



STUDLEY COMMUNITY INFANTS' SCHOOL

SPECIAL NEEDS POLICY

INTRODUCTION

The purpose of the document is to clarify to staff, governors and parents how the special educational needs of pupils are managed in the school curriculum.

This document has been compiled by Sue Kincaid, Special Educational Needs Co-ordinator (SENCO) and reflects current practice within the school.

The governors and staff at the school are committed to the principle of inclusion as outlined in the Revised Special Educational Needs (SEN) Code of Practice. We value all children and work together to help them recognise and develop their strengths.

AIMS

We recognise that: -

- ✓ All children at some time have individual needs, which will be met, as far as possible, within our school
- ✓ For some children the acquisition of early skills can be significantly difficult and detailed planning is required to give equality of access to a broad, balanced and relevant education including the National Curriculum
- ✓ The views of the child should be sought and taken into account
- ✓ Parents have an important role in supporting their child's education

DEFINITION OF SPECIAL NEEDS

The school's working definition of a child with SEN is one who has learning and/or behavioural difficulties, which calls for special educational provision to be made for him or her.

A child has a learning difficulty if he or she: -

- ✓ Has significantly greater difficulty in learning than the majority of children of

his/her age.

- ✓ Has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided in school for children of his/her age
- ✓ Is under five and falls within the definitions above or would do if special educational provision is not made for the child

OBJECTIVES

- ✓ To effectively identify and assess the needs of all children
- ✓ To set appropriate targets
- ✓ To monitor and review learning
- ✓ To liaise with parents
- ✓ To listen to the child

THE ROLE OF THE SENCO

The SENCO will: -

- ✓ Oversee the day to day operation of the SEN policy
- ✓ Co-ordinate provision of SEN policy
- ✓ Carry out observations and assessments of pupils causing concerns
- ✓ Organise resources which support the teaching of pupils with SEN
- ✓ Manage the deployment of teaching assistants
- ✓ Monitor records of all SEN pupils
- ✓ Organise annual reviews for all pupils with statements
- ✓ Organise in-service training of staff
- ✓ Liaise with external agencies
- ✓ Liaise with the SEN Governor in order to have an overall awareness of the

SEN provision and issues as they arise.

IDENTIFICATION OF PUPILS WITH SEN

Identification of pupils with SEN will come from a range of sources: -

- ✓ Progress monitored by teachers as part of ongoing observation and assessment which identifies differences between progress, attainment and achievement
- ✓ Progress made against objectives specified in the Foundation Curriculum and Primary National Strategy
- ✓ Standardised screening and assessment tools
- ✓ Signposted from pre-Nursery information
- ✓ Parental concerns
- ✓ Formal Screening – Aspects – on entry to and at end of Nursery
 - PIPS – start and end of Reception
 - PIPS – end of Year 1
 - SATs – end of Year 2

N.B. PIPS – University of Durham Performance Indicators in Primary Schools
- ✓ We acknowledge that pupils who are Gifted and Talented in a specific area have an entitlement to individual learning. The Gifted and Talented policy will be in the place by July 2006.

PROVISION

The Code of Practice identifies 2 stages of provision before formal assessment and statementing. These stages provide a graduated response in order to meet a pupil's special needs.

SCHOOL ACTION STAGE (SA)

At this stage the pupil is identified as having Special Educational Needs and the class teacher provides interventions which are different from or additional to those provided as part of the differentiated curriculum. Additional support is given by teaching assistants within the class and in withdrawn groups. An Individual Education Plan (IEP) is drawn up to identify the most immediate targets and outline the strategy and provision needed to help the child achieve them. Support staff, SENCO, the child and their parents are all involved with the teacher in agreeing the targets. Progress is reviewed regularly and both the child and their parents are

aware of the outcomes and subsequent action taken.

A child will normally be placed on School Action stage if he/she: -

- ✓ Makes little or no progress following teaching targeted at an area of weakness
- ✓ Has difficulty with basic Literacy or Numeracy skills which affect progress in other areas
- ✓ Presents emotional and/or behavioural difficulties which are not alleviated by using usual behaviour management strategies
- ✓ Has sensory or physical difficulties which affects progress despite provision of specialist equipment
- ✓ Has communication difficulties, which affects progress despite provision of a differentiated curriculum.

SCHOOL ACTION PLUS (SA+)

At this stage the child is requiring significant support through highly individualised planning, curriculum differentiation and modification of teaching materials. These strategies and interventions are different from and /or additional to those at school action. Specialist advice from external support services is taken to further develop and implement the child's IEP.

