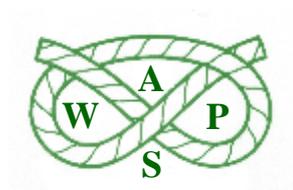


THE WILLIAM AMORY PRIMARY SCHOOL

“Always do what you know to be right”



SPECIAL EDUCATIONAL NEEDS

POLICY DOCUMENT

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Special Educational Needs (SEN) Policy

1 Introduction

- 1.1 This policy was reviewed and updated in October 2012

POLICY STATEMENT

- 1.2 **The William Amory Primary School recognises the entitlement of all pupils to an educational provision appropriate to individual need. The school aims to provide the necessary support to all of its pupils, especially those who experience learning difficulties and those whose educational development is affected by physical, sensory, behavioural, emotional or linguistic problems. It also seeks to provide access to a broad, balanced and relevant curriculum whilst showing due regard to the National Curriculum.**
- 1.3 Children may have special educational needs either throughout their time at school or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.
- 1.4 **Aims**
- To identify and assess the special needs of pupils as early and as quickly as possible and practicable.
 - To provide the most appropriate programme of study for each individual pupil deemed to have Special Needs.
 - To provide the resources necessary in meeting the identified needs of SEN pupils at The William Amory Primary School.
 - To ensure the necessary monitoring, review and evaluation procedures for the pupils in particular and the policy in general.
 - To review the policy annually.

1.5 Objectives

All staff and governors at The William Amory Primary School will do their best to meet the Special Educational Needs of all pupils at the school. This will be achieved by:

- Admitting all pupils to the school on the basis of the school's published admissions procedures and welcoming all pupils, including those with SEN.
- Enabling all pupils to be offered access to a broad, balanced and relevant curriculum with the maximum degree of social and educational inclusion.
- Identifying as part of its School Development Plan resources to implement the identified policy and procedures and evaluate its implementation.
- Enabling teachers to make appropriate provision for all their pupils through the provision of appropriate support, information and advice.
- Developing a relationship between the parents, pupils and the school, in which each has an active role to play in the education of special needs pupils.
- Developing a wider community involvement in special educational needs through the multi agency partnership and other initiatives to the benefit of pupils.
- Making the expectations clear to all partners in the process
- Ensuring that our children have a voice in the process by implementing a "child friendly" approach to the IEP and review process.

2 Educational inclusion

2.1 In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

2.2 Teachers respond to children's needs by:

- Providing support for children who need help with literacy and numeracy.
- Ensuring that children receive appropriate support in all curriculum areas.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

3 Identifying Special Educational Needs

3.1 Introduction

All children progress at different rates, but where children fail to achieve adequate progress, despite having access to a differentiated programme, then their parents will be informed that the child has Special Educational Needs and identify appropriate provision to meet the child's needs.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches.
- Working at levels significantly below age expectation, particularly in Literacy or Numeracy.
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by behavioural strategies usually employed.
- Sensory or physical problems that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interventions to access learning.

3.2 Stages of Special Educational Needs

Once a child has been identified with Special Educational Needs the school will intervene using the graduated approach described within the Code of Practice 2001. Early years Action/Early years Action Plus refers to all pupils from three to five years who access the Foundation stage.

School Action/School Action Plus refers to all pupils from year 1 to year 6.

At The William Amory Primary School we believe that the early identification of pupils with Special Educational Needs is vital. The class teacher and the "Teaching Assistant" monitor children who show early signs of SEN from their entry into school. If the problems continue and the child meets the criteria laid down by the LA the parents are consulted and the child is placed on the school's SEN register.

Refer to booklet:

"Staffordshire Criteria and Guidelines for Special Educational Needs, School Action, School Action Plus and Statutory Assessment"

An Individual Education Plan (I.E.P.) is then put in place and the following stages of SEN are followed.

3.2a Early Years Action/School Action

When staff identify that a pupil has SEN, teachers, in consultation with the SENCO, devise interventions additional to and different from those provided as part of the school's usual differentiated curriculum.

- Teachers remain responsible for working with pupils on a daily basis and for planning and delivering an individualised programme – an I.E.P.
- Planning future intervention for the pupils, in discussion with colleagues
- Monitoring and reviewing the action taken and liaising with parents.

3.2b **Early Years Action Plus/ School Action Plus**

If the child continues to experience difficulties, has failed to make progress and falls within the criteria laid down by the LEA, the child will be moved onto the next stage.

- SENCO and staff, in consultation with parents, ask for help from external services.
- Teachers and SENCO are provided with advice or support from outside specialists, such as the SENSS (Special Educational Needs Support Service) teachers or the Educational Psychologist.
- Additional and different strategies to those at School Action are put in place.

3.2c **Statement of Special Educational Needs**

If a child continues to have problems and has made little or no progress despite intervention strategies at School Action and School Action Plus and falls within the criteria laid down by the authority they will be put forward for statement.

3.2d **Cause for concern**

At The William Amory Primary School we also identify children who do not meet the authorities' criteria for School Action or School Action Plus but experience difficulties with aspects of their learning and are working at levels below their age expectation. These children receive extra support in class through differentiated work and small group/one-to-one support and their progress is reviewed regularly with parents.

We also implement programmes in Literacy and Numeracy eg. ELP (Early Literacy Programme), ELS (Early Literacy Support), ALS (Additional Literacy Support) to help children to "catch up" with their age expected levels. These groups of children are also identified from the schools' tracking document and are targeted by teachers for appropriate help and support.

