

# **SPECIAL EDUCATIONAL NEEDS POLICY**

## **MISSION STATEMENT**

Uley is a Voluntary Controlled Primary School whose focus is on each individual, acknowledging both their Rights and Responsibilities.

Christian values drive all aspects of school life, curriculum and ethos. Academic rigour is valued at all stages, with the classroom focus on challenge, engagement and achievement.

Learning is celebrated in all its forms and everyone is equally valued and respected in a caring and secure environment.

In partnership with parents and the wider community, the children grow and develop as we prepare them to meet the challenges of education, work and life.

## **Rights Respecting School**

Article 28: Children and young people have the Right to a primary education..... They should be encouraged to reach the highest level of education they are capable of.

## **1 AIMS AND OBJECTIVES**

- 1.1 The staff and governors aim to provide a broad and balanced curriculum for all children; that includes setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessments.
- 1.2 The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the headteacher or the appropriate governor has been informed by the LA that a pupil has special educational needs, those needs will be made known to all who are likely to teach them.
- 1.3 The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- 1.4 Headteacher, staff and governors will report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs.
- 1.5 The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

## **2 RESPONSIBLE PERSONS**

- 2.1 The 'responsible persons' for SEN are the Headteacher, Chair of Governors and the SEN Governor.
- 2.2 The person co-ordinating the day-to-day provision of education for pupils with special educational needs in the mainstream setting is Mrs Payne, SEN Teacher.

## **3 ADMISSION AND INCLUSION**

- 3.1 All the teachers in the school are teachers of children with special educational needs. As such Uley adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school is committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.
- 3.2 When a child starts school the parents fill in a medical history form which could alert the school to potential problems.
- 3.3 The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with statements of SEN and those others with less significant special educational needs.
- 3.4 We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:
  - girls and boys;
  - minority ethnic and faith groups, travellers, asylum seekers and refugees;
  - learners who need support to learn English as an additional language (EAL);
  - learners with special educational needs;
  - learners who are disabled;
  - those who are gifted and talented;
  - those who are looked after by the Local Authority
  - others such as those who are sick; those who are young carers; those who are in families under stress;
  - any learners who are at risk of disaffection and exclusion.

## **4 ACCESS TO CURRICULUM PROVISION**

- 4.1 The National Curriculum will be made available for all pupils. Where pupils have special educational needs a Graduated Response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

- 4.2 The school will make provision for pupils with special educational needs to match the nature of their individual needs and the class teacher and SENCo will keep regular records of the pupils' special educational needs, the action taken and the outcomes.
- 4.3 There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.
- 4.4 The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.
- 4.5 Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.
- 4.6 I.E.P's which employ a small steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. Most children on the special needs register have an I.E.P.
- 4.7 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

## **5 PROVIDING THE GRADUATED RESPONSE AT "SCHOOL ACTION" AND "SCHOOL ACTION PLUS"**

- 5.1 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist active help and participation.
- 5.2 The class teacher identifies a child with special educational needs when the child:
- makes little progress when teaching approaches are targeted particularly in a child's identified area of weakness;
  - shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas;
  - presents persistent or behavioural difficulties which are not improved by the management techniques employed in the school;
  - has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
  - has a communication and/or interaction difficulty despite the provision of a differentiated curriculum.
- 5.3 The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the areas mentioned in 5.2, the school will place the pupil at "School Action" and support, that is additional to and different from the differentiated curriculum, will be provided through an Individual Education Plan (IEP) in a range of ways including:

- Classroom organisation and management
- In-class support by teacher/teaching assistant
- Withdrawal for individual/small group work
- Home/school reading schemes
- Behaviour modification programmes
- Use of specialist equipment/resources
- Alternative teaching strategies including the use of ICT.

- 5.4 The resources allocated to pupils (see 7), who have non-statemented special educational needs will be deployed to implement these Individual Education Plans (IEPs) at School Action as outlined in the revised Code of Practice. Parents will be informed and pupils will be involved in decisions taken at this stage (see also 8, 11 and 12).
- 5.5 If a pupil does not make progress despite the school taking the action outlined, advice will be sought from the appropriate support services referred to in Section 8, the IEP will be amended accordingly and the pupil will be moved to “School Action Plus”.
- 5.6 If progress is still not achieved despite “School Action Plus”, the child may be assessed bearing in mind the County criteria with a view to initiating a statutory assessment of special educational needs under the 1996 Education Act. The appropriate forms will be used for recording and referral as necessary.
- 5.7 A child who had a Statement of Special Educational Needs will continue to have arrangements as for School Action Plus, and additional support that is provided using the funds made available through the Statement.

There will be an Annual Review, chaired by the SENCo, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the Statement or to the funding arrangements for the child.

## **6 IDENTIFICATION AND ASSESSMENT ARRANGEMENTS**

- 6.1 Identification of special educational needs will be undertaken by all staff through the SENCo and the appropriate records and LA forms will be maintained. Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher or the special educational needs teacher together with end of Key Stage attainment tests. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary, pupils will be referred to the SENCo for diagnostic testing to construct a profile of the child’s strengths and weaknesses.
- 6.2 The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice. Normally, a child will have two IEPs per year. Additionally, the progress of children with a Statement of Special Educational Needs will be reviewed annually, as required by legislation.
- 6.3 Detailed records will be kept of the pupils receiving extra teaching support.

