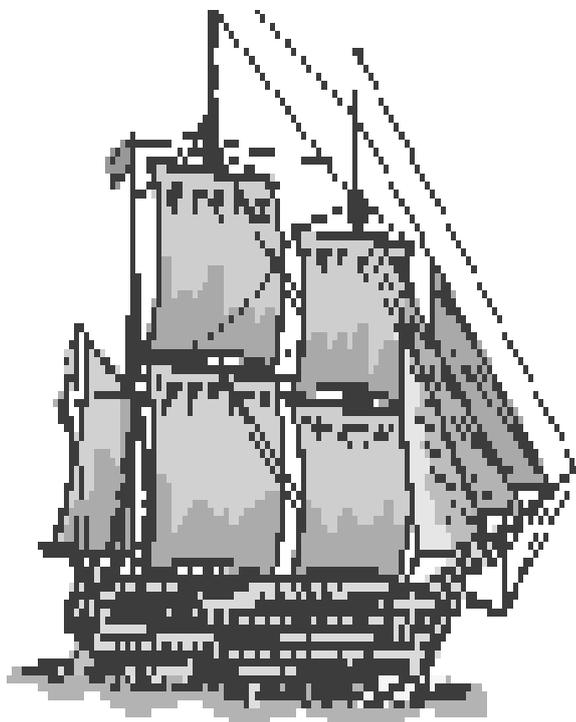


Special Educational Needs Policy



Collingwood Primary School

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Special Educational Needs (SEN) Policy

1 Introduction

This school provides a broad, balanced and inclusive curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. Planning uses a thematic approach and a skills based curriculum where teachers and children set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs either throughout 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.

2 Aims and objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear the expectations of all stakeholders in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum;
- To ensure that parents are encouraged to play their part in supporting their child's education;
- To ensure that our children are encouraged to have a voice in this process.
- To work within the guidance provided in the SEND Code of Practice 2014

The Code of Practice for Special Educational Needs (DfES 2014) states that children with special educational needs are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives
- Make a successful transition to adulthood, whether into employment, further or higher education or training

3 Inclusion

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 be responsive to pupil diversity and provide a setting which changes and adapts to meet the needs of all pupils. We aim to achieve this through the identification and removal of barriers to learning. Key to this is the identification of needs, the development of the learning environments and teaching styles which are continually assessed and revised. (Removing Barriers to Achievement DfES 2004)

We want all our children to feel that they are a valued part of our school community. We recognise the five outcomes of the Every Child Matters Agenda aiming to provide a safe and welcoming learning environment, ensuring that curriculum enhancements are available to all learners. 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.

Teachers respond to children's needs by:

Providing support for children who need help with communication, language and literacy;

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; identify the context and reasons for underlying behaviour and respond accordingly

Helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.

"Teachers are responsible and accountable for the progress and development of the pupils in their class even where pupils access support from teaching assistants or specialist staff" SEN Code of Practice 2014

4 Special educational needs

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a special educational need if:

They have significantly greater difficulty in learning than the majority of children of the same age;

They have a physical or sensory disability or have a medical difficulty, which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;

They are under school age and fall within the definitions above.

Our admission arrangements for children with special educational needs reflect those set out in the LA admissions policy. There is easy access to the school for children with disabilities, and specialist toilet facilities are available. Where there are particular requirements, for example, wheelchair access to a classroom or furniture modifications, these will be assessed and reasonable adjustments made and monitored according to individual need. Similarly, ICT needs will be provided for and advice sought from the relevant agencies. For example the training needs and use of appropriate APPs provided through IPaSS

Many of the children who join us in Key Stage 1 have attended our Foundation Stage. Thus many children join us with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. If our assessments show that there is cause for concern and the child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. Their category of need is then determined in line with the SEN code of Practice and they are placed on the SEN Register. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. At this stage the Special Educational Needs Co-ordinator (SENCO), will be involved. Strategies are implemented, targets set and progress monitored for impact.

