

**NETHER STOWEY CEVC PRIMARY SCHOOL**

**SPECIAL EDUCATIONAL NEEDS POLICY**

December 2003

# **SPECIAL EDUCATIONAL NEEDS POLICY**

## **AIMS AND OBJECTIVES**

We are concerned with meeting the needs of all children at Nether Stowey Primary School. We aim to provide effective support for children with special educational needs, ensuring that all children have access to the full curriculum provided by the school and are fully included in the school community. Support will be given at the earliest opportunity with pupils and their parents involved in decisions. All staff are committed to and responsible for removing barriers to learning and ensuring progression. Emphasis will be upon maintaining high levels of self-esteem so that all children achieve their full potential.

The effectiveness of provision for pupils with special educational needs will be monitored and evaluated on an annual basis. We recognise that provision for pupils with special educational needs is a matter for the school as a whole and for which all staff have a responsibility.

## **ROLES AND RESPONSIBILITIES**

### **Headteacher**

The Headteacher, Mr Andrew King, works with the SENCO, Mrs Jackie Sims, to ensure appropriate provision for children identified as having special educational needs.

### **Special Educational Needs Governor**

The governor with responsibility for special educational needs is Mrs Viv Chesterton, who meets with the Special Educational Needs Co-ordinator (SENCO) on a termly basis for discussion. Reports on progress are made by the SENCO to the governor who, in turn, reports to the whole governing body regarding the progress of the SEN policy. The SEN governor will make an annual report to parents about the success of the policy, whilst ensuring confidentiality for the children concerned.

It is the responsibility of the governing body to make sure that:-

- they are fully involved in developing and monitoring the school's SEN policy.
- they are up-to-date and knowledgeable about the school's SEN provision including how funding, equipment and personnel resources are deployed.
- SEN provision is an integral part of the School Improvement Plan.
- the quality of SEN provision is continually monitored.

## **The SENCO**

The school's SENCO, Mrs Jackie Sims, has been appointed on a 0.4 part-time basis. She, therefore, shares the responsibility for the day to day operation of the school's SEN policy and for co-ordinating provision for pupils with SEN with the Headteacher and fellow teachers with whom she works closely. She has completed a Post Graduate Diploma in Special Educational Needs and regularly undertakes in-service training in the form of modular courses (including Special Educational Needs in the Mainstream School and Enhancing the role of the SENCO). She regularly attends local meetings for SENCOs.

The SENCO, in collaboration with the Headteacher and governing body plays a key role in the development of the SEN policy and provision in school in order to raise achievement of children with special educational needs and secure high quality teaching for children with special educational needs. This includes seeking to develop ways of overcoming barriers to learning, assessment of children's needs and setting targets.

Key responsibilities of the SENCO are to:-

- oversee the day-to-day operation of the SEN policy.
- co-ordinate provision for children with special educational needs.
- liaise with and advise class teachers and learning support assistants with a responsibility for pupils with special educational needs, including contributing to in-service training.
- oversee records for pupils with special educational needs.
- liaise with parents of children with special educational needs.
- liaise with external agencies.

## **Learning Support Assistants**

Mrs Gael Jarvis and Mrs S. Meredith is a full time learning support assistant, providing both in-class, withdrawal, small group and 1-1 support for pupils with special educational needs throughout the school. She also teaches the Additional Literacy Support modules. Mrs J. Gardner delivers the Early Literacy Strategy and works with some special educational needs pupils. Mrs Jarvis has attended a course run by the Somerset Dyslexia Association and courses for Learning Support Assistants.

## **ARRANGEMENTS FOR CO-ORDINATING PROVISION**

The SENCO is responsible for co-ordinating provision for children with SEN throughout the school. All pupils identified as having special educational needs requiring intervention, additional to and different from those provided as a basic entitlement for all pupils, are listed at School Action (A) or School Action Plus (P). In consultation with the Headteacher and class teachers, she is responsible for the deployment of learning support staff.

The school takes a graduated approach to special educational needs provision, as follows:-

- Basic Entitlement
- Teacher acknowledges there is a concern. Shares this with parents. Keeps an 'expression of concerns' log in their SEN File.
- Teacher makes provision within differentiated planning. Tries different approaches and strategies.
- Discussion with SENCO for advice if child is still not making progress. Log of concerns used as basis for discussion. This may lead to LSA support in class. Access to ALS, ELS, small group work, group IEP.
- When needs are being met through basic entitlement, this is shown on a Provision Map which is kept by the class teacher in their SEN file (See Appendix 3).

- School Action

Interventions additional to and different from those provided as part of the usual differentiated curriculum and learning arrangements normally provided for all children as detailed on the provision map.

IEP devised through SENCO and teacher discussion. Advice may be sought at consultation meetings with external agencies, having gained parental consent.

The SENCO will undertake assessment of the child.

