

Clarice Cliff Primary School

Special Educational Needs Policy 2009

“Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Headteacher, the SENCO and all other members of staff should have important responsibilities. ALL TEACHERS ARE TEACHERS OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS. Teaching such children is therefore a whole school responsibility.”

Special Needs Code of Practice 2001

Rationale

Clarice Cliff Primary School recognises that all children are special and that all children have to some extent during their education special educational needs. All children share the same right to a broad and balanced curriculum and as such will be considered in terms of their individual educational needs. All children have the right to have their special educational needs assessed and addressed. Special needs may be where a child is experiencing emotional, physical, specific or general learning difficulties. Pupils with difficulties may perform at a relatively low level compared with national expectations yet their achievements may be high in relation to their capabilities and reflect excellence in relation to what might reasonably be expected of them. All children with special needs and their parents will be actively consulted throughout all stages of assessment and encouraged to be involved in the educational provision that results from those assessments.

WHAT IS A SPECIAL EDUCATIONAL NEED?

A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.

A child has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority
- c) is under five and falls within the definition at a) or b) above or would do if special educational provision was not made for the child

Nationally, research has shown that at one time or another during their schooling, 20% of children will have a special educational need. It is our objective to give every child an equal opportunity and curriculum entitlement within our school. For children with special needs, we should aim for them to follow the National Curriculum, as far as possible, at their own level and at their own pace. In some cases, it may be necessary for such children to receive extra help within the classroom or to be withdrawn.

Children may have a special educational need in one or more of four areas:

- 1) Speech, Language, Communication
- 2) Learning, Cognition
- 3) Emotional, Behavioural, Social
- 4) Physical, Sensory

There may be a variety of reasons for a child's inability to progress, some of which we may need help from other professional agencies to deal with. It is our job as teachers and teaching assistants to cope with the problems which present themselves to us in the classroom. Knowledge of a child's background is always useful to us and we must always take this into account.

AIMS

- To ensure that every child has an equal opportunity.
- To ensure that a child with special educational needs should have his/her needs met.
- To foster self-esteem and an enjoyment of learning, by recognising and praising success, whilst offering support in areas of weakness.
- To work closely with parents, children and other agencies about the needs of pupils with special educational needs and maintain a multi-disciplinary approach to the resolution of issues.
- To ensure the views of the child should be sought and taken into account.

OBJECTIVES

The school will endeavour to

- 1) provide a framework of appropriate screening and assessment resources that will enable staff to identify, at the earliest possible opportunity, all children with special educational needs
- 2) use consistent criteria to measure children's performance, identifying strengths and weaknesses, so that their rate of progress, over time, may be assessed
- 3) provide and deliver differentiated work and individual programmes of special needs support at School Action and School Action Plus through the preparation of child friendly Individual Education Plans (IEP) designed to meet each child's identified needs within the context of the whole curriculum
- 4) employ clear procedures which will enable staff to monitor progress and use agreed proformas for recording work with children with special educational needs
- 5) ensure staff recognise that there is a continuum of special needs support and to provide a structure through which outside agencies can be involved at the appropriate stage
- 6) establish procedures which enable staff to liaise with parents on a formal and informal basis
- 7) establish procedures which enable staff to liaise with cluster schools regarding pupils with special educational needs.

CO-ORDINATING EDUCATIONAL PROVISION

Role of the Governors

The Governing Body has appointed Mr George Mills as having responsibility for Special Educational Needs. He liaises with the SENCO's and monitors the school's work on behalf of children with special educational needs.

The Governing Body must:

- do their best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensure that relevant training is made available to the SEN governor and other governors as appropriate
- ensure that, where the 'responsible person' – the Headteacher or appropriate governor – has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach or support him or her
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs

Role of the Headteacher

The Headteacher is Mrs G. Latos. She has the responsibility for the day to day management of all aspects of the school's work including provision for children with special educational needs. She will keep the Governing Body informed. Mrs Emma Day and Mrs Clare Harvey are the SENCO's and have responsibility for management of SEN on a daily basis.

Role of the Special Needs Co-ordinator

- the day to day operation of the school's Special Educational Needs Policy
- liaise with and advise fellow teachers
- manage teaching assistants
- co-ordinate provision for children with special educational needs
- maintain the SEN register and oversee the records on all pupils with special educational needs
- help staff to write IEPs across the school at School Action and more centrally at School Action Plus
- liaise with parents of children with special educational needs
- supporting and monitoring IEP writing across the school.
- liaising with parents of children with special educational needs.
- consulting with children and encourage participation in their progress
- contributing to the in-service training of staff
- liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies.

