

Four Swannes Primary School Special Educational Needs Policy

Author: Elizabeth Westwood

Date of issue: May 2012

Review date: September 2017

All teachers are teachers of SEN.
Teaching such children is therefore a whole school responsibility

Purpose

This school believes that each pupil has individual and unique needs. However, some pupils require more support than others to achieve the five outcomes of Every Child Matters. We acknowledge that a significant proportion of pupils will have special educational needs (SEN) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. This school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum.

Our Aims:

In particular we aim to:

- enable every pupil to experience success
- promote individual confidence and a positive attitude
- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- ensure that children with SEN have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them
- identify, assess, record and regularly review pupils' progress and needs
- involve parents/carers in planning and supporting at all stages of their children's development
- work collaboratively with parents, other professionals and support services
- ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

Main ECM outcomes: all

Relationship to other policies

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and assessment, recording and reporting. The accessibility plan is an integral part of this policy.

Roles and responsibilities of headteacher, other staff, governors

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with SEN. It maintains a general overview and has appointed a representative governor (the SEN governor), who takes particular interest in this aspect of the school.

The headteacher has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEN
- keeping the governing body informed about SEN issues
- working closely with the SEN personnel within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The governing body will ensure that:

- SEN provision is an integral part of the school improvement/development plan
- the necessary provision is made for any pupil with SEN
- all staff are aware of the need to identify and provide for pupils with SEN
- pupils with SEN join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils

- they report to parents on the implementation of the school's SEN policy
- they have regard to the requirements of the SEN Code of Practice (2001)
- parents are notified if the school decides to make special educational provision for their child
- they are fully informed about SEN issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN
- the quality of SEN provision is regularly monitored
- they, and the school as a whole, are involved in the development and monitoring of this policy.

The special educational needs co-ordinator (SENCO) is responsible for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEN
- carrying out detailed assessments and observations of pupils with specific learning problems
- co-ordinating the provision for pupils with SEN
- supporting class teachers in devising strategies, drawing up Individual Education Plans (IEPs), setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEN register and records
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of school assessment information, e.g. class-based assessments/records, end of year QCA tests and SATs
- contributing to the in-service training of staff

- managing the SEN teaching assistants
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with the SENCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- taking part in LA SEN moderation.

Class teachers are responsible for:

- including pupils with SEN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEN
- giving feedback to parents of pupils with SEN
- will write IEPs for all pupils with SEN termly (or as necessitated in response to changes in the pupil's SEN)
- class teachers, in consultation with pupils, will review these termly (or as necessitated in response to changes in the pupil's SEN)
- will ensure that all pupils on the SEN register
- have an IEP kept in the SEN Class File
- have IEPs that are clear, working documents that will enable pupils to progress, through 'SMART' targets (Specific, Measurable, Achievable, Relevant and Time bound).

Learning support staff/teaching assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEN
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Arrangements for Complaints

We will receive and deal with enquiries and complaints in a positive and open manner. Enquiries and complaints to be discussed and shared with the head teacher immediately. The Headteacher will decide on agreed procedures.

The Governors formally adopted the Hertfordshire Complaints Procedure Policy (February 1995)

Arrangements for monitoring and evaluation

The success of the school's SEN policy and provision is evaluated through school self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENCO and subject co-ordinators
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- value-added data for pupils on the SEN register
- termly monitoring of procedures and practice by the SEN governor
- the school's annual SEN review, which evaluates the success of the policy and sets new targets for development
- the school improvement plan, which is used for planning and monitoring provision in the school
- visits from LA personnel and Ofsted inspection arrangements
- feedback from parents and staff, both formal and informal, following meetings to produce IEPs and targets, revise provision and celebrate success.
- the school profile and the prospectus, which contains the required information about the implementation and success of the SEN policy

Special Provision

The school is a single story building on one level. Several double door entrances provide access to the main areas of the school. There are adaptations to provide wheelchair access to toilet facilities and ramps to some entrances.

Partnership with parents

All parents are encouraged to take an active involvement in the education of their children, through

- homework and reading schemes
- volunteering in the school
- opportunities to meet with the head teacher, INCo and class teachers by appointment

Formal opportunities are provided through twice yearly consultation evenings, SEN consultation evenings and annual reports on pupil progress, where targets are set and reviewed.

Parents are informed about any school based action and any proposed action sought from outside agencies. They are included in meetings with outside agencies where appropriate.

Parents have the opportunity to be involved in the writing and reviewing of IEPs and are involved as much as possible in the delivery of IEPs, through activities at home or home/school book.

Information and newsletters produced by Herts County Council and the Government are distributed to parents of pupils with SEN.

Support Services and facilities from outside the school

The school works closely with

- The Educational Psychologist – up to 5 visits per year to assess and advise about individual pupils and to provide INSET
- the Advisory Teachers – as required to assess and advise about individual pupils
- Bonneygrove SpLD Base – as required to assess and advise about individual pupils and to provide support where necessary. In addition we receive three guaranteed visits to provide more general advice or training
- the Educational Support Centre – as required to assess and advise about individual pupils and to provide support where necessary.
- the school nurse
- the Speech and Language Therapy service
- the child and family centre
- social services
- the Attendance Improvement Officer
- other professionals as the need arises
-
-
-
-

Links with other schools

Secondary schools – arrangements are in place for pupils to visit their secondary school in the Summer term. In addition, staff from some secondary schools visit primary schools to discuss and meet with pupils including those with SEN.

Special schools – as the need arise arrangements are made for pupils and parents to visit special schools and for special school staff to visit to observe, meet and discuss prospective pupils.

Curriculum, Equal Opportunities and Inclusion

Pupils with SEN have full access to a balanced and broadly based curriculum (including the National Curriculum). They are fully involved in the activities of the school. This is achieved by

- providing additional support (in small groups or 1:1) and differentiated activities within the classroom setting wherever possible, to enable equal access to the curriculum
ensuring that work done outside normal classroom activities link closely to the curriculum followed by other pupils
- ensuring that pupils are given additional opportunities to cover missed curriculum or other activities
- ensuring that lessons are planned/reviewed effectively, with supporting adults, to make good use of additional resources and support using other school policies e.g. the Behaviour Policy to ensure a coherent approach throughout the school
- taking part in intervention activities such as Early Literacy Support, Y3 Additional Literacy Support, Catchup, Springboard, personalised learning programmes and Booster programmes.
-