

ALL SAINTS C.E. PRIMARY SCHOOL, ALREWAS

SPECIAL NEEDS POLICY AND GUIDELINES

This school recognises that pupils will attain different levels of progress at different times, and that some will require an increased level of support in order to maintain progress.

It also exhibits an inclusive ethos, which engenders a sense of community and belonging. It has, in place, systems for early identification of barriers to learning and participation. It also has high expectations and suitable targets for all children. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

This policy indicates the steps that will be taken to ensure that all pupils' progress is being monitored and action taken to increase the opportunities for success.

OBJECTIVES

- 1 All children will participate in a broad, balanced curriculum that will be relevant to their level of need.
- 2 All teachers will recognise their responsibility for the progress of children with special needs.
- 3 All teachers will acknowledge the importance of maintaining high expectations of all children with special needs.
- 4 Parents will be kept fully informed of all strategies put in place to help children with special needs and will be encouraged to help when appropriate.
- 5 All children with special needs will be encouraged to be involved as much as possible in their own development.
- 6 A positive and constructive attitude will be fostered in order to maintain children's self-esteem.
- 7 There will be equal opportunities for all children regardless of race, gender, disability or social background.

- 8 When it is not possible for the school to meet the needs of a child the necessary external provision and support will be sought.

The SEN Co-ordinator will be responsible for:

- The day-to-day operation of the school's SEN policy.
- Liaising with and advising fellow teachers.
- Co-ordinating provision for children with SEN.
- Maintaining the school's SEN register and overseeing the records on all pupils with SEN.
- Liaising with parents of children with SEN.
- Liaising with external agencies.
- Monitoring the writing of IEP's for all pupils on SEN register.
- Contributing to the teaching of children on SEN register.
- Ensuring that SEN training is regularly covered i.e. INSET-training sessions to improve teachers' ability to identify difficulties and provide effectively for them.
- Informing and advising the Head teacher and Governors regarding assessment and provision for any child who may have SEN.

The class teacher will be responsible for:

- Effective identification of Special Educational Needs (SEN)
- Early action to meet educational needs by reference to schools SEN policy
- Completion of all records regarding pupils' Special Educational. Needs at School Action (SA) and School Action Plus (SA+) of the assessment process.
- Development of effective differentiation of curriculum activities to match pupil's abilities to tasks.
- Effective management of class to provide suitable additional teaching opportunities for pupils with SEN.
- Regular liaising with parents at SA stage of the assessment process.

- Development of skills to meet pupils needs by identification of professional development issues.
- Regular liaison with SENCO to ensure that all pupils' needs are being met.

School Action (SA)

When a class teacher or the SENCO identifies a child with special educational needs, The class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. This will be called School Action.

The triggers for intervention through School Action will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes

- Little or no progress even when teaching approaches is targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or not progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the school may contact them if the parents agree. The SENCO will assist with advice regarding additional support for pupils in discussion with colleagues who will monitor the action taken. The child's class teacher will remain responsible for planning and delivering an individualised educational programme. Parents will be encouraged to support the identification and addressing of the targets set, to meet their child's special needs. They will be consulted and kept informed of action taken to help the child, and of the outcome of this action.

Nature of Intervention

The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include different learning materials or special equipment. Some group or individual support; extra adult time to devise the nature of the planned intervention and to monitor its effectiveness; staff development and training to introduce more effective strategies. Access to LEA support services for one-off occasional advice on strategies or equipment.

Aims of the Support

For many pupils support is aimed at:

- Improving literacy and/or numeracy acquisition
- Reducing the impact upon learning of emotional and behavioural difficulties
- Increasing access to the curriculum

Individual Education Plans

When it is agreed that a child will be put on the SEN Register strategies will be employed to enable the child to progress within an Individual Education Plan (IEP). The IEP will include information about:

- The short-term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place when the plan is to be reviewed outcomes (to be recorded when IEP is reviewed).

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three individual targets that match the child's needs and have been discussed with the child and the parents. The IEP will be reviewed at each term and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

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School Action Plus

A request for support from external services may follow a decision taken by the SENCO and colleagues, in consultation with parents, at a review of the child's IEP. (LEA external support services SENSS or CPS) will only be involved after parental permission has been obtained. At School Action Plus, external support services will see the child so that they can advise teachers on new IEP's with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress. They will also give advice on the use of new or specialist strategies or materials liaise with parents and help to monitor the progress made by the child. The triggers for School Action Plus will be that, despite receiving individualised 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 a similar age and continues to have difficulty in developing literacy and mathematics skills.

The child has emotional or behavioural difficulties, which regularly interfere with the child's own learning or that of the class group.

The child has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.

The child has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The resulting IEP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

School Request for Earmarked Funding

Each term the school is invited to submit pupils for consideration by an LEA panel for short-term additional support. The pupils who are submitted must have special educational needs that fulfil the LEAs criteria for statutory assessment regarding learning and/or behavioural difficulties, but even those who meet this criteria, may not be selected for support as funding is limited.