- School Action Plus

Class teacher and SENCO, in consultation with parents ask for further support from outside specialists.

Additional or different strategies to those at school action are put in place. An IEP is devised. Progress is monitored and the IEP is reviewed each half term.

The SENCO will undertake further assessment of the child.

- Referral to Statutory Assessment

The guidance as laid out in the Code of Practice (2000) will be followed if it is felt either by the School or by the parent that a statutory assessment should be requested.

At present there are no children in Nether Stowey School with a Statement.

## **ADMISSION ARRANGEMENTS**

There are no special admission arrangements for children with special educational needs. Nether Stowey Primary School is a mainstream school with no special unit. It is built on a split level site which would make it difficult to admit children with significant physical difficulties without considerable modification to the school buildings. Should the school be approached to provide a place for such children, advice would be sought from the advisory team for children with physical disability. In line with statutory requirements the school has an accessibility plan and works in accordance with the Disability Discrimination Act 2002.

## **FACILITIES AVAILABLE FOR SEN PUPILS**

There is a special educational needs resource room for staff and pupils with a good range of materials and equipment for assessing and teaching groups and/or individuals. This includes a P.C. and printer which children have access to in this room as well as each class in the school.

## **RESOURCES**

Children with special educational needs have access to all the resources of the school equally with other children.

The school's delegated budget contains an element (SEND funding) specifically intended for children with special educational needs. The salaries of the SENCO (0.4) and the LSA are partly met by this funding, which is supplemented by the school's general budget. There is an annual budget for SEN resource materials and equipment. The school applies on an annual basis for further funding, if justified, through the SEND Plus audit procedure which provides additional funding for individual pupils with complex needs. This enables the school to provide further LSA support for individual children.

## **IDENTIFICATION, ASSESSMENT AND PROVISION**

We consider that children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they have significantly greater difficulty in learning than the majority of children of the same age. This may be as an outcome of baseline assessment, ongoing observation and assessment, progress against objectives specified in the National Literacy and National Numeracy Strategy frameworks, performance at Key Stage 1 SATs or further screening and assessment tools. Assessment will consider the child's learning style, the learning environment, the task and the teaching style.

### **Reception**

Prior to admission, the SENCO and Reception Teacher make opportunities for observing children at pre-school placements, and obtain information relating to their Special Educational Needs.

The Reception teacher carries out a baseline assessment. Children develop at very different rates at this age and it may be premature to label certain pupils as having special educational needs. However, every effort is made to identify children with special educational needs in their reception year and if the class teacher is concerned that a child has more difficulties than his or her peers and that adequate progress is not being made despite trying a variety of strategies, the class teacher will liaise closely with the SENCO and this may trigger School Action.

### **Year 1**

During the first term in Year 1, the class teacher will carry out a screening assessment for identifying children who would benefit from the Early Literacy Strategy. For those children for whom ELS would be too rigorous a programme, the class teacher and SENCO will develop a suitable learning programme.

### **Year 2**

In Year 2 SATs test results will be scrutinised to monitor and identify pupils who may need support. Attention will be paid to any mis-match in ability and achievement.

### **Key Stage 2**

During Key Stage 2 there is whole school assessment through use of the QCA optional SATs for Years 3, 4 and 5; Edinburgh Reading tests at Years 3 and 6, and end of Key Stage 2 SATs.

Further assessment may be carried out by the class teacher or SENCO to help identify more specifically areas of need. Assessments currently available within school are listed as an appendix. The SENCO and class teacher can request the support of external agencies in assessment matters at consultation meetings.

Throughout the school there is on-going monitoring of progress.

All teachers carry out on-going observation and assessment within their daily cycle of planning, teaching and assessment. All teachers will maintain an 'Expressions of Concern' log in which concerns expressed by parents, staff and children, regarding any child on roll, will be recorded.

## **MONITORING AND REVIEW**

All children at School Action are reviewed termly by the SENCO and class teacher with input from the pupils and their parents. The IEP is kept up to date and used to record targets and progress achieved.

All children at School Action Plus are reviewed in the same way but on a half-termly basis. To enable the SENCO and class teachers to meet, supply cover can be provided once each term to release staff for reviews.

In some cases there are group education plans when more than one pupil is working on the same targets and in a group situation. Further to IEPs, the use of provision maps demonstrates the entitlement to support available to all pupils.

The SENCO monitors provision for pupils with Special Educational Needs in the following ways:

- Regularly working in classrooms alongside class teachers.
- Observations of pupils
- Liaison and advice given to teachers regarding differentiation and support for pupils
- Termly IEP reviews
- Regular discussions with teachers as issues arise

A monitoring log is kept by the SENCO.

