



SPECIAL EDUCATIONAL NEEDS POLICY

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| Committee responsible | Curriculum |
| Authorisation | Debbie Doherty |

Special Educational Needs (SEN) Policy

1. **Definition – *Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.***

At Hanslope Primary School we believe all children are special and ‘Every Child Matters.’ Our vision is to realise and maximise the full potential of each individual, including those with special educational needs. We believe all class teachers have the skills to deliver a broad and varied curriculum that includes provision for SEN children where needed.

The National Curriculum is our starting point for planning that meets the needs of all individuals. When planning, teachers set suitable learning challenges and respond to children’s diverse learning needs. A minority of our children may have barriers to learning which impede their progress. These barriers and specific needs are identified and provision implemented.

Children may have special educational needs either throughout or at any time during their school career. Where this is the case, teachers take account of this and make provision, where necessary, to support individuals or groups of children, thus enabling them to participate effectively in curriculum and assessment activities.

This policy was produced with reference to the Education Regulations 1999, the Revised Code of Practice 2001 and the Milton Keynes LEA SEN Handbook and Guidance which provides a framework for SEN provision within the Authority.

2. **Aims and objectives.**

The aims of this policy are:

- To create an environment that meets the special educational needs of each child
- To promote success for all children
- To promote inclusion, ensuring that every child has an equal opportunity to participate in school life irrespective of race, gender, disability or SEN
- To ensure that the special educational needs of children are identified, assessed and provided for
- To raise achievements of children with special educational needs by promoting pupil participation in target setting and discussion
- To enable all children to have access to a broad, balanced curriculum which demonstrates progression and continuity
- To build partnerships with parents and where appropriate, other professionals, to provide an effective education for identified pupils.
- To clarify the roles and responsibilities of all staff in providing for children’s special educational needs
- To demonstrate respect and value each child as an individual; to recognise particular strengths and learning styles.

3. **Achieving the aims of the policy.**

- The Headteacher is responsible for delegating the effective management of the SEN provision, including providing support and time to enable the special educational needs co-ordinator (SENCo) to fulfil the duties set out in this policy.
- The SENCo is responsible for managing the procedures identified in the Code of Practice, liaising with colleagues, parents and external agencies, maintaining the SEN register and overseeing records on all pupils with SEN.
- The Class Teacher is responsible for assessing, planning and providing differentiated access to the curriculum.
- The Class Teacher will monitor progress regularly with the SENCo and set appropriate targets using Individual Education Plans (IEPs). It is the Class Teacher's responsibility to alert the SENCo of any concerns about pupils.
- Teaching Assistants are employed by the school and may support individuals or groups of children. Teaching Assistants are supported and directed by the Class Teacher in their work with SEN pupils, providing feedback on the progress of individuals' progress and informing future target setting.
- The Class Teacher is responsible for providing Teaching Assistants with a coherent timetable of intervention for specific children with SEN as stated on IEPs.
- The SEN Governor meets regularly with the Headteacher and SENCo to discuss school procedures and SEN issues. The SEN Governor reports back to the Governing Body at regular intervals.

4. Partnership with parents

The Code of Practice emphasises the importance of working in partnership with parents this is essential to the success of this policy. At all stages of the process Hanslope School will keep parents fully informed. We will take account of the wishes, feelings and knowledge of parents at every stage.

Our partnership with parents is facilitated through:

- Always sharing the process of decision making
- Sharing of IEP targets
- Consulting parents about appropriate external interventions
- Holding regular meetings to discuss progress against agreed objectives

5. Professional support and links with other agencies – Partnership working.

The LA provides the following support services which may be called upon by the school: the Education Support Service (SENDIS) including Hearing and Sight impairment specialist teachers, Behaviour Support Team, Educational Psychology Service, Ethnic Minority Achievement Support Service (EMASS), Education Welfare Service, Parent Partnership, Speech and Language Therapy Service, Child and Adolescent Mental Health Services (CAMHS), and the SEN Casework Team.

Annual meetings with the SEN Staff at our local feeder school and our local secondary schools are convened to help facilitate a smooth transition for pupils entering the school in Year 3 pupils and Year 6 pupils moving to their secondary education.

