



St. Saviour's Church, Coalpit Heath.

The Manor C of E Primary School

Policy: Special Educational Needs

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Approved:

Headteacher

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Chair of Governors

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Special Educational Needs Co-ordinator: Miss R. Richardson
Special Educational Needs Governor: Mrs L. Coleborn

1. Rationale

The Governors and staff of The Manor Primary School recognise that many children have special educational needs, that is to say a significantly greater difficulty in learning than the majority of children of the same age, or difficulty adapting to the physical, social or behavioural demands of the school. We believe in providing every possible opportunity to develop children's full potential and that all pupils should be valued and their self esteem promoted.

2. Aims

- To follow the requirements of the 2001 Special Educational Needs and Disability Discrimination Acts (SENDA).
- To have regard for L.E.A procedures for Special Educational Needs and the 2008 Code of Practice.
- To inform Governors in order that they may evaluate the SEN policy and allocate resources.
- To maintain effective procedures for the organisation of provision for Special Educational Needs throughout the school.
- To encourage close liaison with parents/carers of children with Special Educational Needs.
- To establish the central role of the Special Educational Needs Co-ordinator (SENCO) in partnership with school management.
- To provide appropriate training for staff as necessary.
- To maintain effective links with support services and feeder and receiving schools.
- To identify and monitor pupil's individual needs at the earliest possible stage so that their attainment is raised.
- To ensure a continuum of provision to enable all children to have access to the National Curriculum at a level appropriate to their needs, as part of a broad balanced school curriculum.
- To maintain procedures for monitoring and reviewing children's progress.
- To involve pupils in the identification and review of the targets identified in their Individual Education Plans* (IEP's).
- To ensure inclusion by valuing all children equally and seeking their active involvement in their own learning.
- To provide all children with equality of opportunity in all aspects of school life

3. Broad Guidelines

3.1 Roles and Responsibilities:

3.1.1 The Governors of the school:

- To ensure that necessary provisions are made for any pupil with Special Educational Needs.
- To ensure that teachers in the school are aware of the importance of identifying and providing for those children with Special Educational Needs.
- To ensure that a pupil with Special Educational Needs integrates in all activities of the school.
- To consult with the LEA and Governing Bodies of other schools when it is necessary or desirable to co-ordinate Special Educational provision in the area as a whole.
- To have regard to the SEN Code of Practice when carrying out its duties towards pupils with SEN.
- To ensure that parents are notified of the decision by the school that SEN provision is being made for their child.

3.1.2 SEN Governor:

- To take a particular interest in and monitor the school's progress in Special Educational Needs by going into school and the classrooms on a regular basis.

3.1.3 The SENCO:

- To be responsible for the day-to-day operation of the school's SEN policy.
- To liaise with, support and advise colleagues in the assessment and identification of children with Special Educational Needs through observations, discussions and monitoring of class files for SEN
- To co-ordinate provision for children with SEN.
- To work with colleagues to encourage and monitor differentiation of curriculum activities. This will be done through work scrutiny alongside curriculum leaders.
- In consultation with class teachers, ensure provision is made for individual, small group and in class support for children with SEN.
- To liaise, or arrange contact between pre-school, primary and secondary schools before, or at the point of transfer.
- To maintain and oversee all records of children identified with SEN.
- To liaise with parents, providing information on the support available for children with SEN from the LEA and voluntary organisations.
- To liaise with external agencies including the Educational Psychology service, support agencies, medical, social service and other voluntary bodies.
- To assist in identifying, developing and contributing to in-service training of staff.
- To contribute to and develop collaboration through schools within local clusters on all aspects of SEN.
- To liaise with the rest of Senior Management Team, including the Headteacher, and the Governing body through the SEN Governor.

- To provide appropriate resources and ideas for children with SEN.

3.1.4 The class teacher(s):

- To plan differentiated class work for children having difficulties with their learning or behaviour.
- To identify and relay information about children with possible SEN to the SENCO, using the school assessment procedures and on going teacher assessment.
- To inform and involve the parents of, and children with SEN in the target setting and review process.
- To develop and maintain the system for monitoring and reviewing Individual Education Plans, ensuring targets are SMART (Specific, Measurable, Achievable, Realistic and Time constrained).
- To plan for extra adult support within the classroom, identifying the learning objectives and outcomes.

3.1.5 The teaching assistants:

- To provide assistance for children with Special Educational Needs through use of appropriate programmes i.e. Letters and Sounds, Speech and Language Programmes.
- To support the class teacher in identifying and assessing the provision and progress of children with SEN.
- To provide feedback to class teacher(s) and support review process of children's IEP's as required.

4. Admission Arrangements

Children with Special Educational Needs are considered for admission to the school on exactly the same basis as children without Special Educational Needs, under South Gloucestershire's standard School Admission Policy. No pupil will be denied admission because of his/her creed, race, religion, physical or academic attainment. Prior to starting school, parents/carers of children at Early Years Action/ Early Years Action Plus or with a Statement of SEN, will be invited to discuss the provision that can be made to meet their identified needs. If a pupil is transferring into school with a statement or has been receiving extra support in their previous school the continuation of this support will be negotiated through the LEA to ensure their needs can be met.