We will record the strategies used to support the child within an Individual Educational Plan (IEP). The IEP will show the short-term targets set with the child and the teaching strategies and support to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed.

If the IEP review identifies that further support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. External support services will provide information for the child's new IEP. **The new strategies within the IEP will, wherever possible, be implemented in the child's normal classroom setting.**

Outside agencies involved in assessment and advice for the children at Collingwood Primary School include the following:

- Educational Psychology Service
- Speech and Language Unit
- NHS Speech Therapy Service

- Bridge Speech and Language Therapy Services
- White House Unit
- IPaSS
- Northcott Outreach ASD
- CAMHS
- Social Services
- Health Service

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LA. A range of written evidence about the child will support the request.

In our school the SENCO is **Mrs C McCormick**. It is her responsibility to:

Manage the day-to-day operation of the policy;

Manage the register of children with special needs.

Identify the particular needs of the children;

Co-ordinate the provision for and manage the responses to children's special needs;

Support and advise colleagues;

Oversee the records of all children with special educational needs;

Act as the link with parents;

Act as link with external agencies and other support agencies;

Monitor and evaluate the special educational needs provision and reports to the governing body;

Manage a range of resources, human and material, to enable appropriate provision for children with special educational needs;

Contribute to the professional development of all staff.

5 The role of the governing body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of a decision by the school that SEN provision is being made for their child.

The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. Mrs P Winn the SEN Governor, ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel. The SEN Governor will meet with the SENCO termly.

6 Allocation of resources

The Headteacher, SENCO and Administrative Manager are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

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

7 Assessment

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher, SENCO and the Assessment Co-ordinator assess and monitor the children's progress in line with existing school practices. This is an ongoing process of Assess, Plan, Do, Review

The SENCO works closely with parents and teachers to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum. Ability against national expectations and P scales determine progress in years 2 and 6. Under the new curriculum, progress will be monitored in line with the school's assessment policy. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators

The LA seeks a range of advice before making a formal Education and Health Care Plan (EHCP). The views of the parents and the needs and views of the child are considered to be paramount in this.

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN”
SEN Code of Practice 2014

8

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.

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.

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 on the register for special needs have an IEP or Speech and Language Therapy Plan

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, however, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. This carefully focused support will be planned and evaluated by the class-teacher, with support from the SENCO where appropriate and necessary. Resources to support the teaching of children with special educational needs are located centrally and are available for the use of all staff.

9 **Partnership with parents**

'There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels' (SEN Code of Practice 2014)

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with special educational needs.

Parents are invited to Annual Reviews for children with EHCPs. At these meetings, parents are able to meet with teachers, support staff and other stakeholders to discuss progress and any concerns they may have concerning provision. We inform the parents of any outside intervention and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. IEPs are reviewed

regularly and copies given to parents. Parents have the opportunity to discuss these with the class teacher and SENCO at the parents request and also at termly child-led consultation meetings.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. The Governors' Annual Report to Parents contains an evaluation of the policy in action. A named governor takes a special interest in special needs and is always willing to talk to parents.

10 Pupil participation

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

Children are fully involved at an appropriate level in setting targets in their IEP. Children are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

11 Monitoring and evaluation

The SENCO monitors the movement of children within the SEN system in school. The SENCO provides the headteacher, staff and governors with regular reviews of the impact of the policy on the practice of the school.

The SENCO and SEN Teacher are involved in supporting teachers involved in drawing up Individual Education Plans with children. The SENCO and the SLT hold regular meetings to review the work of the school in this area.

The SENCO and assessment coordinator monitors the progress of all children with special needs with reference to general school assessment issues. Pupil Progress meetings are held each term with the class teacher, support staff, Headteacher, SENCO and assessment coordinator where progress is discussed and impact of interventions is reviewed. Teachers set achievable targets for all children at the beginning of each term and monitor progress against these.

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

This policy has been written in accordance with the Single Equality Duty in order to analyse its impact on equality.

