

Special Educational Needs Policy

Policy Statement

1. Introduction

- 11 The school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning. During the process, we set tasks which have been adapted according to children's individual needs. Naturally, some children have special educational needs and we make sure that our planning responds to these requirements.
- 12 As teachers at the school, we take account of the diverse requirements of our pupils, and make provision, where necessary, to support individuals or groups so that they are able to participate as fully as possible in the curriculum.
- 13 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 take account of the type and extent of the difficulty experienced by the child.
- 14 It also ensures that the voice of the child, in accordance with his/her age, maturity and capability, is heard in all the planning on his/her behalf.

2. Aims and Objectives

- 21 The aims and objectives of this policy are:
- To create an environment that meets the special educational needs of each child
 - To ensure that the special educational needs of children are identified, assessed and provided for
 - To make clear the expectations of all partners in the process
 - To identify the roles and responsibilities of all members of staff in the process
 - To enable all children to have full access to all elements of the school curriculum

3. Educational inclusion

- 31 Through appropriate curricular provision, we respect the fact that children
- Have different educational and behavioural needs and aspirations
 - Have needs which require individual learning strategies
 - Acquire, assimilate and communicate information at different rates
 - Need a range of different teaching approaches and experiences
- 32 As teachers, we respond to our children's needs by:
- Providing support for children who need help with communication, language and literacy
 - Developing their understanding by giving them suitable experiences
 - Planning to ensure that each child learns and participates in physical and practical activities

- Helping children to manage their behaviour and their emotions and to learn effectively and safely

4 Special educational needs

- 4.1 Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. There are no hard and fast categories of special educational needs but children will have needs and requirements which may fall into at least one of four areas, frequently inter-related:
- Communication and interaction
 - Cognition and learning
 - Behavioural, emotional and social development
 - Sensory and/or physical

Some gifted and talented pupils may also have special educational needs.

- 4.2.1 The 1996 Education Act instructed schools to differentiate between the different stages of assessment – mainly school-based for School Action, School Action Plus and School Action Plus Enhanced, but with the LEA taking a lead role when a referral is made for statutory assessment.

- 4.3 At this school, the Special Educational Needs Co-ordinator:

- Manages the day-to-day operation of the policy;
- Co-ordinates the provision for and manages the responses to children's special needs;
- Supports and advises colleagues;
- Maintains the SEN register;
- Contributes to and manages the records of all children with special educational needs;
- Manages the school-based assessment and completes the documentation required by outside agencies and the LEA;
- Acts as links to parents;
- Is responsible for the range of SEN resources and teaching resources which enable appropriate provision for the children's needs;
- Acts as link with external agencies and other support agencies;
- Monitors and evaluates the special needs provision and reports to the governing body;
- Manages a range of human and material resources linked to children with special educational needs.

5. The role of the governing body

The governing body must:

- Endeavour 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 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 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 practicable and compatible with the child receiving special educational provision suitable for his/her educational needs, that the children taught alongside them receive effective education, and that resources are used in an effective manner
- Report annually to parents on the implementation of the school's policy for pupils with special educational needs

6 Allocation of resources

- 6.1 The Special Educational Needs Co-ordinator (SENCo) is responsible for the operational management of the specified and agreed resourcing for SEN provision within the school, including provision for children with statements of special educational needs
- 6.2 An SEN audit is undertaken annually and the financing of special needs provision is based on the outcome of this audit. It is the policy of this school to ensure the expertise of an SEN support teacher. As well as advising and assisting staff with regards to the identification of children with SEN he/she will provide extra support to the children involved. Children with special educational needs will either be withdrawn from class to be taught in groups which are suitable for their needs or, receive in-class support where appropriate

7 Assessment

- 7.1 Identifying children's needs early in their school career is vital. The class teacher informs the parents at the earliest opportunity to alert them of matters of concern and to ensure that they are involved in the process of actively helping and supporting their child
- 7.2 The class teacher and the SENCo assess and monitor the child's progress in line with existing school practices. Standardized tests are used as a screening process and pupils with special educational needs will be placed on the SEN register which is based on LEA criteria.
- 7.3 The SENCo will work closely with parents and teachers to plan a programme which is appropriate for the child's needs
- 7.4 The assessment of children's ability reflects, as far as possible, their participation in all areas of the curriculum. The class teacher and the SENCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- 7.5 In line with the SEN Code of Practice for Wales, the school will respond to the pupils' special educational needs at the appropriate level:
School Action: the SENCo helps to gather evidence and co-ordinate the provision in school;

School Action Plus: external support agencies work together with the teacher and SENCo;
School Action Plus Enhanced: teacher and SENCo are likely to be supported by specialists from outside school with a higher level of support than School Action Plus;
Statutory Assessment: the LEA considers the need for statutory assessment and may order multi-disciplinary assessment which in turn may lead to issuing of a formal statement of special educational needs.

7.6 The LEA seeks advice from several different areas before making a formal statement. The needs of the child are the most important consideration during the process.

8. Access to the curriculum

8.1 All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the relevance and purpose of learning activities;
- Make progress which will lead to feelings of success and achievement.

8.2 As teachers, we use a range of strategies to meet our pupils' special educational needs. Lessons have clear objectives. We differentiate tasks appropriately and use assessment to inform new aims of learning.

8.3 Individual Educational Plans, which employ a small steps approach, are a key element in the school's provision. By setting finely graded steps and targets, our aim is to ensure that children experience success. All children on the SEN register have an Individual Educational Plan.

8.4 We support children in a way that allows them to share the same learning experience as their peers. However, there are times when, to maximize the expertise available and to satisfy the child's requirements, we ask the children to work in small groups, or as individuals in a one-to-one situation, outside the classroom.

9. Partnership with parents

9.1 The LEA has established a Partnership with Parents Service and a Dispute Resolution Service. Information about the SNAP (Ceredigion) service is available from the school and parents are informed of this service each term.

9.2 The Governors' annual report to parents takes account of the SEN policy as required. A named governor oversees the SEN provision and is willing to talk to parents, should the need arise.

9.3 The school informs parents of any changes to the special educational needs process. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

9.4 We hold regular meetings during the year to discuss the progress of children with Special Educational Needs with their parents. We inform parents of any external agencies' contribution to the process, and share the decision-making process by providing clear information about the education of children with special educational needs.

95 Parents are invited to attend statement review meetings. Transition reviews are held in Year 5 and if some matters remain unresolved a further interim review is held in the autumn term of Year 6.

10. Monitoring and evaluation

10.1 The SENCo monitors the movement of children within the school’s SEN system. The SENCo provides teachers and governors with information about the implementation of the policy as required.

10.2 The SENCo supports teachers in formulating Individual Educational Plans. The plans are discussed and reviewed regularly. The named governor with responsibility for SEN is kept informed of developments.

10.3 The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The SENCo informs the governing body of the outcome of the annual review.

Prepared by the Headteacher in conjunction with staff _____*_____ Date

Accepted by the Governing Body _____*_____Chair

_____ * _____Date

*(The copy of this policy in its paper form, which is kept in the Headteacher’s Office, has been signed and dated. Some of these policies also include the School Council’s comments and opinions)