



Kington St. Michael CE Primary School

Special Educational Needs Policy

Definition of Special Educational Needs (SEN)

“Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them. Children have a *learning difficulty* if they: -

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.”

Special educational provision means: -

“For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of this age in schools maintained by the LA, other than special schools in the area.”

See Section 312, Education Act 1998 in Special Educational Needs Code of Practice p. 6

Aims

We believe in providing every possible opportunity to develop the full potential of all children. All children will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child’s education. Our aim is that all children with special educational needs participate in activities compatible with the efficient education of other children and the efficient use of resources.

Objectives

The objectives of **our** policy are:

- To identify and monitor children’s individual needs from the earliest possible stage **so that appropriate provision can be made and their attainment raised;**
(The earliest possible stage may mean links with Early Years settings or children who transfer from other schools)
- To plan an effective curriculum to meet the needs of children with special educational needs and ensure that the targets set on Individual Education Plans are specific, measurable, achievable, realistic and time related;
- To involve children **and parents** in the identification and review of the targets identified in their Individual Education Plans;
- To work in close partnership with, **and involve**, parents/carers of children who have special educational needs;
- To ensure that all who are involved with children are aware of the procedures for identifying **their needs**, supporting and teaching them; and
- **To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.**

Roles and responsibilities

Governors' role

The governing body of a community, voluntary or foundation school must:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs;
- Ensure that where the 'responsible person' – the Headteacher or the appropriate governor – has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them;
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;
- Consult the LA and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources; and
- Report to parents on the implementation of the school's policy for children with special educational needs.

See Section 317, Education Act 1996

- Have regard to the Special Educational Needs Code of Practice (2001) when carrying out its duties toward all children with special educational needs;
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

See Section 317A, Education Act 1996

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEN policy;
- They are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed;
- SEN provision is an integral part of the School Improvement Plan;
- The quality of SEN provision is continually monitored;
- An annual report is provided to parents.

In addition as part of the Special Educational Needs and Disability Act (2001) new duties came into effect in September 2002. These state that the responsible body must take all steps not to discriminate against disabled children in their admissions arrangements, in the education and associated services provided by the school for its pupils or in relation to exclusions from the school. The Act says that a responsible body for the school discriminates against a disabled child if:

- **for a reason relating to the child's disability, it treats him or her less favourably than it treats, or would treat, others to whom that reason does not apply, or would not apply;**
- **it cannot show that the particular treatment is justified.**

SENCO's role

Currently the SENCO is Mrs. Kate Cavey, who is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- Day to day operation of the SEN policy;
- Providing advice to staff **supporting and** liaising with them about the completion of Individual Education Plans;
- Working alongside staff **to assist them in identifying, assessing and planning for** children's needs and ensuring that children make progress;
- Overseeing and maintaining specific resources for special educational needs;
- Liaising with outside agencies;
- Contributing to **and, where necessary, leading** the in-service training of staff;
- Monitoring, evaluating and reporting on **the provision for children with SEN** to the governing body in conjunction with the designated responsible person;
- **Co-ordinating the range of support available to children with special educational needs;**
- **In conjunction with the class teacher** liaising with parents of children with special educational needs.

Arrangements for co-ordinating provision for children with SEN

The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in the life of the class. For some children it will be necessary for them to spend **some** time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified in their Individual Education Plans. This may be delivered by the teacher, teaching assistant **or SENCO** and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. **The class teacher in conjunction with the SENCO** will oversee this provision to ensure it meets the objectives of this policy.

Admission arrangements

Normal admission arrangements apply. The admissions policy is based on the agreed Wiltshire policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access the governors will make **reasonable adjustments** to ensure the child's needs are fully met. If a child is transferring into the school with a statement, or has been **receiving extra support from LA centrally funded resources** in their previous school, the continuation of this support will be negotiated with **the appropriate member of the LA** to ensure that their needs can be met.

Any variation to the above will need to be agreed by the full governing body.

Specialist facilities

There are no specialist facilities or special unit in the school. There are currently no teachers with specialist knowledge of special educational needs.

Resources

Most of the resources used by children having special educational needs are available within the classroom. **Money will be spent on additional resources, staffing costs and time allocated to the SENCO to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENCO.**

Identification and assessment arrangements and review procedures

The school follows the guidance contained in the Special Educational Needs Code of Practice (2002). This recommends a graduated approach.

The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements **may fall within or across** four broad areas. These are: -

- ❖ Communication and Interaction;
- ❖ Cognition and Learning;
- ❖ Behavioural, emotional and social development;
- ❖ Sensory and/or physical.

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school. However, where through careful identification and assessment we and/or the parents/carers determine that a child is not making **adequate** progress, the class teacher will consult the SENCO. They, in conjunction with the child and parents/carers, will review the strategies and approaches that are currently being used and the way these might be developed. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class or school we will help the child through *School Action*.

School Action

Following a review of the strategies it may be necessary to make provision which is additional to, or different from, that which is already provided. It may be that the child:-

- Makes little or no progress even when teaching approaches are targeted to their particular needs;
- Shows signs of difficulty in developing skills in literacy or mathematics;
- Shows persistent signs of emotional or behavioural difficulties, which are not addressed through the behaviour and discipline approaches, used in school;
- Has physical or sensory problems and despite specialist equipment being provided still makes little or no progress;
- Has communication and/or interaction difficulties which lead to them making little or no progress.