5. Identification and assessment arrangements and review procedures

The school follows the guidance contained in the Code of Practice. This is as follows.

5.1 School Action: The class teacher or parent / carer identifies a concern that a pupil may have a Special Educational Need which cannot be catered for through normal class differentiation. The class teacher, in conjunction with the SENCO, parents and pupil constructs an Individual Education Plan. This outlines specific targets to address the particular needs of the child. Within a pre-determined

timescale the teacher will monitor and evaluate the pupil's progress. The IEP will then be reviewed with the Parents, child and class teacher or SENCO and decide whether to continue at this level of support, remove from the IEP or move on to the next stage.

5.2 School Action Plus: Following a review at School Action it may be decided that advice should be taken from an outside agency. Consultation with another agency will support the targets and implementation of the IEP. This will then be reviewed as at the previous stage.

5.3 Request for Statutory Assessment: Following a review at School Action, the parents, school or outside agency may decide to refer the pupil to the LEA for consideration as to whether to conduct a multi-disciplinary assessment. The outcome of this assessment may result in the child being issued with a Statement of Special Educational Needs. If this occurs the statements will determine the needs and provision for the pupil. Should the LEA not issue a statement, the pupil will remain at School Action Plus.

5.4 Statement: Where the LEA has issued a Statement of Special Educational Needs the school is required to construct an IEP to show how the needs and provision identified in the Statement are being met. This is shared with the parents and any outside agencies involved. This is subject to an Annual Review, parents, outside agencies, SENCO and pupil will attend this review.

Changes to procedure

In the academic year 2009/2010 the IEP system in Key Stage 2 was changed to Child Friendly IEP's these follow the same format but are worded in 'child-friendly' language so children can more easily understand their targets and how to achieve them. Children are encouraged to think of targets to support their learning. Following the successful implementation in Key Stage 2, the Child Friendly IEP's will be implemented in Key Stage 1 and Foundation Stage in 2010/2011.

6. Specialist Facilities

The school building and outside play areas are suitable for wheelchair users with an accessible toilet. The disabled toilet has changing and showering facilities. There is also a loop system in the hall for those pupils with hearing impairments.

7. Resources

Most of the resources used by pupils with Special Educational Needs are available within the classroom. There is also a bank of communal resources and games to be used by any child. Any particular requests for additional resources should be made to the SENCO. An annual budget is received for maintaining and developing items as identified by the SENCO or other teachers. Most of this budget is allocated towards teaching assistants within classrooms who may be targeted to work with identified pupils under the guidance of the teacher in consultation with the SENCO. On

occasion pupils may be allocated an allowance by the LEA to enable them to receive individual support. A Statement of Special Educational Needs normally determines this.

8. Support Services

Close links are maintained with the LEA support services in order to ensure that the school makes appropriate provision for pupils with Special Educational Needs. Where it is necessary to contact outside agencies the SENCO will make the necessary arrangements and inform parents accordingly. These agencies may be:

- Inclusion support service
- Educational Psychology Service
- Speech and Language therapy.
- Behaviour Support team
- Social Services
- Health personnel i.e. School nurse or Doctor.

Any of these agencies may be involved in the construction, delivery or review of targets on pupils Individual Education Plans.

9. Partnership with Parents

We encourage early and active partnership with parents/carers, with a view to involving them fully in the assessment, monitoring and review process. Parents/carers will be invited into school 3 times a year to meet with the class teacher to review their child's targets and set new ones. The SENCO can also be in attendance at the meeting should class teacher(s) and/or parents feel it is necessary. Parents are also welcome to discuss their child's progress at any stage throughout the year as well as twice yearly parent's evenings. If parents have any concerns they are encouraged to share this information prior to the meeting in order for both the class teacher and SENCO to prepare a response. Parents are given copies of their child's IEP and information about how to support their child's learning at home.

10. In-service training

This will involve the SENCO, teachers and support staff in order to help them work effectively with pupils having Special Educational Needs. Needs will be assessed either by the SENCO or individuals and will be related to the School Development plan. Training may be led by the SENCO or an outside visitor with expertise in the area in question.

11. Links with other schools

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local pre-schools and nurseries. All pre-school children are invited to visit The Manor for induction visits the term before they start school.

Close links are maintained with The Winterbourne Academy and other local Secondary schools to ensure smooth transition between Year 6 and 7. Children are visited by staff from the schools and have a pre-visit to the school of their choice.

12. Arrangements for complaints

In the first instance it is hoped that all complaints can be resolved informally by discussion with the class teacher and SENCO and if necessary the SEN Governor and the Head Teacher. The school has a procedure for hearing and resolving complaints that cannot otherwise be overcome. Details about this may be requested from the school if necessary.

*** Wording linked to IEP's**

Individual Education Plan's (IEP's) are for those pupils with academic difficulties in Key Stage 1 and 2.

Individual Behaviour Plans (IBP's) are for those pupils with behavioural/social difficulties in Key Stage 1 and Key Stage 2.

Individual Play Plan's (IPP's) are for those pupils with academic/behavioural/social difficulties in Foundation Stage.