

Beehive Lane Community Primary School

Special Educational Needs (SEN) Policy

Principles

At Beehive Lane Community Primary School we are intent on meeting the educational needs of all our pupils.

Some of our pupils will, permanently or from time to time have special educational needs. This means that they have a learning difficulty that 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 educational authority

Children must not be regarded as having a learning difficulty solely because the 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

DfES, *Special Educational Needs Code of Practice*, November 2001, Ref: DfES 581/2001

Introduction

It is the aim of the Head teacher and all staff at Beehive Lane Community Primary School to provide a caring environment within which pupils can learn and develop to their full potential.

All pupils are entitled to access a broad, balanced and differentiated curriculum, in accordance with the National Curriculum. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Pupils with special educational needs will be given individual consideration and special

provision will be made in order for them to participate effectively in curriculum and assessment activities.

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 difficulty experienced by the child.

Aims and objectives

The aims of this policy are:

- to create a school 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 staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process

Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school community as a whole; the governing body, the head teacher, the SENCo, the teaching and support staff all have important responsibilities.

The governing body have responsibility for:-

- overseeing the school's provision for special educational needs in accordance with the SEN Code of Practice;
- establishing appropriate funding and staffing arrangements;
- identifying a governor to have specific oversight of the school's provision for special educational needs;
- reporting annually to parents on the school's policy for special educational needs;
- managing any formal complaints following the school's complaints procedure and the SEN Code of Practice.

The head teacher will have an overall responsibility for:-

- the day-to-day provision for pupils with special educational needs;
- communicating relevant developments to the governing body;
- allocating the SEN budget;
- ensuring that the SEN policy, action plan and register are reviewed regularly;
- managing any formal complaints following the school's complaints procedure and the SEN Code of Practice.

The special educational needs co-ordinator will have responsibility for:-

- managing the day-to-day operation of the policy;
- co-ordinating the provision for and managing the responses to children's special educational needs;
- taking the lead for managing provision at Essex School Action and Essex School Action Plus;
- maintaining the school's special educational needs register and co-ordinating record keeping;
- assisting class teachers in planning, monitoring, reviewing and evaluating individual education plans (IEP);
- liaising and working in partnership with the parents of pupils with special educational needs;
- liaising and working in partnership with outside agencies, including the Special Educational Needs and Psychology Service, the Behaviour Support Service, the Health Services, the Educational Welfare Service and the Ethnic Minority Achievement Service;
- liaising with, and advising class teachers and learning support assistants on how pupils might meet planned learning objectives;
- monitoring and evaluating the special educational needs provision and reporting to the governing body;
- reviewing the SEN policy in conjunction with all teaching staff on an regular basis;
- completing a SEN action plan on an annual basis;
- planning for transition with secondary school staff.

The class teachers will have responsibility for:-

- early identification of pupils in need and reporting them to the SENCo;
- giving all children access to a broad and balanced curriculum by adapting and differentiating programmes of study according to individuals strengths and weaknesses;
- planning for children's full participation in learning through a variety of teaching styles, offering appropriate support and resources and helping children to manage their behaviour;

- maintaining high expectations of pupils, valuing their contributions and celebrating achievements;
- facilitating achievement of IEP targets, incorporating them into their lesson planning where appropriate;
- liaising and working in partnership with the parents of the pupils in their class;
- liaising and working in partnership with outside agencies;
- planning, monitoring, reviewing and evaluating individual education plans for pupils at Essex School Action and Essex School Action Plus;
- advising, directing and managing learning support assistants deployed to support pupils in their class;

The learning support assistants will have responsibility for:-

- managing and delivering special needs programmes of work keeping records where appropriate;
- supporting pupils in class as directed by the class teacher, working towards IEP targets where appropriate;
- maintaining class SEN records- each class has an LSA SEN file which contains copies of IEP's and any relevant SEN correspondence relating to the pupils in the class with special educational needs;
- attending review meetings where required.

Admissions Arrangements

Children are admitted to the school strictly in accordance with the published admissions policy.

It is the aim of the school to meet the needs of any child whose parents wish to register them at the school. The currently agreed admissions policy of the governors supports inclusion of pupils with special educational needs, however a child may need special support in order to make admission possible e.g. the correct accessibility in the case of physically disabled children.