### **ACCESS TO THE CURRICULUM**

All children have a right to full access to the curriculum offered at the school. We will offer children with special educational needs full access to a broad, balanced and relevant education including the Foundation Stage Curriculum and National Curriculum. Learning activities are planned to allow full opportunity for all children to take part through differentiation by input, expectation or outcome. Teachers plan from the National Curriculum Programmes of Study and endeavour to provide effective, appropriate learning opportunities for all children. Attempts will be made to overcome potential barriers to learning by considering classroom organisation, teaching materials, teaching style and differentiation. A multi-sensory approach is used where this supports learning. Collaborative learning styles are encouraged as well as different methods of recording for some pupils. Support is provided within the classroom unless the activity makes withdrawal necessary, e.g. use of space, equipment. Care is taken at all times to promote high levels of self-esteem among children.

Consideration will be given to special arrangements for SATs, e.g. extra time, a scribe or reader, where this is in the child's best interests.

### **COMPLAINTS PROCEDURE**

If parents are concerned about provision for their child they should discuss it with the class teacher in the first instance. The complaints will then be discussed with the SENCO and Headteacher. Results will be communicated to parents. A record of discussions and actions agreed will be recorded in the child's record of events log. Should a complaint not be resolved satisfactorily, the parents should put a complaint in writing to the clerk of the governors who will follow the procedure outlined in the LEA Guidance for Schools.

The LEA has an appointed Parent Liaison Officer, who may be contacted for advice if it is not possible to resolve the complaint in school, and parents will be informed of the Parent Partnership Service and the Disagreement Resolution Service and how to make contact.

### **SEN IN-SERVICE TRAINING**

#### **Courses**

The SENCO attends courses regularly for professional development. She also attends meetings with the learning support service at Chandos House each term and has opportunities to meet with other SENCOs in the area. As far as possible, LSAs attend courses to further their professional development.

## **INSET provided by SENCO**

The SENCO provides in-service training as required, and is able to approach the various support services to deliver training.

## **PARTNERSHIP WITH OTHER AGENCIES**

### **Special Educational Needs Support Services**

The school will have 2 consultation meetings each year (in the autumn and spring terms) with the following external multiprofessional support services:-

- Educational Psychologist
- Learning Support Teacher
- Behaviour Support Service

Advice can be sought on teaching techniques, strategies, classroom management and curriculum materials. In-service training may be provided on learning and behaviour management strategies for all teachers. More in-depth involvement will take place regarding pupils at School Action Plus.

In addition, the school may involve the following services:-

- Hearing Support Service.
- Visual Impairment Service.  
(See Somerset information on Services)
- Voluntary Agencies - when appropriate, contact will be made with relevant agencies.
- Speech and Language Therapy Service - referral from school when necessary.
- School Nurse.
- Social Services.
- Occupational Therapist - referral from school or via G.P. when necessary.
- Physiotherapist - referral from school when necessary.

## **PARTNERSHIP WITH PARENTS**

The school operates an 'open door' policy and parents are welcome to come into the school to discuss their children and express any concerns they may have.

Formal parents' evenings are held each term during which the children's progress is discussed with the class teacher, and SENCO, if desired. Parents of children with special educational needs are told when we first identify that a child has special educational needs and are kept informed about the action to be taken and their child's progress. Parents are invited to join or comment upon IEP reviews. They sign the IEP and keep a copy. Parental permission is always sought before referral to the support services. The SENCO will hold additional meetings with parents as required to discuss progress, concerns, IEPs or specific programmes. Parents' views are sought prior to Consultation Meetings and they are invited to discuss their child's difficulty with the SENCO. Parents have a vital role in supporting their child's education and we value their contribution as partners as well as offer support as needed.

## **PUPIL PARTICIPATION**

Where possible, according to age, maturity and capability of the child, we will involve children in the setting of their learning targets. IEPs will be discussed and signed by pupils.

## **LINKS WITH OTHER SCHOOLS**

- The SENCO regularly uses the Learning Support Centre at Elmwood School, which also runs courses and SENCO forum meetings.
- Children transferring to secondary schools are visited by the Year Heads from those schools in the summer term of Year 6. Children's progress, needs and appropriate provision are discussed at that time and will involve liaison with the SENCO of the secondary school as appropriate.
- There has been a partnership with Penrose Special School for a number of years. Year 6 children go in to work with Penrose children on a regular basis. Children from Penrose come to visit Nether Stowey Primary School in the summer term.**EVALUATING THE POLICY**

Evaluation of the success of the SEN policy will take place in discussion and consultation between all staff and through use of questionnaires for staff, parents and pupils on an annual basis during the summer term.

In order to maintain awareness of the SEN policy, the findings will be reported to the governors for inclusion in the Annual Report of Governors to Parents.

The SENCO will report to the SEN governor through a termly meeting and report on the success of the policy, any significant changes in the policy, any consultation with the LEA and other schools and the allocation of resources.

A special educational needs development plan, which links to the School Improvement Plan will set yearly targets and these are included as an appendix to this policy.

## **POLICY REVIEW**

This policy will be reviewed in July 2004.