

BARNBY DUN PRIMARY SCHOOL

POLICY

for

SPECIAL EDUCATIONAL NEEDS

At Barnby Dun Primary School every learner is valued as an important individual who is entitled to participate in all school activities to the best of his or her ability.

We recognise that all children are unique individuals with a wide range of abilities, interests, strengths and weaknesses. We also recognise the entitlement of all children to a broad and balanced education, including the National Curriculum, regardless of physical, sensory, learning or behavioural disabilities. All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential.

We are aware that many children have special needs at a particular time in their life due to situations such as illness or family problems. We may therefore need to offer particular support for these children and their families.

Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age.
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.

We also recognise the special educational needs of the most able children in our school and the need to provide opportunities for them to progress beyond the normal class range. (See Gifted and Talented Policy).

AIMS

In our school we aim to :

1. Ensure all children have access to a broad and balanced curriculum, which is suitably differentiated and adapted if necessary to meet individual needs and abilities.
2. Create an environment to ensure that every child is given the best possible chance to succeed.
3. Maximise the opportunities for children with special educational needs to join in with all the activities of the school.
4. Help all children, whatever their level of ability, to develop a sense of worth and pride in their own achievements and the achievements of others.
5. Ensure an effective system is in place for the provision of SEN in our school which is in line with the new SEN Government Code of Practice and meets the requirements of the Disability Discrimination Act.

OBJECTIVES

In order to achieve our aims we have the following objectives:

- To ensure early identification of SEN
- To include all learners whatever their needs as part of the school family
- To help learners to be confident and independent
- To ensure access to a broad and balanced curriculum for all learners

- To encourage regular and effective communication with parents by seeking their support, knowledge, views and experience, keeping them fully informed and offering them support when required.
- To liaise appropriately with outside agencies
- To maximise provision within the SEN budget
- To review learners' progress at regular intervals
- To consider and include the views of the learner
- To use child centred IEPs to monitor the progress of SEN pupils
- To meet the needs of a child effectively by providing the necessary extra resources and support
- To provide an appropriately differentiated curriculum for all children (whether the least able or the most able)
- Wherever possible, (taking account of the wishes of the parents), make provision for children with special needs (including those with statements), to be educated alongside their peers
- To ensure all staff are fully informed about the procedures associated with SEN provision in school.
- To ensure continuing professional development for all staff.

1. ROLES AND RESPONSIBILITIES

1.1 The Governing Body

- The governing body has due regard to the Code of Practice when carrying out its duties towards 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.
- 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 one governor to have specific oversight of the schools provision for pupils with SEN.
- The SEN policy is agreed by the Governing Body
- Information on Special Needs provision forms part of the Head Teacher's report to governors which is delivered each term
- Budget provision for Special Needs is approved by the Governing Body

Responsibilities for Special Educational Needs

- The Head Teacher delegates responsibility for the organisation and implementation of SEN to the SENCO / Inclusion Manager who works closely with the Head Teacher and keeps her updated on all matters. Any new concerns are brought to the attention of the Head Teacher. The Governing Body is consulted and updated where necessary.

The SENCO / Inclusion manager has responsibility for:

- Co-ordinating the provision for children with special educational needs.
- Updating and reviewing the provision map.
- Managing the response from staff, parents and outside agencies to children's special needs.
- Supporting and advising colleagues.
- Supporting and monitoring the Learning Support Assistants.
- Overseeing the records of children with special educational needs.
- Meeting with parents.
- Acts as a link with external support agencies.
- Monitoring and evaluating the SEN provision and reporting to the governing body.

- Managing a range of resources, human and material, to enable appropriate provision for children with SEN.
- Contributing to the professional development of all staff.
- Ensuring that SEN is included as an agenda item in staff meetings when necessary.
- Provide specific programmes of work for SEN children, (particularly those with specific learning difficulties and co-ordination problems).
- Monitor the LSAs' work in implementing specific programmes for statemented pupils..
- Carry out individual assessments to identify specific problems.

1.2 Teaching Staff

It is the responsibility of the teacher to identify, as early as possible, those children who are deemed to be in need of additional support in the following areas;

- **Learning difficulties**
- **Communication difficulties**
- **Social, emotional or behaviour problems**
- **Physical disabilities**
- **Motor learning / co-ordination problems**
- **Any other medical concerns**

The following areas are the responsibility of the teacher:

- To be aware of any medical problems the child may have ie. Asthma, epilepsy etc.
- Plan differentiated lessons, including any specific tasks necessary to allow children with SEN to be included in the learning process.
- Before the lesson, prepare resources needed for any child / children with SEN

- Set appropriate targets for children with SEN in their class.
- Maintain appropriate records for children with SEN, and ensure these are passed on to the next teacher.
- Involve LSAs, under their direction, in the planning of work to meet the needs of children in their class with SEN.
- Monitor the work of LSAs.
- In consultation with appropriate staff in school, write, update and review IEPs for children with SEN in their class and share them with parents.
- Consult the SENCO / Inclusion Manager if a concern arises.
- Attend the reviews of any children in their class with a statement of SEN.