Although the SENCO takes the lead in co-ordinating outside help and advising on targets, the day-to-day provision is still the responsibility of the class teacher.

A child may be moved to this stage if he/she: -

- ✓ Continues to make little or no progress over two terms
- ✓ Continues to have difficulty developing literacy and numeracy skills
- ✓ Has emotional and/or behavioural difficulties which regularly interfere with the child's own learning despite interventions such as an individualised behaviour management programme or mentor support
- ✓ Has sensory or physical difficulties, which requires the support of a specialist service (e.g. DISCS – Disability, Illness, Sensory and Communication Service)
- ✓ Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

The school recognises that for a small number of pupils it will be necessary to move beyond School Action and School Action Plus stages of support and request that the LEA initiate a formal assessment of a child's need.

REQUEST FOR STATUTORY ASSESSMENT

Such a request would involve the consultation and advice of the educational psychologist as well as a specialist support teacher. The LEA will seek evidence from the school that support strategies in place have continued for a reasonable amount of time without success and that alternatives have been tried. Both the parents and all professionals involved with the child are invited to provide advice as to how the child's needs can best be met.

STATEMENT OF NEED

Having considered all the evidence the LEA may choose to make a statement of educational need. The Assessment and Statutory Review Service, reviewing annually, will monitor this statement. It is the responsibility of the governors, head and SENCO to ensure that the child's needs are met. The SENCO will consult with parents, support staff and outside agencies.

ADEQUATE PROGRESS

Movement between stages is usually dependant on the child making adequate progress within the context of the class and taking into account the level of support given. If a child is making adequate progress at SA+ then it is appropriate to return to SA and offer stage appropriate support whilst monitoring progress regularly.

TEACHING ARRANGEMENTS

- ✓ Class Teachers are responsible for meeting the needs of all children in their class through clearly differentiated learning opportunities and reference to current IEP's. It is expected that support materials/strategies identified on IEP's are used regularly in class as well as in withdrawn groups.
- ✓ SEN support work takes place during the afternoon. The SENCO arranges these groups through discussion with the class teacher and teaching assistants who provide the support.
- ✓ A balance is given to amount of time out of the class and learning experiences taking place in the class that they are not involved in. When necessary support is given in the classroom to enable them to access the curriculum to the full (e.g. science).
- ✓ It is important that the child is happy to be taken from the classroom and is aware of the purpose of the support work. Careful planning and liaison

between staff involved is extremely important.

- ✓ Parents will be made aware of the purpose of the support work at the IEP meetings and are asked to agree to their child being involved.
- ✓ Support work is linked to their IEP and primarily skills-based enabling them to be more independent learners in the class.

INDIVIDUAL EDUCATION PLANS

- ✓ IEP's provide the framework for meeting the needs of the SEN child.
- ✓ It is important that everyone working with the child is involved in the target setting process, **including the child**, whenever possible. The IEP gives clear learning objectives and strategies to work to so should be available to all professionals ensuring a consistent approach in the teaching of the child.
- ✓ IEP'S must be reviewed termly, more frequently if required.
- ✓ Before review the class teacher is responsible for collating all available information necessary to inform further IEP's.
- ✓ Sharing information with Parents and setting new targets can be completed in one meeting. Whenever possible the child should be involved at this meeting and be encouraged to participate.
- ✓ If targets are not being met advice should be sought from the SENCO. The SENCO should also attend subsequent meeting with parents.
- ✓ The SENCO should be involved with all IEP's for SA+ and statemented children.

RESOURCES

The pattern of need equates to the Special Needs Register. This is used to deploy the SEN budget. Money is targeted to provide human resources to enable our special needs policy to be fulfilled.

- ✓ Teaching Assistants are employed to provide extra support for children experiencing difficulty accessing the curriculum. This provision equates to

sixteen hours per week currently.

- ✓ The SENCO is responsible for allocating this resource according to need. Currently a 0.2 teacher enables the SENCO to be released to fulfil her role.
- ✓ Subscription to LABSS – Specialist Teacher, 1 morning per fortnight, working with identified children, conducting assessments and advising at schools action plus.
- ✓ Educational Psychologist – 15 hours per year to be used as needed
- ✓ Teaching and Learning materials are purchased as and when necessary
- ✓ Class Teaching Assistants spend a proportion of their time working with SEN children in their class. They offer appropriate support within a group; develop specific skills and independence in the learning environment.