Special Facilities

Beehive Lane Community Primary School has no special unit attached to the school.

Allocation of Resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The headteacher and the SENCO meet annually to agree on how to use funds directly related to statements. The SENCO draws up the resources bid when the school is planning for the next school improvement plan.

Learning Support Assistants (LSA)

Learning support assistant hours are allocated to each class in proportion to the number of pupils with special educational needs in that class and their level of need.

The Local Education Authority (LEA) and the school fund Learning Support Assistant support for pupils with a Statement of Special Education Needs. The number of hours funded by the LEA and the school are outlined in the pupil's statement and are dependent upon each child's level of need.

Learning Support Assistant support for pupils on Essex School Action and Essex School Action Plus is funded by the school.

Other Resources

The SEN register, Code of Practice, all SEN pupil files, IEP files and all documentation relating to special educational needs are to be found in the office at the front of the school. The SEN register and IEP files are also held on the school's computer system.

Each class has a SEN file and an LSA SEN file. These contain pupil's current IEP, reports and advice from outside agencies and any other support material for individual pupils.

Identification and Needs

Early identification is vital in order for special provision to begin as soon as possible. Early intervention could prevent the development of a more significant need.

The identification of a pupil in need is initially the class teacher's responsibility. They will inform the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The pupil will be placed on the special needs register at Class Concern.

The class teacher and the SENCO assess and monitor the children's progress by:-

- reviewing their progress against the level descriptions set out in the National Curriculum;
- using standardized screening or assessment tools;
- discussing the pupils performance and/or behaviour with parents and noting their observations and concerns;
- discussing the class teacher's own observations and assessments of the pupil's performance and/or behaviour;
- reviewing strategies already in place.

Many of the children who join our school have already attended an early education setting. In many cases the children join us with their needs already assessed. We liaise closely with the local playgroups and nursery schools to discover any potential problems as early as possible. Baseline assessment takes place during the reception year and these results will help inform us of a child's special needs.

If it is considered that the pupil is not making adequate progress then intervention in the form of Essex School Action will take place. Whether progress is adequate or not will be determined on an individual basis. It will not be assumed that pupils should all progress at the same rate.

Essex School Action

Criteria for placement at School Action as outlined in the Special Educational Needs Code of Practice 2001:

'The triggers for intervention through *School Action* could be the teacher's or other's concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy and mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated 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.'

DfES *Special Educational Needs Code of Practice*, November 2001, Ref: DfES 581/2001

Intervention will be in the form of:

- different learning materials or specific equipment;
- group or individual support from an LSA;
- use of ICT;
- extra time to plan and monitor intervention strategies;
- staff and development training

Essex School Action Plus

Criteria for placement at School Action Plus as outlined in the Special Educational Needs Code of Practice 2001:

'The triggers for School Action Plus could be that despite receiving an individualized programme and/or concentrated support under School Action the child:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that of children of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualized behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.'

Intervention, in addition to those at Essex School Action, will be in the form of:

- consultation with specialists from external support services in order to obtain advice or new appropriate targets together with accompanying strategies;
- use of specialist equipment

Statutory Assessment

If a child demonstrates a significant cause for concern, the head teacher will request a statutory assessment to be made. The Local Education Authority (LEA) will consider the need for a statutory assessment based on evidence provided by the school. If appropriate a multi-disciplinary assessment will be carried out. If it is thought that a statement of special educational needs is required the LEA will arrange, monitor and review provision.

Individual Education Plan (IEP)

A differentiated curriculum is essential in helping to meet the learning requirements of all children. Effective differentiation can sometimes prevent a special educational need arising and reduce others. Staff will, through their cycle of observation, assessment, planning and review, differentiate the according to individual strengths and weaknesses.

Interventions for pupils with special educational needs will be different and in addition to the normal differentiated curriculum. These interventions will be recorded within an Individual Education Plan (IEP).

The SENCo will ensure that there is an IEP in place for all pupils with special educational needs. Class teachers are responsible for devising, developing and reviewing an IEP for each of their pupils at Essex School Action Plus, with the support of the SENCo,. The SENCo will do the same for pupils with a statement of special educational needs.

IEP's will outline short-term targets and accompanying strategies, provision and a review date.

