

NORTHILL CHURCH OF ENGLAND VOLUNTARY AIDED LOWER SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

This policy is drawn up with reference to the “Code of Practice on the identification and assessment of special needs” dated November 2001 ref DfeS 581/2001.

Fundamental principles:-

- A child with SEN should have their needs identified, which will normally be met in mainstream schools or early education settings.
- Those responsible for SEN provision should take into account the views, wishes and needs of the child.
- Professionals and parents should work in partnership. Parents have a vital role to play.
- Provision and progress should be monitored and reviewed regularly.
- Children with SEN should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.
- LEA's should make assessments in accordance with prescribed time limits.

See Appendix (1) for Definition of Special Educational Needs.

Aims

To help identify, as early as possible, those children with special needs (with and without statement) and to provide an appropriate broad and balanced curriculum which will help all children to reach their full potential.

Objectives

The policy will assist the whole school to work together, consistently and coherently in the:-

- * Identification, as early as possible, of children with individual needs.
- * Resourcing of such provision.
- * Implementation of SEN Policy.
- * Monitoring and reviewing educational needs of children.

The policy will be available to parents and thus inform them of the practices and provision made by Northill C of E VA Lower School regarding children with special educational needs.

The SEN Co-ordinator

The SENCO, at present the Headteacher, and colleagues, will be closely involved in the strategic development of the SEN policy and provision. The SENCO has responsibility for the day to day operation of the school SEN policy and for co-ordinating provision for pupils with SEN, particularly through School Action and School Action Plus.

The SENCO is the Head teacher.

The governor with special responsibility for special needs is Mrs Kate Walker.

Admission Arrangements

Our school will admit pupils with already identified special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with special educational needs but without statements will be treated as fairly as all other applicants for admission.

Allocation of resources

Allocation of budget resources will be reviewed annually within the Finance Meetings.

Identification and assessment arrangements and review procedures

The identification will be by the class teacher, parents, health or social service professionals.

The school has adopted the Foundation Stage Profile which screens all children and highlights any early needs. Ongoing teacher assessments in the classroom and SAT results also provide information in the area of identification and baseline establishment. Any child a teacher is concerned about will be brought to the attention of the Special Needs Co-ordinator/Headteacher.

The school administers standardised tests as follows:-

Foundation Stage Profile, SATS test Year 2 and QCA tests Years 3 and 4 - these provide ongoing information on the progress of children throughout their school life.

The school will follow the review procedures embodied in the Code of Practice - see Appendix (2)

Revised Code of Practice – Individual Education Plans – See Appendix (3)

Access to a broad and balanced curriculum, including the National Curriculum

This will be achieved by a variety of approaches.

- * Differentiation - it is recognised that children within a class are at different stages of development and as such the work should take this into account and each child should be given work at his/her own level.
- * Teaching and learning styles - it is recognised that children learn in different ways and that what may be appropriate for one child is not for another. Teachers will, therefore, adopt a variety of approaches and will be prepared to change.
- * Whole school organisation - a variety of strategies e.g. small classes, TA allocation, groupings and when appropriate, parent helpers.
- * Individual classroom organisation - planning documents should reflect how individual teachers address the specific needs of individual children or groups of children.
- * Collaboration between staff for the effective use of human resource and materials.

Inclusion

We understand that all children need equal opportunity, but equal does not always mean the same.

We ensure that all children have access to a broad and balanced differentiated curriculum through adopting a wide variety of teaching to meet varying teaching strategies.

For children who have a statement of SEN a full curriculum is enabled by providing additional support in class. When supported in class we will ensure that as far as possible the child is covering the same subject area as their peers.

Sometimes when a child has an IEP they can be supported in their classroom or during particular times withdrawn from the classroom. This may be to work individually or within a small group. When children are withdrawn they work in areas of the school used by all children for a variety of purpose not just for special needs work.

Involvement of Pupils

We believe that children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.

Partnership with Parents

Parents will be fully involved in the school based response for their child, understand the purpose of any intervention or programme of action, and be told about the parent partnership service where SEN are identified. Our school will tell parents when they first identify that a child has SEN. We believe that it is vitally important that schools welcome and encourage parents to participate from the outset and throughout their child's educational career at the school.