6. Professional Development and Training.

Staff are given the opportunity to attend relevant courses and training to continue to develop their professional expertise in the identification and management of a variety of SEN.

The SEN Governor is encouraged to participate in any training opportunities that are available to support the School's SEN Policy.

7. Allocation of Resources

The Headteacher is responsible for the management of the specified resourcing for special needs provision within the School, including the provision for children with statements of special educational needs. Funds are delegated to the SENCo annually for the purchase of additional resources.

The Headteacher informs the Governing Body of how the funding to support special educational needs has been allocated.

We support children in small groups or in one to one situation where this is appropriate. ICT may be used to overcome barriers to learning.

8. Access to the curriculum

Teacher's use a range of strategies to meet children's Special Educational Needs. Lessons have clear learning intentions, differentiated tasks and assessment for learning informs our day to day planning for the next steps.

Individual Educational Plans, for pupils with special educational needs employ a 'small steps' approach. A small number of realistic, achievable and measurable targets help to ensure that all children can experience success and progression. (IEPs are working documents to which the child and relevant adults should have access at all times).

9. Special Educational Needs provision at Hanslope School

The School accepts the Code of Practice definition of SEN.

The School will flexibly employ the threshold criteria for SEN as provided by Milton Keynes LA.

In accordance with the Revised Code of Practice 2001, the School uses a staged model to respond to children's special educational needs.

10. Identification, assessment and review

At Hanslope School a termly (or half termly if required) programme of assessment enables early identification of a pupil's individual needs.

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

The assessment of SEN is informed by information from:-

- Baseline screening at the end of the Foundation Year
- Termly tracking of pupil assessment data
- Formal assessment such as SAT and/or optional SAT results
- Informal assessment in the form of classroom observation
- Existing medical/academic records
- Parental views, concerns, information

11. Procedures

Class teachers initially identify any child giving cause for concern to the SENCo. At this time, the class teacher may complete a **Record of Concern** form, detailing the nature of the difficulty and establishing an individual file for the child. The SENCo will informally discuss strategies for intervention with the class teacher. The class teacher and the SENCo will decide a review date. If the expected progress is not seen within the agreed timescale, the child will then access intervention through School Action or through Early Years Action at the Foundation Stage. Some children will already have a statement of their educational needs, when they join the school at Foundation Stage.

- School Action/Early Years Action

'The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme – an IEP will usually be written ...' Revised Code of Practice 2001

The class teacher devises interventions additional to or different from those provided by the School's usual curriculum, in the form of an Individual Education Plan. The IEP will be shared with the parents, child and teaching assistant (TA) to inform them of the targets that are being worked on.

The class teacher will plan future interventions for the child in collaboration with the SENCo and TA's as appropriate. If there is still little or no progress, then a decision will be made in consultation with staff and parents to move the intervention to School Action Plus/Early Years Action Plus.

- School Action Plus/Early Years Action Plus

'SENCo and Class Teacher, in consultation with parents, ask for help from other agencies ...' Revised Code of Practice 2001

A new IEP is written and includes strategies that are different to those at School Action/Early Years Action, and advice is sought from external professionals to inform the new IEP. This is shared with all those who are working with the child and parents. If the child fails to make the expected progress within a defined period of time, the school may decide to request a Statutory Assessment from the Local Authority.

- Statutory Assessment

A Statutory Assessment is a multi-disciplinary assessment that may lead to a **statement of educational needs**. As part of this process, the LA seeks a range of advice before making a formal statement of the child's needs and the provision which will be made to meet these needs. During the assessment, progress made by a child continues to be monitored and reviewed termly with additional meetings as necessary. If a statement has been issued, it is maintained and reviewed on an annual basis. For those pupils with a Statement of SEN,

monitoring and review of progress will follow the procedures outlined in the Milton Keynes Handbook and Guidance.

12. Monitoring and evaluation.

The SENCo monitors the movement of children within the SEN system in school.

The SENCo is involved in supporting teachers involved in drawing up Individual Education Plans for children. The SENCo and the Headteacher hold regular meetings to review the work of the school in this area. The SENCo and the named Governor with responsibility for special needs also hold regular meetings.

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

Reviewed June 2011