher
- to manage and develop the establish links with the neighbouring Special school and the inclusive programme agreed between the two schools.

The role of the governing body

The governing body and the named governor in particular has a specific responsibility for Monitoring and Evaluating the SEN provision in school. At a general level the governing body has a specific responsibility to:

- decide and review the schools SEN policy and approach to meeting the needs of pupils with SEN;
- do its best to ensure that the necessary provision is made for any pupil with SEN;
- ensure that the SENCO / Head teacher makes the needs of any pupils known to those who are likely to teach them;
- ensure that teachers are aware of the importance of identifying, and providing for, those pupils who have SEN;
- consult with the LEA & the Governing body of other schools in the interests of co-ordinated SEN provision;
- ensure the inclusion of pupils with SEN children in activities;
- report to parents on the implementation of the schools policy for pupils with SEN;
- have regard for the 2001 code of practice when carrying out its duties;
- ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Allocation of resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The Headteacher and the named Governor meet annually to agree on how to use funds directly related to statements. The SENCO draws up the resources bid when the school is planning for the next school improvement plan.

Assessment

Early identification is vital and outside agencies can help advise on the provision of intervention strategies. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices.

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

The assessment of children 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.

Register of Special Educational Needs

Although not mandatory, the school maintains a register of children with SEN.

This register includes children who have been identified with initial concerns, right through to children with Statements of SEN

Responding to children's SEN (see Code of Practice Chapter 5)

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

The Code of Practice for SEN identifies the different stages and responsibilities for addressing children's SEN.– namely 'School Action' for children whose needs can be met through school intervention and 'School Action Plus', where multi-professional agencies are involved.

To ensure effective use of resources and accountability, initial concerns relating to a child's education are recorded on a 'concerns sheet'. These concerns can be raised by any member of staff and/or parents and are retained in the filing cabinet in the staff room.

School Action

When a class teacher or the SENCO identifies the child with SEN the class teacher should provide interventions that are additional to or different from those provided as part of the schools usual differentiated curriculum.

Strategies employed to enable the child to progress should be recorded within an Individual Education Plan. The IEP should focus on three or four individual targets chosen from those relating to the key areas of communication, literacy, mathematics and behaviour and social skills that match the child's needs. The IEP should be discussed with the child and parents.

IEPs should be reviewed at least twice a year and should include the views of both parents and pupils. Wherever possible one of the reviews should coincide with a parents consultation evening.

School Action Plus:

Under school Action Plus, the school seeks the support and advice of specialist outside agencies.

Children are moved to School Action Plus when, despite receiving an individualised programme and/or concentrated 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 similar age;
- continues to have difficulty in developing Literacy & 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 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 case substantial barriers to learning.

Statutory Assessment (see Code of Practice Chapter 9)

By the time the head teacher considers asking for statutory assessment of a child's SEN, the school should be able to provide written evidence of or information about:

- the schools action through School Action and School Action Plus;

- IEPs for the pupil;
- records of regular reviews and their outcomes;
- the pupil's health including medical history where relevant;
- National Curriculum levels;
- attainments in literacy & numeracy;
- educational & other assessments from outside agencies;
- views of the parents and pupil
- involvement of other professionals including social services & educational welfare

School Transfer (see Code of Practice 5:66)

When children move schools, the school is required to transfer school records, including SEN documentation within 15 days of the child ceasing to be registered at the school.

Annual Reviews (see Code of Practice Chapter 9)

All statements must be reviewed at least annually and should involve the school, parents, the pupil, the LEA and appropriate outside agencies.

The review should consider both the progress the pupil has made over the previous 12 months and whether any amendments need to be made to the statement.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to both understand the relevance and purpose of learning activities as well as experience levels of understanding and rates of progress that bring feelings of success and achievement.

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

Individual Education Plans, which employ a small-steps approach, feature significantly in the provision made in the school. By breaking down the existing levels of attainment into finely graded steps and targets, helps to ensure that children experience success.

Children are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, children are not withdrawn from the classroom situation. There are times though when, to maximise learning, children work in small groups, or in a one-to-one situation outside the classroom.

Partnership with parents

The school prospectus contains details of our policy for SEN, and the arrangements made for these children 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.

At all stages of the special needs process, the school keeps parents fully informed and involved. Account is taken of the wishes, feelings and knowledge of parents at all stages. Parents are encouraged to make an active contribution to their child's education.

Meetings with parents are held twice each year to share the progress of individual children.

Parents are informed of any outside intervention, and the process of decision-making is shared by providing clear information relating to the education of children with special educational needs.

Monitoring and evaluation

The SENCO and headteacher monitor the movement of children within the SEN system in school.

The SENCO, class teachers, support assistants and parents work together to draw up Individual Education Plans for children. The SENCO, headteacher and the named governor for SEN hold regular meetings to review the work of the school in this area.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings.

Also see the following associated policies:

Gifted & Talented pupils

Equal Opportunities & Differentiation