

Special Educational Needs & Disabilities Policy

Definition of Special Educational Needs & Disabilities

“Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.” Children have a learning difficulty if they: -

- Have a significantly greater difficulty in learning than the majority of children of the same age
- or
- 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 in school.

Special educational provision means: -

“For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of this age in schools maintained by the LEA, other than special schools in the area.”

See Section 312, Education Act 1998

Aim

North Bradley School aims to meet the needs of all children and to ensure that their entitlement to access the full curriculum is met.

Every child must matter and every child must feel equally valued. All pupils and students deserve an education tailored to their individual aptitudes and interests, but for those who have special educational needs, the personalisation of their schooling requires that much more thought and attention, so that they can maximise their potential within a flexible and inclusive education service.(2006:12)

Tutt, R. and Barnthorpe, T. (2006) *All Inclusive? Moving beyond the SEN Inclusion Debate*. Devon: The Irish Press.

Objectives

- a. To help each child develop to their full potential and have a sense of achievement and self-esteem.
- b. To identify and monitor children’s individual needs at the earliest possible stage so that their attainment is raised.

- c. To provide appropriate programmes of work to enable children with SEND to achieve their individual targets, recognising that children with SEND often require smaller steps and that staff may need particular training to help them.
 - d. To raise the self-esteem of children having special educational needs and disabilities acknowledging the progress they have made.
 - e. To communicate efficiently with concerned parties through an organised record-keeping and reporting system.
 - f. To work closely with parents so that their views and concerns are heard and that the school can establish a partnership with them.
- G Where appropriate, to involve children in the identification and review of the targets identified in their Individual Education Plans.
- h. To ensure that teachers and other involved adults are aware of the special needs and/or disabilities of children and are enabled and trained to meet those needs.

Roles and Responsibilities

A The Governing Body

The duties of the Governing Body are as follows: -

- a. To do their best to ensure that the necessary provision is made for any pupil who has Special Educational Needs and Disabilities.
- b. To ensure that, where the 'responsible person'- the headteacher or the appropriate governor- has been informed by the LA that a pupil has Special Educational Needs and Disabilities, those needs are made known to all who are likely to teach him/her.
- c. To ensure that teachers in the school are aware of the importance of identifying and providing for, those pupils who have Special Educational Needs and Disabilities.
- d. To report annually to parents on the school's policy for pupils with Special Educational Needs and Disabilities in the prospectus and on the school website and to include the name of the person responsible for coordinating SEND provision in the school.
- e. To consult the LA and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- e. To ensure that the pupil joins in with the activities of the school with other pupils who do not have Special Educational Needs and Disabilities, so far as is reasonably practical and compatible with the overriding aim of providing the pupil with the necessary educational provision and the efficient education of all the other children.
- f. To have regard to the Special Educational Needs Code of Practice (2002) when carrying out their duties towards all pupils with Special Educational Needs and Disabilities.

- g. To ensure that parents are notified of a decision by the school that SEND provision is being made for their child.
- g. To recognise that Special Needs and Disabilities is an area where much confidential information relating to the children is needed in order to assess and allocate the appropriate provision. The Governing Body is concerned with policy and overall provision rather than specific cases. The Special Needs and Disabilities Governor may need to know more specific information but will carry out his/her role as defined later. Governors respect the parents' rights to confidentiality.

B. The Special Needs Co-ordinator

The Special Educational Needs (& Disabilities) Co-ordinator (SENCO) is Mrs Janette O'Brien.

The SENCO is responsible for:

The day to day operation of this policy.

- a. Providing advice to staff and liaising with them on the completion of Individual Education Plans.
- b. Working alongside staff in assessing children's needs and ensuring that children make progress.
- c. Overseeing and maintaining specific resources for special educational needs.
- d. Liaising with outside agencies.
- e. Contributing to the in-service training of staff.
- f. Monitoring, evaluating and reporting on provision to the governing body in conjunction with the designated responsible person.
- g. Managing teaching assistants.
- h. Liaising with parents of children with special educational needs and disabilities.

C. The Class Teacher

The child's teacher, in consultation with the Head/SEND co-ordinator, is responsible for providing an appropriate programme of work for that child. This may involve an individual programme at times. Once a term all the teachers attend a review meeting to discuss children with SEND. This is to provide continuity and regulated progression, especially as children transfer from class to class. Teachers record the provision for children with SEND on a school Provision Map.

The class teacher will direct and plan any help the child has from teaching assistants. To evaluate this work and to plan further developments the teachers have regular meetings with the teaching assistants and use a liaison record book. The Headteacher provides some non-contact time.

The class teacher, in consultation with the SENCO, is responsible for inviting parents of children who are on the school's SEND register at School Action or beyond to a review meeting once a term.