1.3 Learning Support Assistants

LSAs support all classes. Their priority is to work with children with SEN.

- To work with children with SEN in the classroom or other designated areas.
- Deliver the teacher's planned programme of work for the children with SEN
- Take responsibility for observing children with SEN, recording findings if necessary and reporting to the class teacher
- Monitor and review pupil progress with the teacher.
- Attend the review of any child they support with a statement of SEN
- Undergo appropriate training.

2. IDENTIFICATION OF CHILDREN WITH SEN

- A child may be identified as having SEN prior to entering school, through nursery records and/or baseline assessment records passed on to the reception teacher, or through parent/teacher discussions which take place on an individual basis
- On entry into school, all children are assessed through PIPS (Performance Indicators in Primary Schools). This may identify an area of concern at an early stage.
- At the end of the reception year, the PIPS assessment is repeated. This offers further evidence of the progress of each child and highlights under-performance.
- The Foundation Stage Profile/ EYE Profile is updated throughout the reception year and may also be used for identification purposes.
- From Year 1 onwards, teacher concern is backed up by continuous teacher assessment and tracking information in all year groups is outlined in the assessment tracker.

If a child is attaining significantly below the national expectations or not making adequate progress, the SENCO / Inclusion Manager is consulted and the child is put on **Class Action (Wave 2 Support)**. The child is provided with differentiated work and progress is closely monitored. If concerns continue a child is put on to **School Action (Wave 3 Support)** and an Individual Education Plan is introduced.

If the IEP review identifies that support is needed from outside services, parents are consulted prior to any support being actioned. In most cases children will be seen in school by external support services. This may lead to additional or different strategies to those of **School Action**. This enhanced level of support is called **School Action Plus**. External support services will provide information for the child's new IEP. The new strategies within the IEP are, wherever possible, implemented in the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern, a request for a statutory assessment, through the submission of an R1 will be made to the LEA. A range of written evidence about the child will support the request.

In an extreme case, (e.g. a child with problems arriving from another school), a child may be put immediately to **School Action** or **School Action Plus**, or an R1 may be submitted to the LEA.

**NB. Please refer to guidance notes on the new SEN Code of Practice.
(Appendix)**

Admission Arrangements

Admissions are in line with the LA Admissions Policy. Parents are asked about their children's special educational needs and any needs are taken into consideration. Parental permission will be sought to discuss a child's particular needs with the previous school and /or pre-school placement. If the child has a Statement of Special Educational Needs the LA will be consulted. The school is on one level and therefore is accessible to wheelchairs. There are disabled toilet facilities. The school is fully committed to taking 'reasonable measures' to provide access to any pupil with a disability.

Use of Teachers and Facilities from Outside the School/Links with other Agencies: Health, Social Services, Education Welfare and Voluntary Organisations

- The school has close links with the following agencies and works hard to share knowledge and receive advice for the benefit of learners. The school values this support and is always willing to support other agencies by providing information about learners' progress.
 - Behaviour Intervention Team
 - Child Development Clinic at Doncaster Royal Infirmary
 - Child Protection/Social Services
 - Education Welfare Services
 - Early Intervention Team
 - Educational Psychology Team
 - Families First

- Health Visitor
 - Parent Partnership
 - Portage Teachers
 - Pupil Referral Unit for Behaviour
 - School Nurse
 - Special Schools
 - Speech and Language Unit/Therapists
 - Springwood, Family Therapy Unit
 - Sure Start
 - Teachers for Communication Difficulties and Autism
 - Teachers for Learners with English as a Second Language
- Such agencies are always welcome in school to talk to learners, parents, school staff or make observations. Arrangements are made to release relevant personnel to allow discussions to take place. The Inclusion Manager co-ordinates these meetings and visits, inviting relevant staff and parents to be involved where necessary

Partnership with Parents

- All parents have an open invitation to contact school at any time regarding their children. Parents are asked to make an appointment, wherever possible. This will usually be with the Class Teacher although it may be with the Inclusion Manager, or both if necessary
- The school holds termly parents' evenings where learners' progress is discussed. These occasions are often used to review IEPs and other targets; parent and pupil views will be sought at these meetings
- Where opportunities arise teachers and TAs will show parents ways of helping their children

Parents are always informed about the school's concerns and the provision map.

Links with Other Schools

- The school has strong links with feeder schools at secondary and primary level. Where learners have Statements of Special Educational Needs the SENCO from the receiving secondary/primary school is invited to annual reviews
- The Year 6 teachers and Inclusion Manager meet with the SENCO/ Year Leader at the feeder school to pass on information about the special needs of all learners at School Action and School Action+
- Links are made and maintained with special schools and units if learners are transferring into the school. This may be on a phased basis and close liaison between schools is given priority. Again, parents are included in this process.
- Full advantage is taken of any appropriate pyramid training that may be of help to staff within the school

4. REVIEWS FOR STATEMENTED PUPILS

Reviews for statemented pupils, involving parents and all relevant agencies are conducted annually or more often if the need arises.

