

BROOMHAUGH C OF E FIRST SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

'Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them'. (SEN Code of Practice Nov. 2001 1:3)

The School's Special Educational Provision

Objectives of the School in making provision for pupils with SEN

The school aims to:-

- Identify pupils with SEN as early as possible and to ensure that all their needs are met
- Maximise the opportunities for pupils with SEN to join in with all the activities of the school
- Ensure that all learners have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities
- Encourage learners to develop confidence and recognise value in their own contributions to their learning, giving them a high self-esteem
- Encourage regular and effective communication between parents and school
- Encourage learners to express their views and be fully involved in their learning
- Ensure parents are informed of their child's SEN and promote effective partnership to involve outside agencies when appropriate

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole. All teachers involved need to ensure that they:

- Co-ordinate provision for children with SEN
- Liaise with and advise fellow teachers
- Manage learning support assistants
- Oversee the records of all children with SEN
- Liaise with parents of children with SEN

- Contribute to the in-service training of staff
- Liaise with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.

The school welcomes applications for admission from the parents of pupils with mobility difficulties but does not have complete wheelchair access. The Governors would, however, make every effort to accommodate a pupil's particular needs and would work with the LEA to improve facilities

2. Information about the school's policies for identification, assessment and review for all pupils with SEN.

All pupils are entitled to a balanced and broadly based curriculum including the Foundation Stage and National Curriculum in line with the School Inclusion Policy. 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, which may include short term support such as the Additional Literacy Support programme.

The Governing Body will ensure that it makes appropriate provision for all pupils identified as in need of special educational provision. The Headteacher and the Governing Body will set targets and specific criteria for the success of the SEN policy. The allocation of resources within the school will be based on an annual audit of need.

The Governing Body will review the policy and report annually on the allocation of available resources and the success of the policy in meeting SEN.

All staff are responsible for identifying pupils with SEN, and the SENDCo will work with staff to ensure that those pupils who may need additional or different support are identified at an early stage. The range of support that every pupil at this school can expect is as follows.

2:2 Early Years Action and School Action

The progress made by all pupils will be regularly monitored and reviewed. There is no need for pupils to be registered or identified as having SEN unless the school is taking additional or different action.

However, if a pupil is not making adequate progress he or she will be identified as having SEN. The trigger for intervention will be that one or more of the following apply to the child:

- Makes little or no progress even when teaching approaches are targeted particularly in identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Presents persistent emotional or behavioural difficulties which are not altered by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

Additional support will be provided and will be monitored and reviewed through the following system.

When a range of evidence collected through the usual assessment and monitoring arrangements suggests that a learner is not making the expected progress, the class teacher will consult with the SENDCo in order to decide whether additional provision is necessary.

In consultation with pupils, parents, teachers and SENDCo, an Intervention Plan will be written. This may also involve consultation and advice from external agencies.

The IP will set targets for the pupil and will detail:

- Short term targets set for or by the child
- Teaching strategies to be used
- Provision to be put in place
- When the plan is to be reviewed
- Success and/or exit criteria

The IP will be reviewed at least once every six months and the outcomes will be recorded.

Parents will be invited to participate in the target-setting and review process, and pupils will participate according to their age and abilities.

2:3 Early Years' Action Plus' and 'School Action Plus'

When the school has evidence that a pupil is making insufficient progress despite significant support and intervention at School Action, we may seek further advice and support from outside professionals. Parents and pupils will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

The range of support available at 'School Action Plus' will be similar to that made for 'School Action' but will typically be more intensive, individualised and sustained. In addition, advice from outside professionals will be incorporated into the IP and these professionals will be invited to contribute to the monitoring and review of progress.

2:4 Statutory Assessment

In a very small number of cases the LEA may need to make a statutory assessment of SEN and then consider whether or not to issue a statement. Statutory assessment will not always lead to a statement. Routes for referral can be via:

- School
- Parent
- Another agency

For pupils with statements, in addition to the regular review of their IP's, their progress and the specific support outlined in their statement will be reviewed annually and a report provided for the LEA. 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 a statement may be discontinued by the LEA.

2:5 Complaints procedures

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

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 that it may use to meet identified needs. Particular support will be given to NQTs and other new members of staff.

3. Arrangements for linking with outside agencies

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 SEN.

The school receives visits from the Educational Psychologies. The school may also seek advice from specialist services for children with speech and language problems, sensory impairment or physical difficulties.

SENCo liaises regularly with local pre-school to gain knowledge of needs of future pupils.

4. Success Criteria

The success of the school's SEN policy will be judged against the aims set out above. The policy will be reviewed annually and the Governing Body's Annual Report will cover the implementation of the policy. Specific success criteria for this year are set out below:

- The majority of SEN pupils will achieve their short term targets
- The majority of pupils and parents will contribute to the SEN progress reviews
- A positive ethos towards self-esteem will be maintained for children with SEN
- SEN will continue to be seen as a whole staff responsibility

Appendix 1

Definition of Special Needs

"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:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) 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 schools within the area of the local education authority
- (c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning 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 children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area

The Role of the School's Governing Body.

The governing body will do its best to:

- Ensure that the necessary provision is made for any pupil who has special educational needs
- Ensure that, where the 'responsible person' - the headteacher or the appropriate governor - has been informed by the LEA that a pupil has special educational needs, those needs are made known to all who are likely to teach that pupil
- Ensure that teachers in 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 the 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 an the efficient education of the pupils with whom they are educated and the efficient use of resources.

The governing body must:

- Report annually to parents on the implementation of the school's policy for pupils with SEN including the allocation of resources
- Have regard to the Code of Practice when carrying out its duties towards all pupils with SEN
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child

The governing body should ensure that:

- It is fully involved in developing and monitoring the school's SEN policy
- All governors, especially any SEN governors, are fully 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 development plan
- The quality of SEN provision is continually monitored.

Abbreviations

ADHD	Attention Deficit Hyperactivity Disorder
AR	Annual Review
BST	Behaviour Support Team
EBD	Emotional Behavioural Difficulty
EP	Educational Psychologist

EWO	Educational Welfare Officer
HI	Hearing Impairment
IP	Intervention Plan
LEA	Local Education Authority
LSA	Learning Support Assistant
MLD	Moderate Learning Difficulty
MTA	Meal Time Assistant
NQT	Newly Qualified Teacher
PH	Physical Handicap
PPS	Parent Partnership Service
SA	School Action
SA+	School Action Plus
SALT	Speech and Language Therapist
SEN	Special Educational Needs
SENDCo	Special Educational Needs Co-ordinator
SLD	Severe Learning Difficulty
SpLD	Specific Learning Difficulty
EPS	Educational Psychology Service
TA	Teaching Assistant
VI	Visual Impairment

Last Review October 18
To be reviewed October 19 or sooner if required