

# SPECIAL EDUCATIONAL NEEDS POLICY

## INTRODUCTION

At Beckstone Primary School we provide a broad and balanced Curriculum, which is differentiated to meet individual needs and abilities.

Children may have Special Educational Needs (SEN) at any time throughout their school career. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the pupil.

Teachers take account in their planning a pupil's special educational needs and the provision made therefore enables them to participate effectively in all curriculum and assessment activities in addition to broader aspects of school life.

## AIMS AND OBJECTIVES

The aims and objectives of this policy are:

- ◆ To identify pupils with special educational needs as soon as possible
- ◆ To create an environment that meets the special educational needs of each pupil
- ◆ To ensure all pupils have access to a broad, balanced and differentiated curriculum
- ◆ To encourage pupils to develop confidence and self esteem and recognise the value of their own contribution to their learning.
- ◆ To encourage pupils to be fully involved in their learning.
- ◆ To make clear expectations of partners in the process and the provision of special needs.
- ◆ To ensure parents are kept fully informed and are engaged in effective communication about their child's SEN.

## ROLE AND RESPONSIBILITIES

In this school the provision for pupils with SEN is the responsibility of all members of staff.

Mrs. A Needham is the SEN Co-ordinator (SENCo) (covered by Mrs D. Cook during maternity leave) and is responsible for the day to day operation of the SEN policy.

Her main duties are: -

- ◆ Overseeing the day to day operation of the schools SEN policy
- ◆ Co-ordinating provision for children with SEN
- ◆ Liaising with and advising fellow teachers
- ◆ Working in partnership with the Learning Mentor
- ◆ Managing the Support assistants in conjunction with Year Group Heads
- ◆ Overseeing the records of all children with special educational needs
- ◆ Contribution to the in service training of staff

- ◆ Liaising with external agencies including the LEAs support and psychological services, health and social services and voluntary bodies.

The governing body does its best to secure the necessary provision for any pupil identifies as having SEN. The governors ensure all teachers are fully aware of their responsibilities towards pupils with SEN. They consult the LA and other schools, when appropriate, and evaluate the success of the school's policy for provision for pupils with SEN termly.

The Governing Body have adopted the LA admissions criteria which does not discriminate against pupils with SEN. The admissions policy has due regard for the guidance in the Code of Practice - (A copy is held centrally if you should wish to refer - 1:33).

## EDUCATIONAL INCLUSION

At this school we respect the fact that pupils:-

- Have different educational, behavioural needs and aspirations
- Require different learning strategies
- Learn at different rates
- Require a range of different teaching strategies and experiences

Teachers respond to different needs by:-

- Providing support in all curriculum areas
- Planning to develop pupils' understanding through the use of visual, auditory & kinaesthetic experiences
- Planning for pupils' full participation in learning, and in physical and practical activities
- planning for pupils to manage their behaviour, enabling them to participate effectively and safely in learning

This policy ensures that teaching arrangements are fully inclusive:

- The majority of pupils will have their needs met through normal classroom arrangements and
- Appropriate differentiation, which may include short term support such as Early Literacy Strategy, Additional Literacy Strategy , Progression in Phonics and Springboard Programmes.



## IDENTIFICATION, ASSESSMENT AND REVIEW FOR SEN

SENCo will work with all staff to ensure pupils who may need additional or different support to that normally found within the classroom, are identified as soon as possible.

The progress made by all pupils at this school is regularly monitored and reviewed. The school does not identify pupils as having SEN unless we are taking action that is additional or different from that which goes on in the classroom as part of our differentiated support.

Pupils who are not making adequate progress are identified as having special educational needs.

Class teachers consult with the SENCo when the evidence gathered through the usual assessment and monitoring arrangements shows concern about a pupil's progress. The triggers for concern are described in the SEN Code of Practice.

The SENCo will consult with parents, pupils, carers, teachers and support staff about any additional provision to ensure that all interested parties are aware of the learning targets and their contribution to its implementation.

If we have sufficient evidence that a pupil is making insufficient progress despite the support at EY/SA, the SENCo may seek external advice from a specialist within the Pupil and School Support Services (PaSS). PaSS is an LEA service , consisting of professionals, including specialist teachers, educational psychologists and other specialist from within CCC. The SENCo will keep parents and pupils fully involved and informed about any proposed interventions.

Pupils with a statement of special educational needs will, in addition to the ongoing review of their progress and specific support through their EHCP will be reviewed annually. A report containing recommendations will be provided for the LEA which will consider whether to maintain, amend or cease the Statement.

Our school will liaise with the receiving school when a pupil with SEN is due to transfer and will forward to them as early as possible all relevant information to enable an effective transfer.

## SPECIALIST PROVISION

The school has been adapted to cater for children with SEN. There is a specialised withdrawal room (Rainbow Room) . The school has ramps, handrails, disabled parking and the doors are wide enough to facilitate wheelchairs.

In addition the staff has had the following training:

Makaton Training  
Emergency First Aid in Schools  
Epilepsy - all staff

Positive Handling –( Team Teach)

### ALLOCATION OF RESOURCES

The Head/SENCo is responsible for the operational management of the specified and agreed resourcing for the special needs provision within school, including the provision for pupils with statements.

The Head teacher and SENCo meet at least annually to agree how to use funds including those directly related to statements. The effectiveness of the resources for special needs will be monitored as part of the on-going process of self-evaluation in school.

### STAFFING AND PARTNERSHIP

The school undertakes the annual audit of staff training needs related to special educational needs issues and meets these where possible, in conjunction with identified school priorities. The SENCo, in consultation with the head teacher /staff development officer will provide training through the INSET programme to ensure all staff are fully informed of relevant SEN issues and procedures within the school.

### PARTNERSHIP WITH PARENTS

Class teachers work closely with parents throughout their child's education. Parents should in first instance contact the class teacher in case of any concern or difficulty.

At all stages of the SEN process parents are fully informed and involved. We take full account of the wishes feeling and knowledge of the parents and encourage them to make an active contribution to their child's education.

### ACCESS TO THE CURRICULUM

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

- Understand the relevance and purpose of learning activities
- Experience the levels of understanding and rates of progress that bring feelings of success and achievement.

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

IEPs contain a small number of specific targets, ideally three or four, designed to enable the pupil to progress, these will be discussed with parents during parents evenings and written into the child's report.

Wherever possible we do not withdraw pupils from the classroom. This reflects the school acknowledgement that all pupils have an entitlement to share the same learning experiences as their peers. There are times, however, when to maximise learning, we ask the pupils to work in small groups or in a one to one situation outside the classroom.

### COMPLAINTS PROCEDURE

The school's complaint procedures are set out in the school prospectus.

Under the SEN and Disability Act 2001 parents can request the services of an independent disagreement resolution. The SENCo will provide more information about this on request.

### LINKS WITH OTHER SCHOOLS.

The SENCo liaises with the SENCo of all schools when pupils transfer to ensure that effective arrangements are in place to support pupils at this time. This usually takes place in the Summer Term for Y6 pupils or sooner if necessary.

When students move to another school their records are transferred within 15 days of ceasing to be registered at Beckstone Primary.

### LINKS WITH OTHER AGENCIES

The school works closely with all of the LA Pupils and School Support units when identifying, assessing and making provision for pupils with SEN.

### SUCCESS CRITERIA

The success of this policy is judged against the aims set out above. The policy is reviewed annually.

*Date of Review: September 2018*

*Date of Next Review: September 2019*



# Special Educational Needs Policy 2018/19