



St. Peter's C.E. Junior School

Stilwell Close, Yateley, Hampshire GU46 6XH.

<i>Policy Number: C/3/Nov09</i>	<i>Date Agreed: 12th November 2009</i>
<i>Policy Title:</i> SPECIAL EDUCATIONAL NEEDS	<i>Authorised By:</i> Headteacher SENCo SEN Governor
<i>Area: Curriculum</i>	<i>Due for Review: November 2010</i>
<p><i>The Governing Body believes that fairness and consistency of judgement is essential to the operation of the school. All members of the school have equality of opportunity to achieve their full potential and will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race, or religion. The Governing Body believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual members of the school based on stereotypes and to use the teaching and learning arrangements actively to encourage everyone to achieve their full potential.</i></p> <p><i>All our policies are consistent with our duty of care to protect our pupils and to provide a learning environment which is safe and healthy.</i></p> <p><i>In all our dealings, we respect the strict code of confidentiality that underpins our school ethos.</i></p>	

Section A: School Arrangements

1. Definition & Aims

All teachers are teachers of special educational needs (SEN). We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if the pupil does not work at expected levels of progress, even when teaching approaches are targeted at a pupil's identified area of weakness, the pupil may be identified as having special educational needs. (Details of the relevant legislation and guidance is included in Appendix I)

Guiding Principle

Our guiding principle is one of inclusion and caring for the five outcomes of education. We want to identify and break down possible barriers to learning.

Objectives in making provision for pupils with SEN

- To ensure all the pupils in our school are equally valued.
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities
- The aims of education for pupils with difficulties and disabilities are the same as those for all pupils.
- It is the responsibility of all teachers to identify and meet the SEN of pupils. To achieve this they can draw on the resources of the whole school.
- Every child is entitled to have his or her particular needs recognised and addressed.
- To offer high quality support to ensure that all needs are met.
- To maximise the opportunities for students with special educational needs to join in with all the activities of the school
- All pupils are entitled to experience success.
- Consideration of SEN crosses all curriculum areas and all aspects of teaching and learning.
- Good special needs practice is good practice for all pupils.
- Any pupils may encounter difficulties in school at some stage.

- All special educational provision is more effective if pupils and parents are fully involved.
- To seek the views of the child and take them into account.
- To acknowledge and draw on parent knowledge and expertise in relation to their child.

This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEN is a matter for the whole school and is a part of the continuous cycle of assessment and review.

2. Roles and Responsibilities/ Co-ordination of provision

Provision for pupils with special educational needs is a matter for the school as a whole.

Governing Body

The school governors have specific responsibility to:

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- Ensure that, pupil's needs are made known to all who are likely to teach them
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- Consult the LEA 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
- Ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

In doing so, Governors will have regard to the Special Educational Needs Code of Practice and the Disability Rights Code of Practice for schools (Appendix II). Governors will report to parents annually on the implementation of their SEN policy. This may reflect the success criteria noted on the last SEN policy.

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEN. The Headteacher keeps the governing body fully informed and works closely with the school's SEN co-ordinator or team. The Headteacher seeks out and shares best practice with the LEA and other schools.

The School Staff

All teachers are teachers of children with SEN and do their best to adapt the curriculum to meet their need. All staff are involved in the development of the school's SEN policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEN.

The Special Educational Needs Co-ordinator

The Special Needs Co-ordinator (SENCO) is: Mrs Dianne Hatton.

She can be contacted through the school office. Mrs Hatton is in school each week on Friday.

Her responsibilities include:

- Co-ordinating provision for pupils with special educational needs
- Liaising with and advising fellow teachers
- Managing learning support assistants
- Liaising with parents of pupils with special educational needs
- Liaising with the Secondary school SENCOs, educational psychologists, school nurse, speech and language therapists and other health services.

The SENCO meets regularly with SENCOs in other schools, which enable her to keep up to date with current initiatives locally and nationally and to seek out and share best practice.

Admissions and inclusions

Pupils with SEN are admitted to the school on the same basis as any other child. The Governing Body uses the LEA admissions criteria.

Specialist Provisions

The school does not have a special SEN unit but has a SENCO who is employed to co-ordinate and manage all aspects of SEN. The SENCO is the link between school and external agencies.

