

Greens Norton C of E Primary School



Special Educational Needs Policy

'At our school everyone can join in with everything we offer.'

J. Docking, Chair of Governors

J. Pickering, Head Teacher

Date of ratification:

Due for review:

Reviewed by J. Hooper and Davina Bowmer

Review Date: July 2009

Special Educational Needs Policy

Introduction

This policy is written in accordance with the 1996 Education Act, the Special Educational Needs Code of Practice 2001, Inclusive Schooling 2001, and the Special Educational Needs and Disability Act 2001.

What are special educational needs?

A child has special educational needs if he or she finds it much harder to learn than most children of the same age, or if he or she has a disability which makes it difficult to use the educational facilities.

For example:

- a general difficulty in all learning areas;
- specific difficulties within certain areas of the curriculum such as spelling, mathematics, writing;
- vision or hearing difficulties;
- speech or language difficulties;
- a medical or health problem;
- a physical disability;
- an emotional or behavioural problem.
- a developmental disorder, for example, autism

Aims

- To find ways to overcome barriers to learning
- To encourage each child to fulfil his or her potential.
- To ensure each child feels happy, safe and successful at school.
- To provide every child with a broad, balanced and relevant curriculum.
- To meet the special educational needs of each individual child.
- To take all reasonable steps to include all children in all aspects of school life at all times.
- To seek and take into account the views of each child.
- To involve and inform the parents and to recognise their vital role in supporting their child's education.

Implementation

In line with the Code of Practice we adopt a graduated approach. These are not progressive stages: different responses are appropriate for different children.

1. Differentiated tasks, resources and strategies. (Wave 1)
 2. Additional small group support programmes. (Wave 2)
 3. School Action. (Wave 3)
 4. School Action Plus. (Wave 3)
 5. Statement. (Wave3)
1. ***Differentiation***. The class teacher strives to ensure that all work is set at appropriate levels to reflect differences in understanding, knowledge and skills. Tasks may be differentiated by, for example:
 - concrete apparatus;
 - visual aids;
 - extra explanation, reinforcement and support;
 - books and worksheets that are simpler to read;
 - different expectations in work completed.
 - peer support in a paired or group situation.
 2. ***Additional small group support programs***. At Greens Norton Primary School we use a number of published schemes to support children in small groups, particularly those children who are achieving slightly below average. These programs include:
 - Early Literacy Support (ELS) - Year 1.
 - Adaptation of ELS - Year 2.
 - Springboard Maths -Year 3.
 - Springboard - Year 4.
 - Calamity Quest-KS2.
 - Further Literacy Support (FLS), Springboard - Year 5.
 - Catch Up in association with Sponne School in Reading & Maths.
 - Reading Reflex Pack in KS 2.

3. School Action. In addition to differentiation, some children need direct input in order to improve specific skills or behaviours. The class teacher identifies these children and sets targets that are additional to, or different from, those normally set as part of the school's curriculum, on an Individual Education Plan (I.E.P.). Parents are informed when an I.E.P. is set up under School Action. The class teacher remains responsible for working with the child and providing the individualised programme, which will be reviewed termly. A Teaching Assistant (T.A.) may help in the delivery of this programme. The Special Educational Needs Coordinator (SENCO) will monitor the progress of these targets termly. At this stage occasional advice may be sought from outside agencies with parental permission.

4. School Action Plus. For some children with more complex needs, the SENCO and the class teacher, in consultation with the parents, will ask for help and guidance from outside agencies. Initially advice would be sought from Children and Young People's Service who provide specialist teachers and educational psychologists to work with the school. Additional or different strategies to those at School Action will be put in place on a new I.E.P. The SENCO will take the lead in co-ordinating any further assessment and action needed to be taken.

5. Statement. A minority of children will need a significant amount of help in terms of levels of support. A Statement of Special Educational Needs safeguards a child's needs as he /she moves up through the school system. It also makes the financial provision that is necessary to fund the extra resources.

If the school feels that a child needs a Statement they will, in consultation with the parents, put forward a request for statutory assessment to the L.A. However, a parent who feels that their child needs a Statement of Special Educational Needs also has a right to request a statutory assessment.

If after statutory assessment the L.A. agrees to a Statement being issued, a Post-Statement Planning Meeting is arranged in school for all concerned. At this stage Annual Objectives are set and broken down into termly targets. These are formally reviewed on an annual basis, according to the set guidelines (Code of Practice 2001).

Children given a statement may be funded at bands C or D or E or F. It is rare for pupils in mainstream schools to be funded at band

F. The following chart show's the Local Authority guidelines for how these extra funds should be used in addition to funding through the school budget.

Funding Options Weekly	C	D	E	F
Setting	Mainstream, Balance of in-class support and targeted teaching	Most of time in group of 10-15 pupils + teacher + LSA in Special School OR	7-10 pupils OR	Special School of DSP Group of 4-7 teacher + LSA
Teaching Input	2-3 hours	4 hours	6-8 hours	
LSA Support	6-9 hours	12-15 hours	22-25 hours	
Combination of Teacher input and LSA Support	1 teaching 4 hours LSA	1 hour teacher support 8-10 hours LSA	3 hours specialist teacher input 12 hours LSA	
Other		2.5 hours Specialist teaching e.g. TOD	5 hours specialist teacher input	

Since the funding and arrangements need to be clear to all concerned, each child with a statement has a colour-coded individual timetable showing all activities and personnel. This is prepared at the beginning of the school year and updated when curriculum or staff changes occur. This timetable is copied to all relevant staff and to parents. Provision for children with statements will be monitored termly by the SEN Governor who will report back to the Full Governing Body.

