



Policy for Special Needs

Reviewed by Mrs Cropper, April 2008



Mission Statement

Birchley St Mary's RC Primary School

Our vision is for St Mary's School to be a happy place, where we live, love, learn and work together in the light of the example set by Jesus.

SENCO – Mrs Claire Cropper
Special Needs Governor – Mrs Helen Moran

Aim

At St Mary's RC Primary School, we aim to provide all children with a broad and balanced curriculum. Our Admissions Policy welcomes all children, independent of ability, meeting our admissions criteria. We have ramped access to all the main entrances to our school. We follow the principles of the Special Needs Code of Practice to ensure the needs of all our children are catered for.

We plan the whole school curriculum using the National Curriculum as a starting point. We aim to modify, if necessary, the National Curriculum Programmes of Study to provide all pupils with relevant and appropriately challenging work throughout the Foundation Stage and Key Stages One and Two. Planned learning experiences aim to reflect the diverse learning needs of the children and to overcome potential barriers to learning and assessment for individuals and groups of children.

Objectives

To achieve our aims, teachers will:

- Follow the school's procedures for identifying early any children with SEN. Detailed in the Code of Practice.
- Communicate clearly any concerns about a child's development to the SENCO and parents
- Set suitable challenges and pace of work so that all children have the opportunity to experience success in their learning and achieve as high as standard as possible
- Create a learning environment in which all pupils feel valued and secure and learn how to take responsibility for their own learning, their actions and their responsibility to make a positive contribution to their community
- Ensure all expectations, including behaviour, are made clear to the children and are encouraged using the school's reward system
- Ensure that all forms of bullying and harassment, including racial harassment, are challenged
- Provide learning experiences that build on pupils' interests and experiences
- Secure concentration and motivation by using appropriate teaching approaches and learning styles that provide equality of opportunity
- Use a range of teaching materials (including ICT) that reflect social and racial diversity and promote positive images of race, gender, learning difficulties and disability
- Use assessment and recording methods which cater for children with different learning styles and abilities being able to demonstrate competence and attainment through appropriate means
- Give clear and unambiguous feedback to pupils to further aid their learning
- Set targets that build on pupil's prior learning and provide challenge for further development
- Access specialist resources (including advice) where appropriate to increase equality of access to the curriculum

- Liaise with LA Inclusion Officer regarding provision for children on SEN register in termly planning meeting

Structure

St Mary's RC Primary School recognises that pupils will attain different levels at different times, and that some will require an increased level of support in order to maintain progress at some time or other during their school life. At times, all children or any child may have a Special Educational Need.

Children being supported with special needs will normally be taught in the classroom situation, with class teacher and support staff working closely together. Children with specific difficulties may be withdrawn for short periods of time within the lesson to practice a particular skill identified as outlined in their IEP. This will be reviewed frequently to ensure that full curricular access is ensured.

Staff will receive training in supporting children with particular needs as identified in their staff development meetings and/or Performance Management interviews. Whole staff INSET on SEN issues will be used where appropriate e.g. writing of effective IEP's. The SENCO will monitor staff training needs and provide opportunities for in-house support, where appropriate. Induction for new staff will include appropriate information about SEN procedures.

Appropriate and non-confidential information about children on the SEN register and current IEP's will be made available to all staff working with the children, including supply teachers. This is normally kept in the teachers' planning files.

SEN information is sought from previous schools and nurseries for children with SEN and is passed on to feeder schools for children moving to high school. Contact is usually made with the SENCO of high schools during the summer term to pass on records and other information.

The school's policy 'Resolving Parental Concerns' about any matters, including SEN, outlines the procedure for raising concerns with the school. Parents with any concern should arrange a meeting with either the class teacher or the Headteacher as soon as possible, to avoid unnecessary worry. If after an appropriate length of time, the parent is still dissatisfied, they should write to the Chair of Governors, who will act as mediator.

