

Milton Park Primary School

Policy for Special Educational Needs.

Policy Statement and Aims:

A child has special educational needs if he or she has learning needs that call for special educational provision to be made for him or her. This may mean that a child has a significantly greater difficulty in learning than the majority of children of the same age in North Somerset schools, or a disability that makes it hard for them to access facilities within the school.

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:

Educational provision which is additional to, or different from, the educational provision made generally for children of their age in schools maintained by the Local Educational Authority other than special schools in the area (Code of Practice 2001, paragraph 13).

We at Milton Park Primary School believe that each child has individual and unique needs. However, some children require more support than others do. If these children are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of children will have special educational needs at some time in their school career. Some of these children may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more short term needs. In particular, we aim:

- To enable every child to experience success
- To promote individual confidence and a positive attitude
- To ensure that all children, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, that demonstrates coherence and progression in learning.
- To give children with special educational needs equal opportunities to take part in all aspects of a school's provision, to involve parents, carers and children themselves in planning and supporting at all stages of the child's development.
- To ensure that responsibility held by all staff and Governors for SEN is implemented and maintained.
- To ensure that when a pupil is not seen to be progressing appropriately for him/herself, either in the learning process or in their interaction with others, the earliest possible intervention should be made. Research has shown the efficacy of this.

Roles and Responsibilities/Co-ordination of Provision

Provision for children with special educational needs is a matter for the school as a whole.

Governing Body

The schools Governors have specific responsibility to:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs.
- Ensure that child's needs are made known to all that are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs.
- Consult the LA and the 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 child with special educational needs joins in the activities of the school, together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, and the efficient education of the children with whom they are educated, and the efficient use of resources.
- Report to parents on the implementation of the school's policy for children with special educational needs.
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

In doing so, Governors will have regard to the Special Educational Needs Code of Practice (www.dfe.gov.uk) and the Disability Code of Practice for schools (www.drcgb.org).

The Headteacher

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEN. The Headteacher keeps the Governing Body fully informed and works closely with the school's Inclusion Leader. The Headteacher seeks out and shares best practice with the LEA and other schools.

The School Staff

All teachers are teachers of children with SEN and do their best to adapt the curriculum to meet their need. All staff are involved in the development of the school's SEN policy and are aware of the procedures for identifying, assessing and making provision for children with SEN.

The Inclusion leader

The Inclusion leader is Mrs G. Matter. She can be contacted through the school office. Her responsibilities include:

- Co-ordinating provision for children with special educational needs.
- Overseeing the day-to-day operation of the schools SEN policy.
- Liaising with and advising fellow teachers.
- Managing support staff.
- Liaising with parents of children with special educational needs.
- Liaising with other school SENCo's, The Vulnerable Learners Service, Speech and Language Therapists, and other health professionals.
- Carrying out detailed assessments in liaison with the class teacher.
- Contributing to the in-service training of staff.
- Supporting staff in their identification of provision for more able children.
- Offering resources and training to support more able children.
- Collating and maintaining the register of children with S.E.N and tracking the progress of these children.

Admissions

Children with special educational needs are given equal priority on admission to the school. The Governing Body uses the Local Education Authority's admission criteria.

Allocation of Resources

The level of funding is set by North Somerset Council.

The school allocates this funding in the following ways:

- Learning Support Staff.
- Training for all teachers and support staff so that they can meet children's needs more effectively.
- Special books and equipment.

The details of how individual children receive support are recorded on their Individual Education Plans.

The school receives additional funding for some children with severe and complex needs, which is funded via the Top Up Funding mechanism. The allocation of these resources is based on an audit of need carried out during the Spring Term and remains in place for 3 years.

Identification and Assessment of Children with Special

Educational Needs.

All children are entitled to a balanced and broadly based curriculum, including the Foundation Stage and National Curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of children will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short term support such as through Better Reading Partners, phonic booster groups and Raising Achievement Plans (RAPs)

Differentiation

Differentiation means teaching a child in ways and at levels which match their ways of learning. Children make progress at different rates. Not all children learn in the same way and need to be taught in different ways, acknowledging different learning styles.