SCHOOL LIAISON

The Specialist Teacher and SENCO work together to ensure a smooth transfer to the Junior School. All relevant records are passed on to ensure continuity and time is given for the SEN children to familiarise themselves with the new environment. If a child is moving to another school or before the end of a key stage it is the Class Teachers responsibility to ensure complete records are prepared. In some instances the SENCO will liaise with the receiving school.

ACCESS

Access to the main building and nursery is good and once inside the building everything is on one level. Adaptations have been made to some toilets i.e. handrails. Currently there are three temporary classrooms where access is restricted by steps into the building.

ADMISSIONS

This school follows the County admissions Policy. Referrals from the Child Development Centre are integrated into the nursery when necessary.

ICT

Information and Communication Technology is potentially a powerful resource to use when addressing special needs. Word processing packages offer a useful

alternative method of recording children who have difficulty with fine motor skills. There are an increasing number of programmes, which can give support to the SEN child.

- ✓ Widget is available to all staff to support the implementation of a communication friendly environment and the use of visual timetables.
- ✓ Clicker provides support with the writing process, using word and picture banks.
- ✓ Kar2ouche can be used for story telling or retelling of known stories.
- ✓ CD roms i.e. Literacy Box, Learning Ladders and Number Train can be accessed at differentiated levels, according to need.

TEACHING and LEARNING STYLES

This is dealt with in the school's Teaching and Learning policy document. It should be stressed however that varying teaching approaches and developing an understanding of the preferred learning style of individual pupils might accelerate learning.

A Context for Learning, which includes –

- ✓ Clear connections with prior learning
- ✓ Using pupil's own experience
- ✓ Learning objectives accessible to all
- ✓ Avoiding assumptions about understanding

Engagement in the Learning Process, which involves

- ✓ Quality of teacher talk and differentiated individual questioning
- ✓ Expanding on conceptual misunderstandings to promote learning
- ✓ Use of partner work with delegated tasks
- ✓ Modelling
- ✓ Challenge at appropriate level
- ✓ Valuing ways of recording other than writing

Promotion of Self Esteem, which involves

- ✓ Ensuring understanding of context
- ✓ Opportunities to interact positively with peers
- ✓ Publicly valuing contributions – including mistakes
- ✓ Using TA's to endorse contributions

Task Satisfaction, which involves

- ✓ Continuing reference to prior learning & objectives
- ✓ Contributions to the plenary
- ✓ Celebration of achievement (maybe privately)
- ✓ Opportunities for making connections with the more able
- ✓ Individual plenary with TA
- ✓ Connecting with IEP targets

ASSESSMENT

Assessment practice should reflect agreed principles as outlined in the school's assessment policy document. Children with special needs tend to learn in very small steps. Recording of assessments should therefore be more detailed than for mainstream pupils. Recording sheets for reading & spelling high frequency words are available.

The assessment and recording of progress towards key targets identified in the IEP is critical

From time to time it may be necessary to carry out extended, detailed assessments to inform the next stage of planning. Such assessments require extended time and may need to be carried out by the SENCO, Specialist Teacher from LABSS or Educational Psychologist.

RECORD KEEPING

Teachers are responsible for keeping full records of their pupil's progress, including information from professional consultations and assessments. It is important that evidence of IEP outcomes is available for the SENCO and external agencies if necessary.

MONITORING AND EVALUATION

The SENCO will be responsible for monitoring and evaluating planning, practice and outcomes. Copies of the following documentation should be given to the SENCO;
- IEP's, termly reviews, relevant correspondence with parents.

In addition the SENCO will from time to time monitor aspects of practice, which are high profile in the school or SEN development plan. This may involve focused classroom observations, work trawls or pupil interviews. Progress and achievement will be monitored and evaluated using reviews of IEP targets, Aspects and PIP's information and SATS.

COMPLAINTS PROCEDURE

If a parent/s of a child feel the need to raise a complaint, they should initially contact the Class Teacher or Head. If the parents remain dissatisfied after having spoken to

staff, the Local Education Authority have a laid-down complaints procedure – details of which are available in the school office.

REVIEWING SCHOOL POLICY

The SEN policy will be reviewed by the SENCO every three years and amendments discussed with the head, SEN governor, staff and curriculum sub committee. This timescale may be adjusted if necessary in the light of new legislation, OFSTED key issues or change of personnel.

Reasonable adjustments will be made to this policy in order to accommodate additional needs/disability in children/young people.

This policy will be due for review in December 2007.