Special Facilities

The school welcomes applications for admission from the parents of pupils with mobility difficulties, but currently does not have complete wheelchair access. Provision can be made to access the curriculum at all times.

The governors would, however, make every effort to accommodate a pupil's particular needs and would work with the LEA to improve facilities. This is being taken forward through the Access Initiative Scheme.

Section B: Identification, Assessment and Provision

1. Allocation of resources

The LEA provides the school with a school budget towards meeting pupils' SEN. In addition the school plans and provides for pupils with SEN from their main budget. These funds are used to support children with a SENCO and support staff.

The school spends this money on:

- Learning support teachers and assistants
Mrs Denise Bowman Mrs Diane Marx
Mrs Beverley Sakyi Mrs Sue Tickell
- Training for all teachers and learning support assistants so they can meet pupil's needs more effectively
- Special books and equipment

The details of how individual pupils receive support are recorded on their Individual Education Plans. The school receives additional funding for pupils with statements.

The allocation of resources within the school is based on an annual audit of need carried out during the summer term. The more complex or severe needs the more support is provided.

2. Identification and assessment of pupils with special educational needs

All pupils are entitled to a balanced and broadly based curriculum including the Foundation Stage and National Curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation and children not progressing at expected levels may have an intervention plan, both of which may include short-term support such as the Early Literacy Support, Additional Literacy Support or Springboard.

The Governing Body will ensure that it makes appropriate provision for all pupils identified as having need of special educational provision. The Headteacher and the Governing body set targets and specific criteria for the success of the SEN policy.

The Governing Body reviews the policy and reports annually on the allocation of available resources and the success of the policy in meeting SEN.

Differentiation

Differentiation means teaching a pupil in ways and at levels, which match their ways of learning. Pupils make progress in different rates. Not all pupils learn in the same way and need to be taught in different ways. All pupils will receive help through differentiation but if the pupil does not make adequate progress, the school will do more to help. All staff is responsible for identifying pupils with special educational needs. The SENCO will work with staff to ensure that those pupils who may need additional or different support are identified at an early stage. The progress made by all pupils is regularly monitored and reviewed. Pupils are only identified as having special educational needs if additional or different support is being taken.

Early Intervention and School Action

Through Early Intervention/School Action, the pupil will get help that is either extra to, or different from the help that the school usually gives pupils through differentiation. If there are concerns that the pupil is not making adequate progress, the class teacher will discuss these concerns with the SENCO. The SENCO will gather information from the pupil, parents, class teacher and subject teachers. The information gathered will help the school to decide what help may be needed. The help will be recorded in an Individual Education Plan (IEP). The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus on three or four individual targets that match the pupil's needs.

The delivery of the interventions recorded in the Individual Education Plan continues to be the responsibility of the class and subject teachers.

The IEP will be reviewed at least once a term and the outcomes will be recorded. Pupils will participate fully in the review process according to their age and abilities. Parents will also be invited to participate in the target-setting and review process.

If the pupil does not make adequate progress receiving Early Intervention or School Action support, the school may seek further advice and support from other specialists e.g. Educational Psychologist, Speech therapist, Physiotherapist, and Occupational Therapist. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

The range of support available at Early Intervention and School Action Plus will be individualised and sustained. Advice from outside professionals will be incorporated into the Individual Education Plan and these professionals will be invited to contribute to the monitoring and review of progress. The Individual Education Plan will have fresh targets and strategies, which should be implemented at least in part in the normal classroom setting.

If a pupil demonstrates significant cause for concern, the school may request a statutory assessment. Whilst the statutory assessment is being carried out, the pupil will continue to receive Early Intervention or School Action provision.

A number of pupils may have statements of SEN. In addition to the regular review of their IEPs, their progress and the specific support outlined in their statement will be reviewed annually and a report provided for the Local Authority. When pupils are due to transfer to another phase planning for this will be started in the year prior to the year of transfer.

If a pupil makes sufficient progress, the Local Authority may discontinue a statement.

Inclusive Practice

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers

to learning and participation. We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates

3. Evaluating Success

The RAISEonline system details for each academic year are a guide as to how well the school's SEN is working. Children's progress is monitored constantly through the school's tracking systems and IEPs, which show how much progress has been made.