School Request for a Statutory Assessment

Where a request for a statutory assessment is made by the school to an LEA, the child will have demonstrated significant cause for concern. The LEA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through School Action and School Action Plus. This information may include:

- Individual education plans for the pupil and records of regular reviews and their outcomes.
- The pupil's health including the child's medical history where relevant.
- National curriculum levels attainments in literacy and mathematics.
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist.
- Views of the parents and of the child.
- Involvement of other professionals such as health, social services or education welfare service.

Statutory Assessment of Special Education Needs

Statutory assessment involves consideration by the LEA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LEA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the child has failed to respond to relevant and purposeful measures taken by the school and external specialists, it may be necessary to apply for funding from the LEA to support the child. This will be in the form of a Statutory Assessment and may result in the child having a Statement of Special Educational Needs.

The LEA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LEA to determine the child's special education provision through a statement. The LEA will only take this step when the child displays significant and severe level of difficulties.

A statement of special education needs will include:

- The pupil's name, address and date of birth.
- Details of all of the pupils special needs.
- Identification of the special educational provision necessary to meet the pupil's special educational needs.
- Identification of the type and name of the school where the provisions to be made.
- Relevant non-educational needs of the child.
- Information on non-educational provision.

All children with statements of special educational needs will have short-term targets set for them that have been established after consultation with parents, child and include targets identified in the statement of educational need. These targets will be set out in an IEP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the EEP will continue to be the responsibility of the class teacher. If a statement of Special Educational Needs is issued by the LEA, then the SENCO in liaison with the parents and class teacher will decide how to implement action.

The SENCO will take responsibility for:

- Organising and monitoring additional help.
- Designing and implementation of Individual Educational Plan and reviewing such provision.
- Liaising with parents and external bodies regarding educational provision.
- Advising class teacher regarding additional resources to assist with effective cross-curricular learning.
- Advising Teacher Assistants to ensure effective support takes place.

Annual Review of a Statement of Special Educational Needs

All statements must be reviewed at least annually with the parents, the pupil, the LEA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved. At the review in Year 5, the aim should be to give clear recommendations as to the type of provision the child would require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar time scales as other parents.

The SENCO of the receiving school should be invited to attend the final annual review in primary school of pupils with statements, to allow the receiving school to plan an appropriate IEP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.

Reviews

All reviews will take place at, or about the time they are due.

SENCO/staff/support staff/external agencies/any other person will be asked to attend when appropriate.

The results of the review will be recorded and distributed where appropriate.

Staff Development

- Staff will be kept up-to-date with special needs development and issues will be considered by either the whole staff, or key stage phase groups, on a regular basis
- Special needs will always form part of the School Development Plan
- Staff INSET will be arranged by the SENCO, under the direction of the Head teacher as appropriate.
- All school policies will take into account the Special Needs Policy.
- Staff will meet regularly with the SENCO to set appropriate goals for SEN pupils in their class.

Role and Responsibilities of the Governing Body

The Governing Body will, in co-operation with the Head teacher, determine the school's policy and approach to provision for children with special educational needs. It will establish the appropriate staffing and decide on the funding arrangements for Special Educational Needs.

The Governor with general oversight for Special Needs is Mr M Emly. The SEN Governor will take a particular interest in the school's work on behalf of the pupils with SEN. This will include regular up-dates on the working of the policy, as discussed termly with SENCO, and reported back to the Governing Body at least annually.

The Head teacher has day-to-day responsibility for the management of the provision in school for SEN and will keep the Governing Body fully informed. The Head teacher will meet regularly (at least fortnightly) with the SENCO to ensure that there is full communication on SEN issues.

Links with Other Mainstream and Special Schools

Should it be necessary, the school will draw upon expertise in other mainstream schools, special schools or resource centres, either directly or through informal channels.

Integration of special school pupils into mainstream is considered in individual circumstances where appropriate.

Liaison with SENCO's in other schools will be carried out when a child transfers to or from All Saints C.E. Primary School, Alrewas.

Wherever possible, the school will support SEN consortium training days, which provide INSET for the SENCO and an opportunity to liaise more fully with the local pyramid.

The SENCO will liaise with the SENCO of receiving secondary schools about children on the SEN register.

Any parent who is concerned regarding the education needs of their child is requested to consult with the SENCO or the Head teacher who will record their concerns and the action agreed to address them. Any unresolved concerns can be forwarded to the Chair of Governors.

ADDENDUM TO SEN POLICY

MONITORING SEN

- 1 Eight children will be selected randomly by SEN Governor - two from each year group.
- 2 Check that teachers' short term plans show evidence of IEP being reflected in work. (Do plans match targets set out in IEP?)
- 3 Each term SEN Governor and SENCO will carry out this monitoring.
- 4 If any anomalies occur SENCO/SEN Governor or both may monitor lessons.
- 5 The SENCO will be given time to monitor along with the arrangements made for other core subjects.

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