Pupils on Essex School Action will have a Provision Plan which outlines the extra provision provided for them in each term.

Target Setting

IEP short term targets will be:

- specific, measurable, achievable, relevant and time-related (SMART);
- supportive of the long term targets;
- achievable by the date of the next review.

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It will be the responsibility of all staff involved in the teaching and learning of pupils with special educational needs to be aware of their individual targets.

Monitoring and reviewing the Individual Education Plans and Provision Plans

Reviews of Individual Education Plans and Provision Plans will take place termly for pupils on the SEN register.

Pupils and parents will be encouraged to participate in this process by contributing their views and assisting in the setting of targets. An informal meeting will be held outside of parent evening consultations to facilitate this.

Although the success of an IEP is evaluated regularly, staff recognise that an IEP should be a working document and will therefore be kept continually under review.

Statements of Special Educational Needs

Statements of special educational needs will be evaluated annually at the Annual Review meeting. The pupil, parents and all the professionals involved in the education of the child will monitor the effectiveness of the statement by measuring the progress made over the year. The Annual Review meeting will replace one of the IEP review meetings.

Targets set in the statement will be reflected in the pupil's IEP, set out in small steps so that progress can be monitored throughout the year.

Access to the curriculum

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

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

Individual Education Plans, 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.

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.

Extra Curricular Activities

Pupils in school are given the opportunity to participate in a wide range of extra curricular activities provided by the staff, including pupils with special educational needs. Where pupils have a disability, a decision will be made on an individual basis as to the appropriateness of any activities concerned, but every effort will be made to accommodate that particular child.

Monitoring and Evaluation of Special Needs Practice

The SENCO monitors the movement of children within the SEN system in school. The SENCO provides the head teacher, staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCO and the head teacher hold regular meetings to review the special educational needs provision in the school. The SENCO and the named governor with responsibility for special needs also hold termly meetings.

The governing body reviews this policy regularly and considers any amendments necessary. The governors evaluate the success of the policy by enquiring how effectively pupils with special educational needs participate in the whole curriculum and all activities and the progress that they make. As part of their annual report to parents, the governing body will consider and report on the effectiveness of special educational needs practice in the school.

Complaints Procedure

The complaints procedure for special educational needs follows the procedures as outlined in the school's Complaints Policy.

Staff Training

Staff need to be supported through training and the sharing of new information. Whole staff and individual training needs are addressed through the School Development process. Priorities are decided according to need within financial availability and timescales.

External Agencies

At times, the school will require the assistance of outside agencies. These agencies will usually be contacted on behalf of a child a Essex School Action Plus where a pupil has not made adequate progress at Essex School Action. At times it may be appropriate to contact an external agency in order for a need to

be identified. Advice can then be given on the most effective provision in order to prevent the development of a more significant need.

External Agencies may include:

Special Educational Needs and Psychology Service- providing support from specialist teachers and educational psychologists.

Education Welfare Service- offering a range of services including dealing with attendance issues, advising and supporting the school when a pupil is at serious risk of exclusion and providing alternative arrangements for pupils excluded from school.

Health Services- including paediatricians, speech and language therapists, school nurse and occupational therapists

Child Protection Service

Ethnic Minority Achievement Service

Visual Impairment Service

Hearing Impairment Service

Behaviour Support Service

When a child moves to another school great care is taken to transfer all relevant documentation relating to a child's special needs and if possible time is taken to discuss the child and their needs with the receiving school.

The Role of Parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. The Governors' Annual Report to Parents contains an evaluation of the policy in action. A named governor takes a special interest in special needs and is always willing to talk to parents.

Parents' consultations for SEN children take place on a different date to the other parent' consultations allowing more time per appointment. The SENCO is available on these dates to talk to parents and support staff if needed.

We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Support is available to parents who may have problems due to their own difficulties e.g. physical disability, inability to read English etc.

The Role of Pupils

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

Pupils are involved at an appropriate level in setting targets in their IEPs and in the termly IEP review meetings. These agreed targets are communicated to parents in the home-school contact book. Pupils are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

Pupils views are solicited prior to Annual Reviews and pupils are encouraged to attend the meeting where appropriate.

Approved Governors PC and P Committee
26/11/13, ratified Dec 2013

Date

Due for Review Nov 2016