Planning and Assessment, Recording and Reporting Procedures

Provision for SEN will follow a staged progress

- **Initial concern**
- **School Action**
- **School Action Plus**
- **Referral to LA**
- **Statutory Assessment/support through 'Enhanced' funding**

The SEN Coordinator will be responsible for:

- The day-to-day operation of the school 's SEN policy
- Liaising with and advising colleagues
- Co-ordinating provision for children with SEN

- Maintaining the school's SEN register and overseeing the records of all pupils with SEN.
- Liaising with parents of children with SEN
- Liaising with external agencies e.g. the educational psychology service, special needs support service, health, social services and voluntary bodies
- Ensuring that SEN training is regularly covered in INSET sessions to improve individual teachers' ability to identify difficulties and provide effectively for them.
- Informing and advising the Governors regarding assessment and provision for any child who may have SEN
- To ensure the suggestions of the Code of Practice are followed

1. Initial concern

This stage will involve the initial recognition and identification of a child's special educational needs, the gathering of basic information about the child, taking early action to meet the child's needs within his or her normal classroom work and monitoring and reviewing his or her progress. The trigger for this stage will be the expression of a concern by a parent, teacher or other professional that a child is showing signs of having special educational needs. The child's class teacher will have overall responsibility. They will inform or seek advice from the SEN coordinator and consult the child's parents.

At this stage the child's teacher will:

- gather information about the child and make an initial assessment of the child's special educational needs (*consult parents, check medical history, look at previous assessments*)
- provide increased differentiation within the normal curriculum framework, exploring ways in which differentiation of classroom work might better meet the needs of the individual child and record this intervention. (*For example, providing books that are more appropriate, adjust expectations, look at other ways of teaching that might improve learning.*)
- monitor and review the child's progress: (*ensure that accurate assessments are made, standardized tests or curriculum tasks that can be used to indicate rate of progress*)

The SEN Coordinator will:

- ensure that initial concerns are expressed clearly
- advise and support as necessary those who will teach the child.

The information that the child's teacher will collect and record at this stage could include the following:

from the school Class records

National Curriculum attainments

Records of Achievement

Reports on the child in school settings

Observations about the child's behaviour

from the parents

Views on the child's health and development

Perceptions of the child's performance, progress and behaviour at school and at home

Factors contributing to any difficulty

from the child

Personal perceptions of any difficulties

from other sources

Any information already available to the school from health/social services

On the basis of the information now available, the teacher will

- Give the child support by increased differentiation in appropriate curriculum areas and monitoring and reviewing the child's progress
- Record nature of concern and action to be taken including appropriate targets to be achieved and monitoring arrangements
- Review date for assessing progress

The child's parents will always be informed of the action that the school proposes to take. If it is decided to give increased differentiation at this stage, the teacher will set a review date. This will be within a term.

The teacher will inform the child's parents of this review date. The review will focus on:

- progress made by the child
- effectiveness of the increased differentiation
- future action

The outcome of the review may be:

- the child no longer needs special help
- the child continues at this stage, if the child's progress has been at least satisfactory, but it is felt that regular monitoring is required in order to ensure that the child no longer has SEN that requires intervention
- The child moves to the next stage - if increased differentiation has not resulted in the child making satisfactory progress, the teacher and SEN coordinator may decide to move the child to School Action.

2. School Action

At this stage the SEN coordinator will have an input into assessing the child's learning difficulty, planning, monitoring and reviewing the special educational provision, and working with the child's teachers to ensure that the parents are consulted. The child will join the school's SEN register. The SENCo and class teacher will work together to re-view all available information including that gathered at the initial concern stage. Additional assessment may take place to more clearly pinpoint the learning difficulty. This might include standardised tests. The SEN coordinator might also seek information from health and social services if parental permission has been given to do so.

On the basis of the information now available, the SEN coordinator will draw up an Individual Educational Plan (IEP) with the class teacher. This will include:

- The nature of the child's learning difficulties
- Action - the special educational provision provided by the school
- Staff involved, including frequency of support
- Specific programmes/activities/materials/equipment
- Help from parents at home
- Targets to be achieved in a given time
- Any pastoral care or medical requirements
- Monitoring and assessment arrangements
- Review arrangements and dates

This information will be recorded by the Class teacher in consultation with the SEN coordinator, (and if appropriate, classroom support staff). The child's parents will be informed of the action that the school proposes to take and any help they can give to their child at home. A review date for reviewing progress and writing a new IEP will be set which will be within a term. IEP's will be written at least once a term, with intermediate reviews taking place as necessary.

The SEN coordinator or class teacher may conduct a review with the child's parents if appropriate. If also appropriate, the pupil will be invited or asked to contribute.

The review will focus on:

- Progress made by the child
- Effectiveness of the education plan
- Contribution made by parents at home
- Updated information and advice
- Future action.

The outcome of the review may be:

- The child continues at this stage - if the child's progress has been at least satisfactory, a new Individual Education Plan may be drawn up. This will set targets in the light of the experience of the previous IEP
- The child reverts to the initial stage
- The child no longer needs increased differentiation. The SENCO will decide whether monitoring at the initial stage would be appropriate.
- The child moves to the next stage - If the child's progress is not satisfactory additional expertise will be sought and the child moved to School Action Plus.