Parents also have a responsibility to communicate effectively with professionals to support their children's education. In working with schools they should :

- Communicate regularly with their child's school and alert them to any concerns they have about their child's learning or provision
- Fulfil their obligations under home school agreements which set out expectations of both sides

Liaison with outside Agencies

A request for help from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a meeting to review the child's IEP.

Our school will always consult specialists when they take action on behalf of the child through School Action Plus. But the involvement of specialists need not be limited to such children. Outside specialists can play an important part in the very early identification of special educational needs and in advising schools on effective provision designed to prevent the development of more significant needs. They can act as consultants and be a source for in-service advice on learning and behaviour management strategies for all teachers. Where applicable a Common Assessment Framework form will be downloaded from the internet and completed by SENCO and parents.

Complaints

If parents or others responsible for the child with Special Educational Needs are dissatisfied about the provision made for the child, they need to follow the Complaints Procedure Policy, a copy of which is in the school office.

Appendix (1)

Children have a special/individual educational need if they require special educational provision to be made for them. This can be adjustment of provision due to:

- 1 Lack of regular attendance
- 2 Have a significantly greater difficulty in learning than the majority of children of the same age
- 3 Have a disability which prevents or hinders learning or progress
- 4 Demonstrates a significantly higher level of ability than most pupils of the same age

Children must not be regarded as having a learning difficulty solely because the language or form of 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
- (b) for children under two, educational provision of any kind.

Appendix (2)

Code of Practice Action and Intervention.

The SEN Code of Practice has to be followed by schools for any child with special educational needs. The CAF process runs parallel to this, and can be used alongside any stage of the SEN processes, where the child's needs have been identified as broader than a purely educational need. The CAF should particularly be considered when the child has reached the School Action Plus stage if there are concerns about the child's progress and there are additional needs. The existing access routes to Local Authority support services continue to be in use, but to prevent duplication of paperwork, if a CAF exists already it can also be used to access these services (additional information may be requested).

(1) Cause for concern

- Following discussions with the SENCO a child is observed and needs are met by differentiated work within the class. If the teacher and/or SENCO still have concerns, School Action route is followed.

(2) School Action

- School identifies child with special educational need
- Interventions and strategies that are additional to or different from part of the usual differentiated curriculum are provided. These strategies to be formulated into an individual education plan (IEP), giving the opportunity for parents to do the support.
- The school must inform the parents as they start making special provision.

(3) School Action Plus

- Should call upon external support service.
- Should make the pupils records available to those services.
- Using existing and new evidence the SENCO and class teacher together with external specialists should consider a range of different teaching approaches.
- Should draw up an new IEP setting up new strategies.
- Should inform the pupil's parent/carer of the action taken.
- If further advice is being sought, the SENCO should note in the pupils records what further advice is being sought as well as the support to be provided pending receipt of advice.

(4) School request for Statutory assessment

By the time the Headteacher considers asking for a statutory assessment, the school should be able to provide written evidence of or information about:

- The schools action through School action or School Action Plus
- IEPs for the pupil
- Records of reviews and their outcomes
- The pupil's health including medical history where relevant
- National curriculum levels
- Attainment in literacy and mathematics
- Educational and other assessments
- Views of the parents and of the child
- Involvement of other professionals
- Any involvement of social services or education welfare service

Appendix (3)

Revised Code of Practice – Individual Education Plans

Individual Education Plans must include the following :-

- Three or four key individual targets

Information on

- The short term targets set for or by child
- Teaching strategies to be used
- Provision
- Review details
- Success or exit criteria
- Parent involvement with tasks at home

Provision for More Able Children

1. Statement of philosophy:

Our School Aims state that we endeavour to provide teaching which makes learning challenging and enjoyable and enables pupils to realise their potential and that we are committed to working for quality and equality of opportunity. In the light of these aims it should be clear that we are committed to providing an environment which encourages all pupils to maximise their potential.

2. Definition

A gifted pupil is one who demonstrates a significantly higher level of ability than most pupils of the same age in one or more curriculum area as decided in Autumn 2006 significantly at 2 sub levels above the other.

3. Identification

A gifted pupil is identified through teacher assessment and judgement.

