



SPECIAL EDUCATIONAL NEEDS POLICY

<p>Policy or procedure reference number: 32</p> <p>Issue number: 2</p> <p>Date: 01/12</p> <p>Review date: 01/13</p> <p>Responsibility for review: Curriculum</p>

Rationale

Oakhurst Community Primary School provides a broad and balanced curriculum for all children. The Early Years Foundation Stage Curriculum, National Curriculum and International Primary Curriculum are our starting points for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children may have particular learning and assessment requirements that could create barriers to learning.

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 enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during, their school life. 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.

The school has regard to the 2001 SEN Code of Practice which takes account of the SEN provisions of the SEN & Disability Act 2001.

Aims

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 partners 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, regardless of their needs.

Educational Inclusion

Through appropriate curricular provision, we respect the facts 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 diverse 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 young 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.

Special educational needs

Children with special educational needs have learning difficulties that call for special provision to be made.

At Oakhurst, the Special Educational Needs Coordinator (SENco):

- manages the day-to-day operation of the policy;
- coordinates provision for and manages the responses to children's special needs;
- supports and advises colleagues; including continuing professional development;
- maintains the school's SEN records;
- contributes to and manages the records of all children with special needs;
- manages the school based assessment and completes the documentation required by outside agencies and the LA;
- acts as the link with parents;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- acts as a link with external agencies, other agencies and liaises with other schools;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, linked to children with special educational needs.

The role of the governing body

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 LA and other schools, when appropriate, and report to parents on the success of the school's policy in the school prospectus. The name of the person responsible for coordinating SEN provision in the school is included in the annual prospectus.

Allocation of resources

The SENco, with the headteacher, is 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.

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 and SENco assess and monitor the children's progress in line with existing school practices.

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

The Code of Practice sets out a model of action and intervention designed to help pupils towards independent learning. When a pupil is identified as having special educational needs the school intervenes as described below at:

School Action
School Action Plus

School Action

The class teacher or parent identifies a problem. The SENco and class teacher refer to Swindon Borough Council's Entitlement Document for guidance. The class teacher and the parents agree what action is to be taken. If concerns continue, the class teacher liaises with the SENco and an Individual Education Plan (IEP) or Individual Behavioural Plan (IBP) is drawn up with reference to the Entitlement Document. This is done in consultation and, with the agreement of parents and a review date is set.

The IEP/IBP will identify actions that are additional to or different from those provided as part of the school's usual differentiated curriculum and strategies, to enable the pupil to learn more effectively. Reviews of the IEP/IPB for each pupil take place regularly during the year.

School Action Plus

At a School Action Review it may be decided to seek further advice from a specialist, with the parents' permissions. This could mean that the pupil might move to School Action Plus.

Often a specialist may discuss the pupil with staff and parents and observe him/her in the classroom and/or playground and may be asked to carry out an assessment of the pupil.

Specialist support is available for schools and pupils, to advice on learning, behaviour, medical and sensory impairment.

Any specialist involved would work with the school to help plan the most appropriate provision for the pupil. An IEP/IBP will still be in place and reviewed regularly with the parents.

In a small number of cases the Local Authority may need to make an assessment of education needs. A request for assessment can be made by the school or by the parents. A statutory assessment may result in a statement of educational needs.

The LA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this assessment.

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 specific needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Individual Educational Plans/Individual Behaviour Plans, which employ a small-steps approach, feature significantly in the provision that we make at the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that the children experience success. All children with identified special needs have an IEP/IBP.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. 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.

Where possible, in an age-appropriate way, we discuss IEP/IBP targets, and the ways in which they might be achieved, with our pupils. This improves motivation and helps children measure their own success and progress.

Partnership with parents

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their children's education.

We have regular meetings to share the progress of special needs children with their parents. 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.

Complaints from parents of pupils with SEN concerning the provision made at school are dealt with in the same way as any other complaint, following the LA's Complaints Procedure. The SENco/Headteacher is responsible for making parents aware of these procedures should the need arise.

Monitoring and Evaluation

The SENco monitors the movement of the children within the SEN system at school. The SENco provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENco is involved in supporting teachers involved in drawing up IEPs for children. The SENco and Headteacher hold regular meeting to review the work of the school in this area. The SENco and the named governor with responsibility for special needs also hold meetings.

The governing body reviews this policy annually and considers any amendments taking account of prior attainment, access to the curriculum, increased independence or development of social and personal skills.

Conclusion

By adhering to this policy, we will ensure that all children's' needs, which have been identified as early as possible, are met. We will work in partnership with parents, taking account of the views of the child, in an age-appropriate way and liaising with outside agencies as necessary.

The SENco is: Mrs Sam Buckley
The SEN Governor is: Mrs Alison Kirk