- 6.4 Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the revised Code of Practice, that is, progress which:

- closes the attainment gap between the child and their peers;
- prevents the attainment gap from growing wider;
- is similar to that of peers starting at the same attainment baseline, but less than the majority of peers;
- matches or betters the child's previous rate of progress;
- ensures full access to the curriculum;
- demonstrates an improvement in self-help or social or personal skills;
- demonstrates an improvement in the child's behaviour.

These will include:

- Foundation Stage Profile
- SATs, A.P.P.
- NFER Single Word Spelling Test (SWST)
- Salford Reading Test
- The regular administration of informal reading inventories (designed to provide a profile of reading achievement)
- Phonic check-lists
- 'P' Levels
- Detailed records of work
- Results of standardised and diagnostic tests
- Behaviour charts
- Observations made by teacher/teaching assistant/other members of staff
- Pupil comments/opinions on progress (where appropriate)
- Maths C.G.P.
- Use of S.E.A.L. resources where appropriate
- Assessments by a specialist service e.g. Educational Psychologist, identifying additional needs
- Another school or LA which has provided for additional needs.

## **7 RESOURCES**

- 7.1 The school is allocated funds for pupils without a Statement of S.E.N. These funds are devoted to the purchase of ancillary hours.
- 7.2 The school supplements this with money from the base budget as and when it is appropriate.

7.3 The governing body will use the principles/criteria in the Code of Practice to guide them in the allocation of resources. These will include:

- The placement of a pupil at “School Action Plus” or “School Action”;
- Results of standardised and diagnostic tests;
- Results of formative and summative assessments including SATs results;
- Teacher assessments – APP;
- Recommendations from other agencies working in partnership with the school e.g. Behaviour Support Service.

## **8 LOOKED AFTER CHILDREN**

8.1 Parents will always be informed before an external agency becomes involved with their child (see also 11).

8.2 Liaison with external agencies supplements the support and assessment of the needs of individuals.

Regular liaison is maintained with the following external agencies for pupils at “School Action Plus” and pupils with Statements of Special Educational Needs (as applicable):

- SEN Support Services
- Behaviour Support Services
- Psychological Services
- Social Services
- Speech & Language Therapist
- Communication Support Service
- Occupational Health
- Audiology Service
- Service for the Visually Impaired
- Health Service
- Welfare Service
- Early Years Service
- Look After Children Officer
- Special Education Section
- Parent Partnership Service.

8.3 The school has links to other schools and liaison is maintained particularly with regard to transition issues.

## **9 ARRANGEMENTS FOR THE TREATMENT OF COMPLAINTS**

9.1 The procedure for managing complaints is as specified in the school’s Complaints Policy.

Initial concerns or enquiries about a pupil with special educational needs or SEN provision should be dealt with by the class teacher, the SENCo or the Headteacher.

There is no suggested time scale for resolution at this stage given the importance of dialogue through informal discussion.

In the event that these informal discussions fail to resolve matters, the complainant should follow the complaints procedure, setting out the precise nature of the complaint as specified in the school's Complaints Policy.

## **10 STAFF DEVELOPMENT**

- 10.1 In-service training needs related to special educational needs will be identified by the Headteacher in consultation with the staff and will be incorporated into the staff development plan supported by SEN Standards Fund.

## **11 PARTNERSHIP WITH PARENTS**

- 11.1 The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.
- 11.2 We take account of the wishes, feelings and knowledge of parents at all stages and we encourage parents to make an active contribution to their child's education.
- 11.3 Parents will always be kept informed about the Special Educational Needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. Parents will be kept fully informed about the Parent Partnership Service if required.
- 11.4 As mentioned in '8' above, parents will be fully consulted before the involvement of LA support agencies with their children, and will be invited to attend any formal review meetings at all stages.
- 11.5 Uley School recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers' activities. We also make sure that we hold parents/carers' meetings in the school hall that is accessible, and offer BSL interpreters to any deaf parents.

When a child starts at the school we ask the parents/carers about their access needs and then send notes/newsletters home in the required format e.g. audio tape, large print etc.

## **12 PUPIL PARTICIPATION**

- 12.1 The school will work to ensure that pupils are fully aware of their individual needs and the targets in their Individual Education Plans. Steps will be taken to involve pupils in decisions which are taken regarding their education.

## **13 EVALUATING SUCCESS**

- 13.1 This school policy will be kept under regular review. The governors will gauge the success of the policy by the achievements of previously agreed targets outlined in the pupils' IEP, progress review and/or annual review. In addition, evidence will be gathered regarding:

- Staff awareness of individual pupil need;
- Success of the identification process at an early stage;
- Academic progress of pupils with special educational needs;
- Improved behaviour of the children, where this is appropriate;
- Pupil attendance;
- Number of exclusions;
- Number of children supported by the funding allocation for non-statemented special educational needs;
- Consultation with parents;
- Number of pupils moving between stages;
- Pupils' awareness of their targets and achievements;
- The school meets the statutory requirements of the SEN Code of Practice;
- Results of pupil One-to-One Programmes.

## **14 THE ABLE CHILD**

- 14.1 The school is aware that children with special abilities in whatever area are also regarded to have special educational needs and as such will receive a differentiated curriculum within the classroom environment.

The Policy is a working document and therefore is open to change and restructuring as and when the need arises.

The SEN Co-ordinator at Uley School is:  
The SEN Teacher at Uley School is:  
The SEN Governor at Uley School is:

Mr K Joyce  
Mrs J Payne  
Mrs A Pendlebury

Reviewed: January 2010  
Next Review: Spring 2013