



Special Educational Needs A Statement of Policy

1. Basic information about SEN provision.

Principles and objectives:

- We have regard to the definition of SEN stated in the 'SEN Code of Practice', 1:3
'Children have SEN if they have a *learning difficulty* which calls for *special education provision* to be made for them.'

Children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) 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; or
- c) are under compulsory school age and fall within the definition at a) or b) above or would do so if special education was not made for them.'

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.

Monitoring the progress of all children/pupils is an ongoing process which enables early identification of any children who may require additional or different provision to be made.

We endeavour to monitor all children/pupils who are not making adequate progress in the four broad areas specified in the SEN Code of Practice i.e. communication and interaction, cognition and learning, behaviour, emotional and social development, and sensory and/or physical development.

We work closely with all parents to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum. Parent/carer involvement and support is vital to the success of the education of the children and especially those with SEN.

We believe that **all** practitioners are teachers of children/pupils with SEN and differentiate according to the needs of the children in their care.

We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children. We aim to recognise strengths as well as areas for development and try to involve all children in the activities of the school.

Parents are encouraged to discuss any issues and concerns with the class teacher, SENCO, head teacher or SEN governor.

Management of SEN within the school:

Parents will always be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child.

Children/pupils who make slower progress will be given carefully differentiated learning opportunities to help them progress with regular and frequent careful monitoring of their progress, which will involve the parents/carers and children in working in partnership with the school.

Early identification assessment and intervention are recognised as the key to meeting the needs of the individual children.

All children will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved. All teachers take account of the following inclusion statements:

1. Setting suitable learning challenges
2. Responding to pupils' diverse learning needs
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Co-ordination of SEN Provision:

All staff are responsible for children with SEN.

The SENCO (as listed in Appendix A) is also responsible for:

- overseeing the day-to-day operation of the SEN policy
- co-ordinating provision for children with SEN
- ensuring there is liaison with parents and other professionals in respect of children with SEN,
- managing learning support assistants
- advising and supporting other practitioners in the school,
- contributing to the CPD of the staff,
- ensuring that appropriate IEPs are in place, that relevant background information about children with SEN is collected, recorded and updated
- liaising with external agencies.

The SENCO is responsible for our policy. The draft is evaluated and amended from the comments received from all the relevant parties involved.

Multi-disciplinary/interagency co-operation is in place to ensure provision meets the needs of the children with SEN. We link with other schools, special schools, voluntary organisations, health and social service departments, and the LA.

The role of the governing body:

- The governor with responsibility for SEN is listed in Appendix A
- The governing body should:
 - Ensure that provision is made for pupils who have SEN
 - Ensure that the needs of pupils with SEN are made known to all who are likely to teach them.
 - Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEN
 - Consult the LA and the governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
 - Ensure that a pupil with SEN joins in the activities of the school, as far as is reasonably practical. This must however be compatible with the child receiving the SEN provision their learning needs call for, the efficient education of the other pupils and the efficient use of resources.
 - Have regard to the Code of Practice when carrying out its duties to pupils with SEN
 - Ensure that parents are notified of the decision of any extra provision being made for their child

Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.

The quality of SEN provision is continually monitored, evaluated and reviewed.

SEN provision is an integral part of our School Development Plan.

Admissions:

We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs.

All children with SEN play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary the parents/carers are always informed.

2. Identification, assessment and review

Resources:

- A proportion of our budget is allocated for resources, which include identified materials for use to support children who need additional or different activities.
- The provision of additional support is made as appropriate from the budget.
- We intend to develop our resources to support children with SEN that link with priorities stated in the school's improvement plan.
- The number of children with statements in our school is identified in Appendix A.

Identification and Assessment:

We are committed to the early identification and intervention of children who may have SEN.

If further assessment is required we use the LA assessment pack to help us to determine the child's strengths and areas to be developed. We can then identify and implement the appropriate strategies for the child.

More detailed observations may be made in a variety of contexts as well as careful monitoring of the curriculum. We obtain information from parents/carers and any other records from the previous schools the children may have attended.

The graduated response, adopted in the school, recognises that there is a continuum of needs. This is recommended in the SEN Code of Practice and is in line with the LA policy.

School Action

If a teacher identifies a child who may have SEN it may be necessary to devise an Individual Education Plan (IEP). This sets out any arrangements that are additional to and different from the usual curriculum. The teacher liaises with the SENCO and parents/carers and involves them in setting targets and strategies. These are shared with the child and reviewed each term, or as appropriate.

Further advice and professional support may be sought and implemented if considered necessary for the individual needs of the children.

School Action Plus

If adequate progress is not made after suitable intervention and review, the teacher and SENCO, in consultation with the parents/carers, may conclude that further support and advice is needed. In some cases, outside professionals from health, social services, support services or the education psychological service may be involved with the child. A new IEP will be drawn up in consultation with the parents/carers.