The class teacher is responsible for ensuring that any supply teacher working with the class is adequately informed about children on the school's SEND register so that their individual needs will continue to be met.

D. Teaching Assistants

Teaching Assistants will work on the programme organised by the class teacher. They will keep notes on concerns or difficulties as well as successes and will report these to the child's class teacher.

Teaching Assistants will help to maintain resources and books in good order.

Teaching Assistants and teachers communicate orally and through liaison records.

(For further details please see Teaching Assistant Job Description)

E. Partnership with Parents/Carers/Children

Parents or carers need to be fully consulted throughout the process so that they are aware of their child's educational needs and of how the school is attempting to meet these needs. Parents must be kept informed about any changes following SEND reviews. We also recognise that parental interest and support can make a considerable difference to the success of any programme and where possible parents should be encouraged to carry out activities at home which support the work in school. Parents are invited to consultation evenings every term. Parents of children at School Action Plus may be invited to attend the first review meeting of each academic year. We encourage children to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEND this includes, where appropriate, discussing the strategies for success in their Individual Education Plans.

F. Special Needs & Disabilities Governor

The Special Needs and Disabilities Governor is nominated by the governing body to gain particular insight into the school's provision for SEND. The appointed person needs to know the numbers of children with SEND and what those needs are. They need to know what is being done already and what is planned for the future. This is discussed at a termly meeting with the SENCO and by liaising with other members of staff.

If necessary this governor may know more details than other governors about confidential matters relating to individual children.

The Special Needs and Disabilities Governor will report to the Governing Body every six months about the implementation of the SEND policy.

Identification and assessment arrangements and review procedure

The school follows the guidance contained in the Special Educational Needs Code of Practice (2002). This recommends a graduated approach.

The code does not assume that there are hard and fast categories of special educational need, but recognises those children's needs and requirements fall into four broad areas. These are: -

- Communication and Interaction
- Cognition and Learning
- Behavioural, emotional and social development
- Sensory and/or physical

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school. However, where through careful identification and assessment we and/or the parents determine that a child is not making satisfactory progress, the class teacher will consult the SENCO. They, in conjunction with the child and parents, will review the strategies and approaches that are currently being used and the way these might be developed. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class or school we will help the child through *School Action*.

School Action

Following a review of the strategies it may be necessary to make provision which is additional to, or different from, that which is already provided. It may be that the child: -

- Makes little or no progress even when teaching approaches are targeted to their particular needs.
- Shows signs of difficulty in developing skills in literacy or mathematics.
- Shows persistent signs of emotional or behavioural difficulties, which are not addressed through the behaviour and discipline approaches, used in school.
- Has physical or sensory problems and despite specialist equipment still makes little or no progress.
- Has communication and/or interaction difficulties which lead to them making little or no progress.

We will seek additional information from the parents, and in some cases, outside agencies, who may be involved with the child. When we have all the available information we will consider with the parents and, if appropriate, the child the next strategy for action. All support that is provided for the child will be recorded on a 'Provision Map'.

Where, despite all of our best efforts, the child still continues to make little or no progress in relation to the targets set in any of the five areas, or is working at National Curriculum levels significantly below those of his/her peers we will move to *School Action Plus*.

School Action Plus

This is similar to School Action, but will involve us in contacting external support services provided by the LA and other external agencies such as health. It will also involve negotiating and discussing an Individual Education Plan with the child, parents, teacher and SENCO. An Individual Education Plan will provide for: -

- Short-term targets.
- The teaching strategies.
- What provision we will make.
- When we will review the plan.
- How we will judge progress (success criteria).
- Any outcomes after a review.

All IEPs are reviewed termly and targets are discussed at Parents' Evenings. If necessary, we will seek advice on future targets and strategies, or more specialist assessments that can help us with our planning. We will ensure that parental consent is sought before any outside agencies are involved.

Where, despite all of our best endeavours, the child still makes little or no progress in the areas targeted, we will discuss with the parents and child the need for us to approach the LA to request a statutory assessment. This may or may not result in the LA issuing a statement of special educational need. Where a child has a statement of special educational need we will carry out an annual review which parents, child (where appropriate), outside agencies, SENCO, and where possible, the class teacher, will be invited to attend.

Participation in the Whole Curriculum

We accept our responsibility to provide a broad and balanced curriculum for all children including those with SEND. We recognise that to manage a classroom to cater for all needs requires training and adequate resources and support and we aim to budget accordingly and seek what support and advice is available (subject to budgetary constraints).

Admission Arrangements

Normal admission arrangements apply. The admissions policy is based on the agreed Wiltshire policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access; the governors will make every effort to ensure the child's needs are fully met. If a child is transferring into the school with a statement, or has been receiving extra support in their previous school, the continuation of this support will be negotiated with the LA to ensure their needs are met.