The role involves-

Records

- record keeping and updating
- keeping an up-to-date list of all children identified with special educational needs children in the Foundation stage, and Key Stages 1 (and 2).
- keeping a note of all meetings with parents, class teachers, educational psychologist and other agencies appertaining to individual children.
- keeping a check on review dates for the various stages.
- ensuring that the annual review for Statemented children is carried out at the appropriate time
- monitoring the use of the SEN handbook in each class.
- monitoring individual pupil files of the work collected as evidence to inform IEP reviews.

Identification

- Helping staff identify children with special educational needs and offering advice or testing where appropriate, stressing the need for importance of early identification

Staff Support

- Leading SEN team, ensuring that the team meets at least half termly to discuss individual children and their IEPs, children causing concern and wider SEN issues, The team consists of the SENCO, SEN representatives From the Foundation Stage, Key Stage 1 and Key Stage 2.
- meeting with every member of staff, with special educational needs children, on a termly basis or more frequently if necessary
- helping to update IEPs
- advising on appropriate classroom techniques
- providing resources
- help with producing, monitoring and completing monitoring and school action procedures and paperwork
- advising teaching assistants working with statemented pupils
- helping to timetable support

Resources

- providing and updating resources for pupils and staff
- Disseminating information on current practice and expertise in the field of special educational needs

Liaison with - teachers
parents
outside agencies
SENCOs within the partnership and the LA
Governor with responsibility for special educational needs

Role of Class Teacher

- provision for a child with special educational needs should match the nature of there should be careful regular recording of a child's special educational needs, the action taken and the outcomes.
- to understand the idea of 'Graduated Response'
- to make full use of available classroom and school resources before expecting to call upon outside resources
- to be aware of the Model of action and Intervention, which is as follows:-

1. SCHOOL ACTION (Responsibility of Mrs Harvey)

At this stage the class teacher will discuss with Mrs Harvey whether School Action intervention is needed. The class teacher invites parents in to discuss the child's needs and seeks permission to proceed. If the parents confirm their willingness to proceed, an Individual Education Plan will be devised which will include action both in the classroom and at home. The plan should be adopted for approximately half a term with three or four short, achievable targets. A review of the progress will be made by the class teacher and the co-ordinator during which an assessment of the effectiveness of the strategies in place will be made. If any are to be changed then the parents must be informed. It will be decided whether to implement a further period of School Action intervention or whether to seek external agency support at School Action Plus. If targets have been met and progress made then the child could be returned to Record of Concern or indeed, removed from the register.

2. SCHOOL ACTION PLUS (Responsibility of Mrs Day)

Other agencies become involved at this stage. The co-ordinator takes the lead and seeks the advice and guidance from other services which include:

- Special Educational Needs Support Service (SENSS)
- Educational Psychology Service (EPS)
- School Health Service
- Primary Pupil Behaviour Support Service (PPBS)

We would request a formal assessment and a menu for intervention strategies. The parents must be kept fully informed during any of the above procedures and also need to be involved in the devising of a new Individual Education Plan. This should include specific targets which the child should aim to meet over the period of a term. A review of the progress will be made by the class teacher, co-ordinator and external agent followed by a meeting with the parents. The alternatives here are to return the child to the previous stages if progress is being made, or it may be necessary to apply to the LA for a Statutory Assessment.

STATUTORY ASSESSEMENT

A very small number of children will have longer-term needs requiring a greater level of support. If this is the case then the school or parent/guardian can request that the LA carry out a statutory assessment of a child's special educational needs. The school staff, the parents and any other external agencies that have been involved with the child will need to send written information to the LA. A decision will be made at LA level as to whether a statutory assessment can proceed.

CHILDREN WITH STATEMENTS

A statutory assessment may result in the LA producing a Statement of Special Educational Needs for a child. The parents will be issued with the statement for their child, with recommendations for areas of development and either the offer of a special school or some hours of extra educational support by either a teacher or a learning support assistant. If the parents agree to the statement then the co-ordinator will devise an Individual Education Plan. If the authority approve the plan then the extra support in the classroom will be initiated. Annual review of the statement will be held, including parents teachers and other supporting professionals and where appropriate the pupil

This process will involve:

- gathering information about the child and make an initial assessment of the child's special educational needs using the forms provided in the SEN handbook
- consulting with the child and the child's parents/guardians
- provide special help within the normal curriculum framework, exploring ways in which increased differentiation of classroom work might better meet the needs of the individual child
- manage teaching assistants
- monitor and review the child's progress
- notify the SENCO regarding the above

IDENTIFYING AND ASSESSING SPECIAL EDUCATIONAL NEEDS CHILDREN

Children are assessed in a general way from the moment they enter school, whether in the nursery, reception classes or other entry point. They should be given a suitable time to settle into the school routine and become familiar with methods of teaching. However, class teachers should convey any problems they perceive in the child's rate of learning or ability to integrate, as soon as possible to the SENCO. Baseline assessment will pick up many problem areas in the Foundation Stage.