1. Class teachers and subject leaders have the responsibility to ensure that curriculum planning make provision for adaptation to meet individual children's needs.
2. Support for children with special educational needs may be within the regular classroom routes by means of differentiated tasks and/or additional adult help.
3. Where appropriate, children may be withdrawn briefly from the classroom, individually or in a group, to work with the teacher, support staff, SEN HLTA or Learning Mentors.

Early Years Action and School Action

1. Should a child make little or no progress, even when teaching approaches are appropriately differentiated, the class teacher will discuss this with the Inclusion leader and appropriate action will be agreed. **This may not necessarily involve additional adult support.**
2. An Individual Education/Behaviour Plan will identify specific targets and additional strategies to be employed.
3. The Individual Education/Behaviour Plan will be discussed with the parents (and the child wherever possible). The parents will be asked to agree and sign the Individual Education Plan.
4. Individual Education/Behaviour Plans will be reviewed at least twice a year, and parents will be invited to contribute to the review through a series of surgeries which will take place throughout the school day. For children in the Reception Class who are still completing the foundation stage, it is anticipated that there will be three reviews per year, in line with the guidance in the Code of Practice.
5. The Individual Education/Behaviour Plan will only record that which is additional to, or different from, the differentiated curriculum, and will focus on two or three individual targets that

match the child's needs. The delivery of the interventions recorded in the Individual Education Plan continues to be the responsibility of the class teacher.

Early Years Action Plus/School Action Plus

1. Should a child continue to make little or no progress, or be working at a level **substantially** below that expected of children of a similar age, or have emotional or behavioural difficulties, which **substantially** and regularly interfere with the child's own learning or that of the class group, then the school will move to School Action Plus.
2. Parental consent will be sought before discussing names of children with an outside professional.
3. At all times, records will be kept to indicate support provided and indicate progress made against the targets set.

If a child demonstrates significant cause for concern, the school may request a Statutory Assessment.

When pupils are due to transfer to another phase, for example primary to secondary school, planning for this may be started in the year prior to the year of transfer.

Arrangements for Training and Development of All Staff

1. Teaching and non-teaching staff may, where possible and appropriate, attend SEN and Inclusion training, or visit special schools, or schools with a specific expertise in Inclusion.
2. The Inclusion Leader will ensure that staff keep up to date with developments in Inclusion and SEN through staff meetings and/or in-service days.
3. Particular support will be given to newly qualified teachers and other new members of staff.

Liaison

1. All staff, together with the Head, will ensure that careful records are kept and transfer documents meticulously completed. When children move to another school, their records will be transferred to the next school within 15 days of the child ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.
2. The Inclusion Leader will co-operate as part of the SENCO Network Group and liaise as appropriate with pre-school settings/junior schools/secondary schools.
3. The Inclusion Leader will liaise with other agencies when appropriate to the needs of the child. The school receives regular visits from the nominated Education Welfare Officer, and the Educational Psychologist. In addition, the school may seek advice from specialist advisory teaching services and the SEN team.

Monitoring

1. Plans for meeting the special educational needs in the school will be reviewed annually.
2. The effectiveness of the SEN provision will be reported to the Governors on at least an annual basis.
3. This Policy will be reviewed as part of the Governors' rolling programme and must be reviewed at least on an annual basis.

Complaints Procedure

The school's complaints procedure is set out in the yellow guidance document which is held by the L.E.A. There are copies in school.

Under the SEN and Disability Act 2001, parents may seek advice on resolving disagreements with the LEA and school through an independent mediation service.

School will make further information about this process available on request.

Evaluating Success

The success of the schools' SEN policy and provision is evaluated through:

- Monitoring of classroom practice by the Inclusion Leader and subject leaders.
- Analysis of pupil-tracking data and test results.
- Value added data for children identified at School Action and School Action Plus.
- Regular monitoring of procedures and practice by the SEN Governor.
- The school self-evaluation mechanisms.
- The Schools annual SEN review, which evaluates the success of our policy and sets new targets for development.
- The schools' Development Plan that is used for monitoring provision in the school.
- Frequent meetings of parents and staff, both formal and informal, to plan IEPs/IBPs and targets, revise provision and **celebrate success**.

Signed.....Dated.....

Date: July 2012

Review: Sept 2013