Access

All classrooms are accessible to pupils and most have ramps provided.

Each classroom has word processing facilities and there are, tape recorders and other facilities, which help children, record work. All children have access to ICT and this can be tailored to meet individual special need.

Please see school accessibility plan attached.

Allocation of Resources

Extra teaching assistant provision for pupils with SEND is funded from the delegated budget. Pupils with SEND have access to all the resources for the school equally with other pupils. An allocation is made within the delegated budget according to the number and specific needs of children with SEND. There are several places in the school that are used for withdrawal of children to work on specific programmes. Teaching Assistants may be targeted to work with identified children under the guidance of the teacher in consultation with the SENCO. Occasionally children may be allocated by the LA a special educational needs allowance to enable them to receive individual support. A statement of special educational needs normally determines this.

Teaching Strategies and Approaches-Differentiation

Class work is planned carefully to include tasks and activities in which children with a wide range of attainment and learning styles can experience success. For instance emphasis on oral rather than written recording can help children with learning difficulties. We plan for group work as well as whole class or individual work, so that all children can have concentrated teacher attention at key times for teaching and discussion, or support staff time. Opportunities for co-operative learning are also particularly important for children with SEND. All teachers need to be aware of the different learning strategies of children with SEND and adapt their teaching styles accordingly.

Some pupils will need specially designed schemes of work in certain subjects (e.g. spelling or reading) which break down the elements of study into a series of finely graded, age-appropriate and achievable steps.

Some children with SEND follow individual programmes. However, they spend the majority of time integrated within the class on class-based activities that are differentiated for their need.

Those with hearing or visual impairments or physical disabilities may need adaptations to the classroom or furniture arrangements.

Attitudes

We aim to cultivate a climate of warmth and support in which self-confidence and self-esteem can grow, in which all pupils feel valued and able to risk making mistakes without fear of criticism. In assessment and reporting we aim to record all that pupils have achieved both within the National Curriculum and beyond it. Our consistent, whole-school, approach to

discipline (with rewards as well as sanctions) is designed to help create the stable learning environment that all children require but particularly those with behavioural difficulties.

We recognise that most progress is achieved when working in close conjunction with parents.

Assessment

All children are assessed using statutory materials. In addition, optional National Curriculum test material is used at the end of Years 3, 4 and 5.

Children from Year 2 onwards are given a reading test twice a year.

Additional diagnostic test material will be used when specific problems are identified.

Training

In-house training for teachers and TAs is organised by the SENCO in consultation with the Wiltshire Learning Support Service. The WLSS also provides training from outside agencies.

Staff also undertake training in different aspects of SEND as and when appropriate to the children in their care.

Outside Agency Involvement

Our first stage of support is the Wiltshire Learning Support Service, which provides us with a link teacher. Other agencies can then be approached by referral to the Local Education Team to assess children and give recommendations for their learning programmes. Any or all of these agencies may be involved in the provision map and/or construction, delivery or review of targets set in children's IEPs in order to ensure that children's attainment is raised.

Other Agencies

In some cases of special need Health & Social Services may be involved in liaising with the Headteacher and/or SENCO. We also invite the school nurse to hold a health surgery in school every half term.

Cross-phase Liaison

We maintain links both with playgroups and secondary schools. Just as we are alerted to the needs of children identified in pre-school years, we have a responsibility to ensure the schools which receive our pupils are fully informed of any SEN and we pass on both written and oral records.

Complaints Procedure

If parents or carers have a complaint concerning provision for their child they should initially attempt to resolve this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCO and /or Headteacher. Should the matter still be unresolved the parents should contact the 'responsible person' on the governing body. If the complaint remains unsolved the Chair of Governors (in the event of the SEND Governor being the Chair, the Vice Chair will take on the role) should be involved and finally the complaint should be taken to the LA and/or the Secretary of State.

Evaluation of the Success of this Policy

The policy will be evaluated against the objectives on page one and measured by:

- Teachers planning reflecting the learning objectives for children with special educational needs and disabilities.
- Parents being aware of individual targets set for children by discussing the Individual Education Plans for their child.
- Children, where appropriate, being involved in discussing, constructing and reviewing their own IEP's.
- Child attainment or progress, as measured by objective testing and teachers' professional judgement, being raised.
- External evaluation by the responsible person (WLSS) and the LA adviser for special educational needs based on the objectives of the policy.
- Termly monitoring of procedures and practice by the SEND Governor.
- The School Development Plan which includes the provision for SEND.
- Any external evaluation or inspection.
- The school prospectus shows the success of the policy or any changes needed for the subsequent year.

Date of Review

This policy will be reviewed annually (please see Policy Monitoring Timetable), reported on in the school prospectus and publicised on the school website.