Written reports are sought from parents and all relevant agencies associated with the child and circulated to everyone invited to the review meeting well in advance.

5. PUPIL PARTICIPATION

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. This approach continues throughout the school..

Children are involved at an appropriate level in setting targets in their IEPs and in their termly IEP review meetings. Children are encouraged to make judgements about their own performance against their IEP targets. Older children with a statement of SEN are encouraged to express their opinions as part of their annual review. We recognise success here as we do in any other aspect of school life.

6. CURRICULUM ACCESS FOR CHILDREN WITH SEN

For the most part, children with SEN are given access to a broad and balanced curriculum within the normal classroom setting, through the careful planning of appropriately differentiated activities. At this time, available classroom support may be on an individual basis or within a small group.

It may be necessary for a child, or a small group of children to be withdrawn to a quiet working area for a particular purpose. This may be with a teacher, a Learning Support Assistant or adult helper. Appropriate material may be chosen from a wide range of SEN resources to support the learner.

7. INCLUSION OF PUPILS WITH SEN

7.1 All children with SEN are fully integrated into the social and academic life of the school and are encouraged to take part in all activities including extra curricular activities. 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.

7.2 Teachers respond to children's needs by:

- providing a stimulating, exciting school and classroom environment which will increase motivation and arouse interest and curiosity in all our children, including those with disabilities or learning difficulties.
- trying to use a variety of teaching strategies to meet the needs of children with different learning styles; developing children's understanding through the use of all available senses and experiences.

- encouraging the development of self confidence and self esteem in a climate of care and support, where each child feels valued and able to risk making mistakes without fear of criticism.
- actively involving children in their own learning and setting their own targets, encouraging them to talk about their work and recognise their own achievements. Targets which are set may need breaking down into small achievable steps in order to promote success.
- Providing appropriate support for any child who needs help to access the curriculum.
- planning for children's full participation in learning, and physical and practical activities through appropriate differentiation
- keeping groupings of children flexible, depending on the type of activity. Arranging groupings in such a way as to provide co-operative learning when possible.
- being sensitive to individual children's needs, respecting and valuing their efforts and achievements, while at the same time providing activities which will further promote learning.
- monitoring and reviewing the progress of individual children thoroughly to ensure their needs are being met.
- 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 to enable them to take an active part in learning.
- working closely with the SENCO / Inclusion Manager during each stage to ensure that outside agencies are contacted when concerns over a child continue.

8. RESOURCES FOR CHILDREN WITH SEN

Pupils identified as having SEN have equal access to all resources within the school. Extra resources (both human and material) are allocated according to need within the constraints of the school budget. Overall allocation is reviewed annually, but a review of resource allocation takes place as the need arises. The headteacher informs the governing body of how funding is allocated to support pupils with SEN.

11. STAFF DEVELOPMENT

It is important that all staff are given the opportunity to undergo training in order to develop the necessary knowledge and skills to provide for the children in their class with SEN and effectively meet their responsibilities in line with the Code of Practice.

The school organises whole staff training as required, and all staff attend appropriate courses on aspects of SEN as part of the staff development programme. Support for each other is also offered through staff meetings when teachers report back from any courses, discuss SEN issues, or when individual concerns are raised. Outside support from ILSS or other agencies is enlisted for staff meetings as appropriate, and teachers are also given the opportunity at times to visit the ILSS centre.

Much mutual support for all staff is gained through informal discussion on SEN issues or about individual children.

14. COMPLAINTS PROCEDURE

The procedure for any complaint is set out in the school prospectus and the same procedure applies for any issue.

Parents are invited to contact the school if they have any concern. If the member of staff he/she wishes to talk to is unavailable, mutually agreed arrangements are made to discuss the matter as soon as possible.

It is usual for complaints to initially be brought to the class teacher. If unresolved to the satisfaction of the parent / carer, the complaint will be referred to the headteacher. Where the parent / carer feels the complaint needs to be taken further the matter will be referred to the appropriate governors' sub-committee.

Under the SEN and Disability Act 2001, parents will also be able to request independent disagreement resolutions. The school will make further information about this process available on request.

15. E VALUATION OF THE SCHOOL SEN POLICY.

The SEN Policy will be evaluated on an annual basis through whole staff consultation and updated as required. Any plans for the modification of SEN provision will be identified in the School Improvement Plan.

The success of the policy will be evaluated alongside the following performance indicators:-

- Do we identify all the children in school with SEN?
- Are we doing this early enough?
- Do we provide the necessary resources in order to meet the needs of these children?
- Is the curriculum we provide appropriately differentiated to meet the needs of the full ability range?
- Is there sufficient monitoring and reviewing of progress and targets set for individual children?
- Are we doing enough to enlist the support of parents?

- Does the school make sufficient use of the support of outside agencies?
- Are the children with SEN being educated successfully alongside their peers?
- Are all staff sufficiently familiar with the school's policy and procedures?

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