3. School Action Plus

The school will call upon external specialist support usually during the termly planning meeting with the LA Inclusion Officer to help the pupil make progress. At this stage, the SEN coordinator continues to take a leading role in working closely with the child's teachers and shares the responsibilities for the child, with external specialist services relevant to the child's needs. Such support will come from Specialist advisory teachers, Educational Psychologist, LA Sensory Impairment Teams, etc. Parental permission will be sought for children to be referred for additional assessment from external specialists. These specialists will play a key role in helping the school assess the information collected and the action taken to date, plan School Action Plus special educational provision and review that provision.

School Action Plus Individual Education Plans will include:

- Nature of the child's learning difficulty
- Action - The special educational provision - School staff involved, including frequency and timing of support
- External specialists involved, including frequency and timing
- Specific programmes/activities
- Help from parents at home
- Targets to be achieved in a given time
- Any pastoral care or medical requirements
- Review arrangements and date

All this information will be recorded by the SEN co-ordinator. At the review, the SEN coordinator with the assistance of the external specialist will assess

- The progress made by the child
- Effectiveness of the education plan
- Updated information and advice
- Future action
- Whether the child is likely in future to be referred to the LA for Enhanced funding or Statutory Assessment with a view to obtaining a Statement of educational need

The outcome of the review may be:

- The child continues at this stage if their progress has been at least satisfactory, an additional Individual Education Plan may be drawn up. This should set new targets in the light of the experience of the first plan.
- The child reverts to the initial stage or School Action if a child's progress is considered satisfactory the SEN co-ordinator or consulting external specialists, they may decide that the child no longer needs external specialist intervention and special educational provision.
- The Head teacher refers the child to the LA for statutory assessment or Enhanced funding: if the child's progress is not satisfactory The Head teacher, on the advice of the SEN coordinator, should inform the LA that additional (Enhanced) funding or a statutory assessment might be necessary.

4. Referral to LA

Information will be submitted to the LA and will include:

- Educational and other assessments, for example, from an advisory specialist support teacher.
- Advice from the school's Educational Psychologist
- Views of the parents and of the child
- The child's health including attendance at school
- Social services or Educational Welfare Officer involvement - written evidence of
- The schools action plan at the initial stage, school action and School Action Plus
- Education plans for the child
- Regular reviews and their outcomes
- Involvement of other professionals

5. Statutory Assessment

Referral to LA may lead to additional Enhanced funding being granted for a specified period of time, or a Statement of Special Educational Needs being issued by the LEA, usually with additional resources attached. If the LA rejects a request for Statutory Assessment, a 'Note in Lieu' may be issued, usually identifying needs and reasons for not issuing a Statement, which a parent, but not the school may appeal against to the Secretary of State.

ICT

Teachers will endeavour to make effective use of ICT to ensure children with SEN have equal access to the curriculum (e.g. recording work on PC or laptop). They will also develop the use of ICT to practice particular skills needed by the child (e.g. quick mental recall in maths, phonic knowledge)

Resources

Finance

The allocation of resources to meeting the needs of children with special needs is the responsibility of the Headteacher and the Governing Body. Money delegated to school for the meeting of a child with a statement or Enhanced funding allocation may be spent on support staff, advice and/or support from specialists teachers or specialist resources. Money in the school budget from School Budget Share or Standards Fund may be spent on support staff, resources, advice, INSET or to release staff for the writing of IEP's. The school currently tops up this cost with money from the school's general budget. The amount of money spent directly or indirectly on SEN is reported to and monitored by the governors. The SEN Governor and SENCO will discuss each year how money has been spent on SEN and evaluate its impact on the children's learning using the principles and objectives identified at the beginning of this document.

Materials

The school has a variety of materials, which can be used to support children with SEN. These are mainly kept in individual classrooms where they can be accessed easily by identified children. There is also a small annual budget set aside for the purchase of specific materials for SEN eg. easy grip pencils or scissors.

Monitoring and evaluation

Overall monitoring will be carried out by the SENCO, mainly through the termly reviewing and rewriting of IEP's. Children on Action Plus or with Statements have a 'Core Visit' by a member of the LA SEN team to review and evaluate the provision for the child.

The SEN Policy will be evaluated and reviewed each year by the SENCO, SEN governor and the Curriculum Committee.

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Appendix:

Example of IEP