4. Complaints procedures

The school's complaint procedures are set out in the school prospectus.

Under the SEN and Disability Act 2001 parents may seek advice on resolving disagreements the LEA and/or the Independent Mediation Service. The school will make further information about this process available on request.

Section C: Partnership within and beyond the School

1. Staff Development: Arrangements for training and development of all staff including Support Assistants and Midday Assistants

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from the Standards Fund each year, which it may use to meet identified needs. Particular support will be given to Newly Qualified Teachers and other new members of staff.

Special Needs is included within all school training. In addition, staff attend training organised by the LEA and other agencies e.g. universities.

2. Arrangements for partnership with parents

The school will always tell parents when their child is receiving help for their SEN.

Partnership with parents plays a key role in enabling pupils and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their pupil's education.

The school will provide information about the Parent Partnership Service to all parents of pupils with special educational needs.

Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice. Your child's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. If parents have concerns, they should first talk to the class teacher. Parents are invited to attend all reviews.

3. Pupil Participation

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes including the setting of learning targets and contributing to Individual Education Plans, discussions about choice of schools and transition processes, e.g. through pupil interviews.

4. Links with other mainstream schools and special schools

Advanced planning for pupils in Year 6 is essential to allow appropriate options to be considered. The SENCO will liaise with the SENCOs of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Arrangements have been made for linking with special provision as follows:

- The school has an arrangement for pupils from our feeder schools to attend lessons.
- SEN children often visit specialist feeder schools with support staff.

5. Links with other agencies and voluntary organisations

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school receives regular visits from the nominated Education Welfare Officer and Educational Psychologist for the area. In addition, the school may seek advice from specialist advisory teaching services for pupils with sensory impairment or physical difficulties.

The following arrangements are in place for working in partnership with health and social services and any other relevant local or national voluntary organisations:

- Termly liaison meetings with the Health Visitors/EWO are held to ensure a smooth start to school for pupils in the Foundation Stage
- The speech and language therapist contributes to the reviews of pupils with significant speech and language difficulties
- Multi-agency liaison meetings, with representation from Social Services, Health, and the Educational Psychology Service are held on a termly basis to ensure effective collaboration in identifying and making provision for vulnerable pupils.

Appendix I
Legislation & Guidance

The following legislation and guidance is relevant to this policy:

Education Act 1996	This legislation is amended by the SEN and Disability Act 2001. The SEN Code incorporates references to relevant sections of the Act.
School Standards and Framework Act 1998	Section 42 requires that governing body's annual report includes information on the implementation of the SEN policy.
SEN and Disability Act 2001	Amends both the Education Act 1996 and the Disability Discrimination Act 1995
Revised Code of Practice on the identification and assessment of special educational needs	November 2001
SEN Toolkit	2001
Inclusive schooling - pupils with special educational needs	2001
The Education (SEN) (England) Regulations 2001	Annex A of SEN Code sets out what must be included in the SEN policy
The Education (SEN) (Information) (England) Regulations 1999	1999
The Special Educational Needs (Provision of information by Local Authorities) (England) Regulations 2001	2001 Sets out LEAs' duties to publish information on funding, SEN policy and specific action being taken on SEN issues.
Disability Discrimination Act 1995	As amended by the SEN and Disability Act 2001
Draft Disability Rights Code of Practice	Draft for consultation available on the DRC website at www.drc-gb.org . Code expected to come into force from September 2002

Appendix II
Code of Practice Definition of Special Educational Needs

For the purposes of this policy we have used the term Special Educational Needs as defined by the Code of Practice.

- 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. (*Code of Practice D.F.E. 1993*)

Pupils have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of pupils of the same age; or
- b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area of the Local Authority
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Pupils must not be regarded as having a difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- a) for pupils of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for pupils of their age in schools maintained by the LEA, other than special schools, in the area
- b) for pupils under two, educational provision of any kind"

See Section 312, Education Act 1996

Definition of Disability

"A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed"

See Section 17(11), Pupils Act 1989

"A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities."

See Section 1(1), Disability Discrimination Act 1995

It should be noted that pupils might fall within one or more of these definitions. Pupils with a disability will have special educational needs if they have any difficulty accessing education and if they need any special educational provision made for them.