The sooner a child is identified as having a learning difficulty, the better, particularly where there is a problem serious enough to require intervention from an outside agency.

Some children with special educational needs are known prior to school entry and their problems will be discussed with the Headteacher before they begin so that they can be catered for appropriately,

The school can use various methods of assessing a child's progress:

- a) Observation – child gauged against the general progress of class particularly in Literacy and Numeracy but also in other subject areas
 - as a member of the class/group/as an individual – relating to his peers/adults
 - in the class situation – round the school including PE, dining hall, playground etc
- b) Questioning and discussion
- c) Marking written assignments
- d) Assessments made prior to setting targets in Reading, Writing, Number and Shape, Space and Measure
- e) SATs
- f) Other
 - i) parents/guardians
 - a parent or guardian may discuss a problem occurring at home which may have a bearing on schooling and give a valuable insight to staff
 - ii) previous school
 - reports/comments/test results from a previous school or schools may indicate a problem
 - iii) medical condition
 - teachers should be made aware of any medical problem which may affect learning

Teachers should always remember to check on a child's hearing and sight and remember that problems here may not have previously been picked up and that such problems can develop at any time. If teachers are concerned they should contact the SENCO who will then refer to the School Nursing Sisters, Dawn Jennings or Karen Shaw.

When Special Needs are identified, teachers will refer to Mrs Day or Mrs Harvey (SENCO's) and ensure that parents are advised of any concerns at the outset. Children will be assessed by teachers and other agencies including Special Educational Needs Support Service teachers if appropriate, The school will be responsible for maintaining the provision and review procedures.

REVIEW PROCEDURES

Children with an IEP are reviewed at termly intervals. Those involved could include the class teacher, Headteacher/SENCO, parent, child ancillary help, Educational Psychologist, Speech Therapist, SENSS< Social Services, EWO etc

INCLUDING PUPILS WITH PHYSICAL NEEDS / HEARING IMPAIRMENTS / VISUAL IMPAIRMENTS

The school, in conjunction with the LA has devised a DES which incorporates the accessibility plan in order to ensure safe and secure access for all pupils regardless of their need. All pupils will have access to necessary equipment and support to enable pupils to be fully included in all lessons.

Children with special educational needs are taught within mixed ability classes and grouped as though appropriate by the class teacher. They can also receive extra ancillary help and those with a Statement of Educational Needs might have a welfare assistant assigned to them. They are thus integrated in every way, in all subjects, with differentiated work there appropriate, and closely monitored in order to chart their progress efficiently.

PARTNERSHIP WITH PARENTS

- The aim of the school is for staff to work in partnership with parents in order to help a child overcome difficulties
- Parents are kept informed about progress informally and formally; informally when they deliver and collect their children, etc and formally at parents evenings, by letter, be specific invitation into the school.
- They are kept informed by the Headteacher, class teacher, SENCO, SENSS, Educational Psychologist and other external agencies
- Parents are encouraged and informed how to help their children at home in conjunction with work being done at school.
- In some instances, help is initiated by parents from an external agency and the school co-operates in any way appropriate with such an agency.
- Parents are kept informed at every juncture in the Stages of Special Educational Need, up to and beyond Statementing.

COMPLAINTS PROCEDURE

Any complaint is dealt with sensitively and promptly:

- 1) The initial point of contact is the child's class teacher
- 2) Appointments may also be made with the SENCO/Headteacher
- 3) If any person feels that their complaint has not been dealt with adequately by the school staff, they are able to contact the named Governor for Special Educational Needs, Mr G. Mills, who will report their concerns to the Governing Body.
- 4) In addition the LA provides a disagreement resolution service, telephone number on display in the entrance hall. the LA also provides a parent partnership service details of which are also displayed in the entrance hall, or can be obtained from the SENCO's

MULTI-AGENCY WORKING

The school works in close partnership with the LA, health and social services and local and national voluntary organisations as appropriate. The school recognises the important role to be made by outside agencies in helping schools to identify, assess and make provision for pupils with special educational needs. The HSLW is a member of the Children's Network which meet every half term to discuss individual children. The HSLW feeds back any necessary information to the SENCO's. The group consists of the local health visitor, school nurse, education welfare officer, parenting practitioner and a representative from the psychology service.

EDUCATIONAL LINKS

The SENCOs from Stoke-on-Trent LA and representatives from SENSS, SEN department, Education Psychology department etc. meet regularly to discuss policy, share and advise on resources and seek continuity for special educational needs pupils on transfer.

Review Dates: This Policy will be reviewed on an annual basis.

