

Ewelme C.E (VA) Primary School

Special Educational Needs (SEN) Policy

Agreed:

Signed:

Chair of Governors

Signed:

Headteacher

Review Cycle	2 years	
Date of Review		New Policy Yes / No (delete)
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Name of SEN Governor	Date of appointment	Term

Special Educational Needs Policy

This document is drawn up in accordance with the SEN Code of Practice (2002) and the Every Child Matters initiatives embodied in the Children's Act 2004 which state that all children have the right to;

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being.

Philosophy and Introduction

We recognise that all children have individual educational needs and that all pupils have the right to a personalised, broad and balanced curriculum, in order to achieve their full potential academically, socially and spiritually during their time at Ewelme School. The National Curriculum is our starting point for planning to meet the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs, recognising that for a minority of children there can be particular difficulties that create barriers to learning. These may be one or a combination of the following;

- Communication and Interaction
- Cognition and Learning
- Behavioural, Emotional and Social Development
- Sensory and/or Physical

Children may have special educational needs either throughout, or at any time, during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the needs experienced by the child.

Aims and Objectives

We aim to provide rich educational opportunities for all pupils in a safe and motivating environment that meets the special educational needs of each child.

When planning, children are seen as individuals and the careful nurturing of confidence and self-esteem is of paramount importance. We aim to provide an atmosphere of security and encouragement in which each individual can thrive and feel personal achievement, and ensure that the special educational needs of children are identified, assessed and provided for.

Early identification of a child's special educational needs is seen as vital to ensure all children receive the appropriate provision. Through half termly tracking of national
specialeducationalneeds july2011

curriculum levels and a record of spelling and reading ages at the beginning and end of the year, children are monitored closely. Each week in the teacher team meeting, staff have the opportunity to raise concerns about individual children.

Educational Inclusion

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

- Have different educational, behavioural and emotional needs, aspirations and potential;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates and in different ways;
- Need a range of different teaching approaches and experiences.

Admission

Children are admitted to Ewelme School according to the criteria set out in the Admissions Policy. The school will seek advice before admitting a child with physical disabilities due to the nature of the school buildings.

Roles and Responsibilities

Children with special educational needs have difficulties that impact on their learning and that call for additional and different provision to be made.

Provision for pupils with SEN is a matter for the school as a whole but the following points underline the particular responsibilities:

1. The Headteacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEN. There is a close liaison with the Special Needs Co-ordinator (SENCo), Class Teachers and other agencies. The Head Teacher also informs the Governing Body of how funding has been allocated to support children with SEN.
2. The Class Teacher is directly responsible for providing 'quality first teaching' (wave one provision) through specific differentiation for pupils with special educational needs and for all pupils in his/her class. Teachers respond to children's needs by:
 - Identifying specific needs through assessment (using the Oxfordshire Moderation Sheets and in-school assessment);
 - Employing different teaching styles/approaches to accommodate different learning styles;
 - Providing support for children who need help with communication, language and literacy;
 - Planning to develop children's understanding through the use of all available senses and experiences;
 - Helping children to understand and manage their behaviour, in order to take part in learning effectively and safely.

- Planning and providing, together with the SENCo, for the integration of specific intervention programs.
 - Writing and implementing IEP (Individual Education Plans). Targets must be SMART (Specific, Measurable, Achievable, Realistic and Time measured).
 - Working with the young person to understand his/ her difficulties and targets in their IEP.
3. The SENCo performs a managerial role for the specific provision throughout school, and a supportive point of contact for all other staff members in the following ways:
- Manages the day to day operation of the special needs policy and procedures.
 - Co-ordinates the provision for and manages the responses to children's special needs and communicates this with other staff through the use of termly provision maps.
 - Maintains the school's SEN register.
 - Contributes to and manages the records of all children with special educational needs, together with the administrator which is recorded in the School Information Management system (SIMS).
 - Completes, with the class teacher, the documentation required by outside agencies and the LEA
 - Acts as an additional link with parents (after teachers)
 - Manages and maintains centrally held resources and a range of teaching materials to enable appropriate provision to be made
 - Acts as a link with external agencies and other support agencies
 - Monitors and evaluates the special educational needs provision and reports to the governing body
 - Writes and reviews an annual action plan.
 - Monitors targets set for individual children
 - Monitors Class Teacher provision
 - Manages an assessment system for early identification of educational needs

4. The Governing Body assists in securing the necessary provision for any pupil identified as having special educational needs. Every Governor undertakes inclusion training as part of their induction to the Governing Body. The Governors support the SENCo in ensuring that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate.

However, in the Code of Practice the role of Governors is made more explicit in the following ways:

- They are fully involved in developing and monitoring the school's SEN policy.
- All Governors, especially the SEN Governor (named in the review schedule for this policy), are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed.
- SEN provision is always considered when constructing the school development plan.
- The quality of SEN provision is continually monitored. The SEN Governor meets with the SENCo on a regular basis to discuss issues within the school at least once a term.
- They publish information about the school's SEN policy and provision through an annual statement to parents, and they report on any changes made during the last year.