The IEP is continually under review to ensure that appropriate targets are set to allow success for the child and progress to be made. The parents/carers and children are always involved.

Statutory Assessment

In a very few cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether a statutory assessment may be necessary. We use the LA guidance to help make any such decisions. If, in rare cases, the child's needs are considered to be severe and complex, a statement of special educational needs may be issued by the LA.

Review:

The SEN policy is subject to a regular cycle of monitoring evaluation and review.

The SENCO ensures that all appropriate records are kept and available when needed. These are always available for parents/carers to see and can be a source of invaluable information for teachers in other classes and the next school.

Curriculum entitlement:

All children are entitled to a broad, balanced and relevant curriculum, including the National Curriculum. Progress is continually monitored using a range of assessments including: observations/baseline assessment/level descriptions in the National Curriculum at the end of the key stage/standardised tests

All information gained is used to support planning in order to aid progress.

Inclusion:

We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

Evaluation procedures:

The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.

The staff and governing body, will on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEN Policy need to be made.

We continually review and report on the effectiveness of the policy. This includes the numbers of children identified and their progress, the levels of parental/ carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.

SEN is part of our school self-evaluation arrangements.

Procedures for concerns:

We endeavour to do our best for all children but if there are any concerns we encourage those concerned to approach the class teacher in the first instance, then the SENCO, the head teacher or the SEN Governor and a response will be made as soon as possible.

Parents/carers are informed about the Parent Partnership Service so that they can obtain support, advice and information if they wish.

3. Staffing policies and partnership with external agencies.

Professional development for staff:

Staff regularly discuss SEN issues . These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation.

The SENCO attends relevant training and disseminates the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development.

Support services available:

Advice and support from outside agencies is available if requested by the school.

We have links with various voluntary agencies that the school can contact and is available as a support for parents, if applicable.

We believe that effective action on behalf of children with SEN depends upon close co-operation between the school and other professionals, e.g. the LA, SEN support services, health services, social services, etc.

Links with other agencies:

The school is committed to involving parents/carers whenever it is practically possible. This is a commitment to all parents but is especially important in the case of those whose children are identified with SEN. We include all in social events, curriculum workshops and informal meetings.

Records of all children are sent to the receiving educational establishment for their attention. The SENCO endeavours to discuss with receiving staff any children identified as needing additional or different provision to enable continuity of support.

Partnership with parents:

Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.

We share information with parents/carers in informal conversations and individual meetings.

Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.

Parents/carers are encouraged to use the Parent Partnership Service for support and advice or to bring an appropriate relative/friend to meetings if they wish to do so.

We promote a culture of co-operation between parents, schools, LAs and others. This is important in enabling anyone with SEN to achieve their full potential.

We respect the differing perspectives of all parties concerned with children with SEN and seek constructive ways of reconciling different viewpoints. We also respect the differing needs of parents/carers such as a disability or communication and linguistic barriers.

Pupil participation:

Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.

Pupils participate where possible, in all the decision making processes, including setting targets and contributing to their IEPs, discussing their choices, assessment of needs and in the review procedures.

Transfer arrangements:

We have procedures in place to ensure that transfer arrangements take place with ease and are perceived in a positive light, by all our pupils. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils. Additional support and arrangement are given to those children who require it to enable a successful transition to other schools.

5. A School-based Graduated Response to SEN

Action	Who is involved?	What is involved?	Next steps
Differentiation	The class teacher responsible for the pupils.	The teacher plans for the activities to be given the pupils at the appropriate level of need for success and progress to be achieved.	If, after observations in a variety of contexts and in discussion with parents/carers, a pupil is not making adequate progress, an individual education plan is considered.
School Action	The teacher responsible for the child informs the SENCO of the concern and with advice obtained, writes an IEP in consultation with the parents/carers and the pupil.	The IEP is implemented in the class. Additional and/or different activities/resources are used to meet the needs of the pupil. Suggestions for support at home are considered with the parents/ carers. IEP is reviewed regularly.	Most pupils should make progress with the additional help but if the targets and strategies implemented in the IEP mean that adequate progress is not made, advice is requested from outside agencies.
School Action Plus	The SENCO requests advice from an external agency. A new IEP is devised from the additional guidance given and the teacher involved delivers the plan of action.	The IEP is implemented in the class using the strategies and additional/different resources suggested. Support from home is considered. IEP is reviewed regularly.	The majority of pupils will make progress with the further advice and intervention but if the targets and strategies do not result in adequate progress all the parties involved will contribute evidence to support a request for statutory assessment.

Appendix A

SENCO	Paula Blackley
Head Teacher	Beryl Miller
SEN Governors	Catherine Rushworth

There are currently no children in the school with Statements of Special Educational Needs.

Date: June 2008