Identification

All pupils in the Reception year or on later entry to the school are assessed in ways that are appropriate to their age and stage of development. As a child progresses through the school, regular observation and assessments will take place as a part of the normal curriculum. These will help teachers identify children who are not making

sufficient progress with the aim of providing early intervention. This will enable teachers to:

- set suitable learning challenges.
- respond to a pupil's individual needs.
- overcome potential barriers to learning and assessment.

Our school will make full use of information passed on to us when a child transfers from an early education setting or another school. Parents are encouraged to discuss their child's needs with us prior to entry.

The role of the Special Educational Needs Coordinator

- To monitor the day to day management of the S.E.N. Policy.
- To train, support and manage the TAs who work with identified groups of pupils or individuals with the Head Teacher.
- To liaise with, and advise, staff on issues regarding S.E.N.
- To monitor the progress of identified children with teachers, TAs, and parents by means of discussions and records.
- To co-ordinate reviews at School Action Plus and to call Annual Reviews for children with statements.
- To liaise with outside agencies.
- To contribute to the induction of new staff regarding S.E.N.
- To update and train staff in areas of Special Educational Needs as necessary.
- To attend meetings and courses as relevant.
- To request the purchase of special equipment or additional resources and to maintain a bank of SEN materials and ideas.
- To work with the SEN Governor on a termly basis to monitor the SEN provision throughout the school, and to formally review the working of the SEN Policy in each summer term.
- Update the special needs register at the end of each term.
- Writing and updating IEP's for particular SEN children.

The dissemination of information

Appropriate and detailed information regarding the particular needs of children (medical or educational) is shared with all adults who work with them. Summary information is placed in class registers for the benefit of

supply teachers. The special needs register is updated at the start of each term and is kept in the school office.

The role of parents

Parents are encouraged to work in partnership with the teachers. They have a vital role in supporting their child's education. They have knowledge and experience of their child which should be put to use educationally. Parents are informed at the start of any SEN provision and their views are sought as part of the regular review process.

Parents who are concerned about their child should initially talk to the class teacher and may independently approach the Special Needs Co-ordinator. They are also able to approach the school's Special Needs Governor. Any queries raised by parents will be investigated promptly and a written response will be communicated within 5 working days of receipt.

In Northamptonshire, the L.A. provides a parent-partnership service, known as SNIP (Special Needs Involving Parents). Information for parents about this service is kept in school. (Please ask the SENCO).

Any information requested by parents will be made available in accordance with the Freedom of Information Act, taking account of the Data Protection Act requirements.

Pupil Involvement

Children should feel that they will be listened to and that their views are valued. Therefore, it is the responsibility of each class teacher to give opportunities for those children to express an opinion regarding their progress and needs. They will progressively be more involved in setting, monitoring and reviewing the I.E.P. targets according to their age, maturity and capability. A bank of suitable materials is being developed to support this.

School Governors

The school's governing body has a role in ensuring that the school is meeting the special educational needs of the children in its care. The governing body has appointed a special needs governor to help the SENCO develop the school's SEN Policy and monitor its working. The SEN Governor meets the SENCO on a termly basis to discuss issues and in the summer term formally reviews the SEN policy by asking about:

- The appropriateness of staffing and funding arrangements for SEN.

- The quality of provision being made for pupils with SEN.
- The involvement of parents.
- The dissemination of information to staff about the needs of each child with a statement.
- The inclusion of pupils with diverse needs.

He/she prepares a report to be discussed at the July Governing Body meeting.

The governing body will ensure that objectives set for the School Development Plan include special educational needs. The governing body will also report to parents on the implementation of the SEN Policy in the School Profile.

Outside Agencies

- The L.A. provides a support service known as Children and Young People's Service, SEN and Disabilities. From this service the school may request input from Specialist Teachers, an educational psychologist and an education welfare officer. The service also provides specialist teachers in these areas:
 - specific learning and language disabilities e.g. Dyslexia
 - hearing impairment
 - visual impairment
 - physical difficulties
 - emotional and behaviour difficulties (BACIN)
 - English as an additional language
 - travelling children
 - autistic spectrum disorder
 - mental health

The service also encompasses Hospital Outreach teachers and teachers for looked after children.

In addition, these services are provided by the Health Authority:

- school doctor
- school nurse
- speech and language therapist
- physiotherapist
- occupational therapist.

The SENCO will involve these professionals as appropriate, providing parents agree to their involvement, and will work alongside them to meet the needs of some individual children.

Transfer

The transfer of information is important at every stage. As the child progresses from Reception through the school, records will be transferred. SEN records are passed to the SENCO who keeps a central bank of information about special educational needs. The SENCO passes relevant information to the child's new teacher, and staff are asked to discuss individual needs and styles of learning with each other.

When children move to other schools, SEN records will be sent to inform the new school of the child's needs. Where a child has a statement or is at School Action Plus, the SENCO of the receiving school will be invited to a review in the term before transfer.

Before the end of Year 6, the Year 6 teacher meets with the SENCO from the secondary school and the new Year Group Tutor to inform them of any pupils that have already been identified or any pupils who may need close observation initially.

At the annual review held in Year 5, the transfer of a child with a Statement of SEN will be discussed with all concerned. This enables parents to visit other schools and to have made an informed choice by the beginning of Year 6 so that transfer arrangements can be made in good time.

Glossary

S.E.N	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator
TA	Teaching Assistants
I.E.P.	Individual Education Plans
S.N.I.P.	Special Needs Involving Parents