5. Teaching Assistants provide extra help and support for children with Special Educational Needs. They liaise closely with the class teacher and SENCo. Teaching Assistants may deliver intervention programs to small groups (Wave 2) and to individuals (Wave 3) under the guidance of the Class Teacher and SENCo. Teaching Assistants are offered appropriate training in order to deliver these programs. Children may be withdrawn from class/school activities in order to deliver particular support, but where this is the case the school makes every effort to ensure that pupils do not miss out on the same activity on a regular basis.

The Special Needs Register

Ewelme School keeps a register of the children with SEN. This records the primary area of difficulty and the stage of support appropriate to the child. The SENCo monitors this register in order to achieve the following:

- to review children on the register
- to review the stage of assessment
- to set 'SEN review weeks' for teachers to meet with parents to discuss progress
- to ensure accurate use of resources/value for money

Assessment

Initially, assessment of individual pupils is by the Class Teacher. This is part of normal classroom practice. If special needs are suspected or identified (using the Oxfordshire Moderation Sheets and in-school assessment), the Class Teacher will refer to the SENCo and/or Head Teacher. Outside agencies may be consulted for guidance and support. Parents are informed as soon as there is any cause for concern highlighted by the school. They are consulted about their child's needs throughout the process, particularly if their child is entered on to the SEN register. Children are also asked for their comments, which are recorded on review forms. The comments may be recorded pictorially or by the teacher scribing for the child.

Children who are assessed as being able in different curriculum areas may also have special educational needs which require extra provision. This is explained fully in the Gifted and Talented Policy.

Assessments made and targets set on IEPs are monitored by the SENCo and Head Teacher to maintain high and rigorous standards of targets being set.

Identification of children with SEN

Children may be identified as having special educational needs before, on arrival or at any time during their school career. Whole school planning and tracking of progress within each curriculum area helps with early identification. Early identification is key to children's progress.

The forms of intervention are as follows;

Stage 1 – Initial Action (early identification and assessment)

Although this stage is no longer monitored by the LA, the school records early concerns in order to promote early identification of SEN and this is an effective way of communicating our concerns to the parents. To assess a child who is showing signs of difficulties and who may need additional and different provision;

- The SENCo will use appropriate assessments to identify the child's particular needs.
- The class teacher will use the Oxfordshire Moderation Sheets to assess and record difficulties the child is having.

A child will remain on Initial Action for a maximum of three weeks. SMART targets are set and progress monitored against these to ascertain if specific and individual support will be appropriate.

Stage 2 – School Action

School Action is the stage when the Class Teacher or the SENCo has identified a child with SEN, who needs help that is additional and different to that which is normally available within the class or subject. Parents are kept fully informed. They will be asked to comment on the IEP that is being implemented for their child and evidence or observations from the home environment will be recorded.

Stage 3 – School Action Plus

When external agencies are involved with assessment and provision, the child is moved to School Action Plus. This will generally happen when a child is continuing to make little or no progress in specific areas over a prolonged period, has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning (or that of others), has sensory or physical needs which require specialist advice and support, or has ongoing communication or interaction difficulties.

If all the above stages of intervention are inadequate in meeting the child's special educational needs, a statutory assessment may be requested from the LA who will then decide from the evidence collected if **a statement of special educational needs** is to be made.

All these stages also apply within the Foundation Stage.

Funding

At Ewelme School the delegated budget includes funding provision for SEN. This is calculated by the LA from a formula, part of which uses the school census returns relating to the SEN register. The school must provide support for every child on the SEN register from its budget. In exceptional circumstances, the school may be able to apply for additional funding from the LA.

The LA has a complaints procedure for escalating concerns. Full copies are available on request.

The use of outside agencies

The school uses a number of agencies who advise and support for children with SEN.

They commonly include:

Educational Psychologist

Behaviour Support Service

Speech Therapist

Language and Communication Advisory Teacher

School Health Nurse

Educational Social Worker

Occupational Therapist

Partnership with Parents

Parents have a vital role to play in supporting their child's education. Where parents have concerns about the progress their child is making, and believe their child may have particular special needs, they should initially discuss these concerns with the Class Teacher. Where appropriate this may be followed up by a meeting with the SENCo and Head Teacher.

At all stages of the special needs process, the school endeavours to work closely with parents and encourages them to actively support their children's learning at home. We have regular meetings to share children's progress, and parental permission is always obtained before we involve any outside agencies.

Cross Phase Liaison

Discussions about pupil transfer are held annually with all local schools to which the children are transferring. Any SEN information is passed to the school by the SENCo prior to transfer.