3.3 **Review of Special Educational Needs**

- Children's progress is assessed against the targets identified in the child's I.E.P.
- Children working at the School Action Stage of the Code of Practice are reviewed each term. The parent(s), class teacher and any other relevant person who works with the child, attend the review. The child's progress is discussed and a decision made regarding future programmes of work. The child's own opinion on the success they have achieved towards their individual targets is also taken into account.
- Children working at School Action Plus of the Code of Practice are also reviewed each term in the same format as has been outlined above, although at this stage there may also be extra information to consider from outside agencies such as the SENSS support teachers or the Educational Psychologist.
- Children who receive extra support via a statement of SEN are reviewed annually. The parent(s), class teacher, SENCO and the SEN support staff attend the annual review; other agencies may also attend this review. For Year 5 pupils with a statement, a SENSS representative and the High School SENCO also attend this review to discuss issues relating to High School transfer.

4 **Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities.
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

4.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

4.3 Child Friendly Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children at School Action and School Action Plus have an IEP.

4.4

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

5 **The role of the SENCO**

The SENCO at The William Amory Primary School is Mrs A Robinson with support from Miss. S. Baskeyfield for Early Years and Key Stage 1
The SEN Governor is Mrs G Martin

In our school the SENCO:

- Is a co-opted member of the Governors SEN committee.
- Manages the day-to-day operation of the policy.
- Co-ordinates the provision for and manages the responses to children's special needs.
- Supports and advises colleagues.
- Oversees the records of all children with special educational needs.
- Acts as the link with parents.
- Acts as link with external agencies and other support agencies.
- Monitors and evaluates the special educational needs provision and reports to the governing body.
- Manages a range of resources, human and material, to enable appropriate provision for children with special educational needs.
- Contributes to the professional development of all staff.
- Liaises with the SEN Governor.
- Liaises with the High Schools on transfer issues.
- Attends relevant training courses.

6 The role of the Governing Body

The Governor with responsibility for SEN is Mrs G Martin

The school governing body has important statutory duties towards pupils with special educational needs.

- The Governors, working in partnership with the Head teacher and SENCO, have responsibility for deciding the school's general policy and approach to meet the needs of SEN pupils.
- Governors ensure that the school development plan includes SEN objectives.
- Through the school's self review procedures Governors monitor effectiveness of the schools SEN policy and provision.
- All Governors are expected to have an up-to-date knowledge of the school's SEN provision.
- The Governing body will report to parents annually on the school's SEN policy.

7 Partnership with Parents

The school actively seeks to work with parents and values the contribution they make. We aim to support parental partnership by:

- Ensuring positive attitudes towards parents.
- Effective communication.
- Acknowledgement of the parents role as a partner in the education of their child
- Recording parental views as part of any review procedure.

The parents of any child with Special Educational Needs or concerns regarding their child's progress are welcome to telephone or visit the school to discuss their concerns with the appropriate member of staff.

8 Partnership with Other Bodies

The school aims to work with other agencies in order to provide an integrated support, based on the needs of the pupil. Co-operation between the school, The LEA, the Health Services and Social Services is vital if we are to secure the most effective assessment, intervention and deployment of resources for pupils with SEN.

The advice of the following agencies is sought, with parental support, when appropriate and necessary towards meeting the special needs of pupils:

- Other Schools and Educational Providers.
- Special Educational Needs Support Services.
- School Psychology Service.
- School Health Service.
- Educational Welfare.
- Social Services.

9 Pupil Participation

The school acknowledges the pupil's role as a partner in their own education, developing their participation in the decision making process by:

- Listening to and valuing their views.
- Involving pupils in discussion of their progress and future provision.
- Involving pupils in targets setting and formation of I.E.P.'s
- Recording pupils' views as part of any review procedure.
- Effective communication

10 Resources

10.1 The SENCO and Headteacher are responsible for the resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

10.2 The Head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

10.3 The Head teacher and the SENCO meet annually to agree on how to use funds.

11 Admission Arrangements

The admission arrangements for pupils with Special Educational Needs are generally the same as for other pupils in the school. These are published in the schools admission criteria. The Admissions Policy will make reference to the Disability and Discrimination Act 2002.

Under the Disability and Discrimination Act 2002, schools must:

- Not treat disabled pupils less favourably, without justification, for a reason, which relates to their disability.
- Make reasonable steps to ensure that a disabled pupil is not placed at a substantial disadvantage compared to other pupils, but there is no duty to remove or alter physical features or provide auxiliary aids or services.
- Also plan strategically for and make progress in improving the physical environment of schools for disabled children, increasing disabled pupils' participation in the curriculum and improving ways in which written information which is provided to pupils who are not disabled is also provided to disabled pupils.

(Section 11 Inclusive Schooling: Statutory Guidance Nov 2001).

12 Transition Arrangements

Transition from Primary school to High school for children identified with SEN will include:

- Liaison with the SENCO at the receiving High school.
- Transference of records between the two schools.
- For children with a Statement of Need a transitional review will take place in the year prior to the transfer (Year 5).

13 Complaints

Arrangements for considering complaints

- Complaints regarding special education provision should be addressed in the first instance to the SENCO. A meeting will be arranged to meet the complainant where the matter will be discussed and decisions made as how to proceed.
- In the case where an agreement cannot be made, the complaint will be referred to the Headteacher of the school.
- If the complaint is still unresolved, it will be referred to the Chair of Governors.
- If all these procedures fail to resolve the issue, a formal complaint concerning special needs can be registered with the LEA.

14 **Monitoring and Evaluation**

14.1 The SENCO monitors the movement of children within the SEN system in school.

The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

14.2 The governing body reviews this policy annually and considers any amendments in the light of the annual review findings.

Signed:

Date: