

Baston C. E. Primary School

Special Educational Needs Policy

1. General Statement of philosophy

Our general aim is to assist each child to achieve his/her maximum potential in social, physical, intellectual and spiritual growth in a caring and supportive environment in which Christian values are central to the ethos of the school and its teaching.

1.1 General statement for pupils with Special Educational Needs

Pupils with special educational needs are those with learning difficulties or disabilities, as defined in the Education (Special Educational Needs) (Information) (England) Regulations 1999, which call for special provision to be made for them. Learning needs will generally be addressed through differentiation of teaching approaches to suit individual pupils with a flexible approach. Extra resources and learning support assistance will enable action to be taken within the scope of the school. For certain cases the County referral procedure should be followed.

1.2 Objectives for SEN pupils

To ensure that all pupils receive their educational entitlement according to their needs, relative to the requirement of the National Curriculum and County Policy. They should have access to a broad and balanced curriculum, which gives opportunities for them to demonstrate progress. Where differentiation of, or exemption from, parts of the National Curriculum is deemed necessary this will be done through negotiation and discussion with the appropriate authorities, support services and parents.

To identify and assess those pupils with differing needs to their peers, requiring additional support, as quickly as possible.

To provide staff support, if necessary, for the management of these children alongside their peers.

To maintain individual programmes of work and records of progress of these pupils.

To ensure that parents are kept informed and involved with their child's needs at all stages.

To ensure that, where appropriate, outside support agencies are referred to and to maintain liaison with such agencies.

To initiate, with endorsement from any such agency, a multi disciplinary assessment in line with County procedure for any pupil whose needs are not being adequately met from within school resources.

1.3 Support

We recognise that most learning difficulties may be approached through modification of curriculum, classroom organisation, teaching methods and expectation of output. We, therefore, see our task as providing, as far as possible, a supportive and flexible learning environment where as many pupils as possible have access to the full curriculum

2. SPECIAL EDUCATIONAL NEEDS PROVISION WITHIN THE SCHOOL

2.1 Name of responsible person: Miss F. Dicker Headteacher

2.2 Name of Special Needs Co-ordinator: Mrs. F. Dicker

2.3 Arrangements for co-ordinating provision:

The SEN Co-ordinator is responsible for the following:

- Overseeing the school's SEN policy.
- Coordinating provision for children with special educational needs.
- Managing learning support assistants.
- Overseeing the records of all children with educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.

2.4 Admission arrangements

These do not differ between pupils. The Special Needs and Disability Act 2001 prohibits all schools from discriminating against disabled pupils in their admissions arrangements. (please see DDA policy)

The school recognises that pupils with English as an additional language may join our school. As with all pupils here at Baston they will receive work that meets their needs and the school will seek support and guidance from outside agencies as appropriate.

2.5 Facilities for pupils with SEN

- The school has facilities suitable for wheelchair access.
- All pupil facilities are on the ground floor level.
- Assessment and diagnostic materials are available for use.
- Resources to assist literacy and Mathematics programmes.
- Pupils may work individually with support, or in a small group within the class led by a learning support assistant under the supervision of the class teacher.
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IDENTIFICATION, ASSESSMENT AND PROVISION FOR PUPILS WITH SEN

3.1 Resources

Resources for SEN may be centralised in the resources room for the use of several classes. Additions to these resources should be made annually or when appropriate.

3.2 Monitoring pupil progress

The key test of the need for action is evidence that current rates of progress with individual progress are inadequate/or exceptionally good. .

The class teacher will use their own assessment skills and any formal assessments / judgement to ascertain any needs a pupil has over and above his peers.

It will therefore be necessary to take some additional or different action to enable the child to learn more effectively.

In line with the Revised Code of Practice the school follows the three-stage model to establish continuum of support.

Before a pupil is registered on the SEN register a teacher must be able to demonstrate differentiation through their planning, delivery and expectations.

If this has still not aided their learning then they may make an internal referral to the SENCo using the appropriate form.

Following this the SENCo will make arrangements to observe the pupils and make a decision on need. If it is decided a pupil needs to be placed on the register, parents will be informed and invited to come into school.