We will seek additional information from the parents/carers, and in some cases, outside agencies, who may be involved with the child. When we have all the available information we will consider with the parents and the child the next strategy for action. This will involve negotiating and discussing an Individual Education Plan with the child, parents, teacher and SENCO. An Individual Education Plan will provide for: -

- **The child's strengths and weaknesses**
- **The date the IEP is written**
- **The names of staff and/or outside agencies involved with the targets**
- Short-term targets;
- The teaching strategies;
- What provision we will make;
- When we will **monitor and** review the plan;
- How we will judge progress (success criteria) **including the exit criteria;**
- Any outcomes after a review; and
- **The signature and comment from both the child and parent**

Where, despite all of our best efforts, the child still continues to make little or no progress in relation to the targets set in any of the five areas, or is working at National Curriculum levels significantly below those of his/her peers we will move to *School Action Plus*.

School Action Plus

This is similar to School Action, but will involve us in contacting external support services provided by the LA and other external agencies such as the Health Authority. We will seek advice on fresh targets and strategies, or more specialist assessments that can help us with our planning. Another IEP will be written to reflect these new targets after consultation with these agencies, parents/carers, the child and the SENCO and class teacher. We will ensure that parental consent is sought before any outside agencies are involved.

All IEPs are reviewed fortnightly and twice a year. Progress and new targets are discussed with individual pupils regularly. These are also discussed at Parents Evenings and/or individual appointments.

Where, despite all of our best endeavours, the child still makes little or no progress in the areas targeted, we will discuss with the parents and child the need for **either of us** to approach the LA to request a statutory assessment. This may or may not result in the LA issuing a statement of special educational need. Where a child has a statement of special educational need we will carry out an annual review which parents, child, outside agencies, SENCO and the class teacher, will be invited to attend.

The criteria to determine whether or not a child has an identified SEN is stated in the LA's "The Entitlement of Pupils in Mainstream Schools" document.

Criteria for evaluating the success of our policy

The policy will be evaluated against the objectives stated on page one by:

- An analysis of all teachers' planning by Subject Leaders **ensures that a differentiated approach is taken and that the learning objectives in Individual Education Plans are identified and reflected in planning.**
- Parents/carers aware of individual targets set for children by discussing, **receiving and having their views recorded** on copies of Individual Education Plans for their child;
- Children are involved in discussing, constructing, reviewing **and having their views recorded** on their own Individual Education Plans;
- **Individual Education Plan targets being monitored to ensure that children progress through specific, measurable, achievable, realistic, time-bound targets (SMART);**
- **Ensuring that outside agencies, where appropriate, have their comments recorded on the Individual Education Plans and are involved in their development;**
- The School Profile **shows the success of the policy or any changes needed for the subsequent year;**
- The School **Improvement** Plan priorities which include the provision for SEN;
- Undertaking a value for money review of our Special Educational Needs funding;
- Any external evaluation or inspection.

Success criteria will be: -

- **All planning reflects IEP targets and any previously identified need. (*This refers to Early Years Settings records and/or children who transfer into the school from another school*);**
- **30 % of those children identified and needing IEPs reach their expected target as judged through objective testing and/or teacher's professional judgement and/or no longer need additional support;**
- **All IEPs include written/recorded comments from parents and children, and where necessary outside agency involvement;**

Complaints procedure

If parents/carers have a complaint concerning provision for their child they should **discuss this with** the class teacher. If this proves unsuccessful the matter should be referred to the SENCO and/or Headteacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the LA and/or Secretary of State.

In-service training

Through the monitoring and evaluating of our provision the SENCO, with the headteacher, will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan. Staff who attend further courses will feedback on courses attended **through staff meetings**. The effectiveness of such training will be monitored and evaluated by the SENCO, and information provided during the annual evaluation of the school's overall SEN provision.

Links and Use of outside agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENCO will make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the **Educational Psychologist, Local Education Team including** learning support team, Physical and Sensory Impairment Support Service team, speech therapist, behaviour support team, social services, health and LA personnel. Any or all of these agencies may be involved in the construction, delivery or review of targets set in children's Individual Education Plans in order to ensure children's attainment is raised.

Partnership with parents/carers/children

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents'/carers' contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing the Individual Education Plan. The school will also update parents/carers with relevant information.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. **In this school, we encourage children to participate in their learning. We encourage them to have a voice in deciding the priorities for our School Improvement Plan through the school council.** We encourage them to take ownership of their learning targets by **discussing** their targets and what they can do to improve. For children with SEN this includes discussing the strategies for success in their Individual Education Plans. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

Links with other schools

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local **Early Years Settings**. **Children are invited to visit us for induction visits in the term before they start school**. If necessary the school liaises with other agencies at this stage.

Children with SEN who transfer from other schools are supported through their induction to the school by the class teacher, SENCO and by classroom buddies to ensure that they have a smooth transition.

Liaison from Year 6 to Year 7 ensures a smooth transition. Staff from Secondary Schools usually visit us and all SEN information is transferred.

Policy Approved by: _____

Policy Approval Date: _____

Policy Review Date: _____