SCHOOL ACTION / EARLY YEARS ACTION

This is when a teacher, parent or other professional identifies that provision is required which is **additional to and different from** those provided as part of the school's usual differentiated curriculum offer and strategies.

The class teacher then:

- a) identifies the needs,
- b) gathers relevant information,
- c) informs the SEN co-ordinator for adding to the SEN register and consulting parents,
- d) setting specific targets and teaching strategies on an Individual Education Plan
- e) monitors and reviews progress, consulting parents.

Outcome of review:

- i) continues at School Action stage;
- ii) no longer needs the extra support, remove from School Action Stage;
- iii) move to School Action Plus.

SCHOOL ACTION PLUS / EARLY YEARS ACTION PLUS

This is when a child over a period of at least two reviews at School Action/ Early Years Action makes little or no progress in specific areas. Parental permission must be received to consult with outside agencies.

The SEN co-ordinator and class teacher then:

- a) continues to gather information,
- b) assesses the needs of the child further by contacting outside support agencies to assist with assessments and advice on targets and teaching strategies,
- c) sets specific targets and teaching strategies on an IEP.
- d) amends the SEN register to indicate a move to School Action Plus/ Early Years Action Plus,
- e) monitors and reviews progress, involving liaison with parents, child and outside agencies.

Outcome of review:

- i) revert to School Action / Early Years Action
- ii) continue at School Action Plus / Early Years Action Plus
- iii) request for a statutory assessment (multi-disciplinary assessment) by the LEA.

School request for a statutory assessment

Where school makes a request for a statutory assessment to the LEA, the child will have demonstrated significant cause for concern. Documentary evidence will form the basis on which the LEA can

consider whether a statutory assessment is deemed necessary. If an assessment is made this will then determine whether a statement of educational needs is issued.

STATEMENT OF EDUCATIONAL NEEDS

If a child is given a statement of educational needs by the LEA a number of needs and objectives will be stated, as will the need for learning support.

The SEN co-ordinator, class teacher and any outside agencies then:

- a) continues to gather information;
- b) assesses the needs of the child and sets specific targets and teaching strategies on an IEP;
- c) amends the SEN register to indicate a statement;
- d) monitors and reviews progress, involving liaison with parents, child and outside agencies in the form of an Annual Review.

3.3 Access to the curriculum

SEN facilities, materials or apparatus are made available for general use as appropriate.

IEP's are set up to support pupils.

Support work is carried out in small groups or on an individual basis, either withdrawn from class or in the class.

3.4 Integration

Wherever possible children are taught within their class.

All children should be encouraged to make decisions and choices for themselves, having an awareness of their individual targets set out on the IEP.

Encouragement will be given wherever possible. Effort should be praised and the school house point system used as an aid to building confidence.

Children to have full access to the full range of curricular activities wherever possible.

3.5 Monitoring and evaluating

The progress made by pupils on their IEP's will be evaluated.

The effectiveness of the IEP's and pupil reviews will be looked at .

3.6 Complaints Procedure

Where parents have a concern over the SEN provision being given to their child in the first instance a meeting would be set up involving the relevant parties.

Should this not deal with the concern then the parents will be advised to contact:

- a) the Governing Body
- b) the LEA.

4. STAFFING POLICIES AND PARTNERSHIPS BEYOND THE SCHOOL

4.1 INSET relating to SEN

The aim will be to support areas, which the individual staff identifies as needing input on to help them work effectively with pupils with SEN. This will be incorporated into the framework of the School Development Plan.

4.2 Outside Support Agencies

To continue to foster links with the Special Needs Service of the LEA as a source of support and information.

To work in partnership with relevant agencies;

Learning Support Service

Educational Psychology Service

Emotional and Behavioural Support Service

Sensory Impaired Service

Health Service, including the Speech and Language Service

Social Service

Educational Welfare Service

And any others deemed relevant in particular cases.

The involvement of the outside support agency is not restricted to School Action Plus, but may be used at an earlier stage in an advisory capacity for provision which may prevent development of more significant needs.

Approved by Governors 3rd March 2009

Next review March 2011

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F Dicker , Headteacher