We aim to

- create an ethos where it is 'OK to be different'.
- encourage all pupils to become 'independent learners'. For able pupils in particular, the library provides an invaluable resource for private study and research;
- be aware of the effects of ethnicity, bi-lingual, gender and social circumstances on learning and high achievement.
- use a variety of whole school strategies including:

enrichment activities (when the normal timetable is suspended and cross-curricular projects are pursued occasionally allowing pupils to work with a different year group giving pupils opportunities to develop own interests e.g. lunchtime and after school clubs
recognising achievement (on going verbal, Certificates)

4.2 In the classroom

We understand the importance of establishing what prior knowledge, understanding and skills pupils have so as to avoid unnecessary repetition of work which is extremely demotivating.

We are alert for the 'bright but lazy' pupil who could achieve excellent results if motivated and challenged. For all pupils, lack of motivation and challenge leads to boredom and often to behaviour problems.

Finally, we are aware of the danger of assuming that gifted pupils are easier to teach than other pupils.

The following strategies are employed where appropriate:

varied and flexible pupil groupings, sometimes allowing able pupils to work together, sometimes allowing them to take particular roles in mixed-ability groups

differentiation by task (including differentiated homework)

differentiation by outcome

setting individual group targets

and, most importantly

encouraging all pupils to become 'independent learners':

organising their own work

carrying out unaided tasks which stretch their capabilities

making choices about their work

developing the ability to evaluate their work

Pupils' abilities should be recognised and valued. Appreciation of their achievements makes an important contribution to their development.

4.3 Out of the classroom

We aim to promote

a wide range of extra-curricular activities.

Monitoring the effectiveness of this policy

This policy and its effectiveness will be monitored by the General Purposes Committee. It will be reviewed annually at a designated staff meeting, Curriculum Committee Meeting and approved by the Governing Body.

Provision for children with Emotional and Behavioural Difficulties.

A Statement of Philosophy

Our schools aims state that we endeavour to provide the environment where all children feel secure, happy, valued and have a positive self image. We want them to be well adjusted socially and emotionally,

Framework of support for children

We promote:

- the early identification and assessment of pupils with emotional and behavioural difficulties
- the ongoing monitoring and review of pupil progress, and the effect on others
- a continuum of special educational needs provision;
- an equitable distribution of resources;

in order to meet the wide range of need found within mainstream schools.

Importance of Early Intervention

We recognise the need to identify children with emotional and behavioural difficulties as early as possible.

The earlier a pupil receives appropriate support for their emotional and/or behavioural needs:

- the more likely we are to meet the pupil's needs;
- the less likely that the level of need (and level of provision) will escalate.

Many temporary and permanent exclusions might be avoided if we can identify and address needs at an earlier stage.

Cause for concern (Key worker: Class teacher)

Initially, support may simply require making time to:

1. Discuss behavioural concerns with the pupil and parents and identify the behaviour(s) you wish to target.
2. Introduce low level support strategies for addressing the identified needs, e.g.
 - greater differentiation, re. input and/or outcome, within the classroom;
 - the introduction of playground support arrangements.
3. Monitor the pupil's progress.
4. If no improvement the situation should be discussed with the school's SENCo so that a decision can be made regarding the appropriateness of moving to School Action.

School Action (Key worker: SENCo)

The SENCo, working closely with the class teacher (pupil and parents);

1. Assesses the pupil's needs
2. Identifies appropriate behaviour targets and support (recorded on an IEP). NB. at this stage an IEP might include:
 - the introduction of home - school liaison strategies;
 - support to help the pupil to achieve the identified behaviour target(s);
 - providing incentives for the pupil achieve the identified behaviour target(s).
3. Identifies recording arrangements to monitor the pupil's general behaviour and progress towards the identified targets
4. If no improvement move to School Action Plus

School Action Plus (Key worker: SENCo)

The SENCo, working closely with the class teacher (pupil and parents) and specialist support from outside the school, develops and co-ordinates the pupil's special education needs provision.

The specialist support service/agency may provide the school with assessment, advice, guidance, programme materials and training on SEN provision options for meeting the identified needs.

These arrangements should be reviewed, and the pupil's progress evaluated on, at a minimum, a termly basis. If no improvement the school will request a statutory assessment to the LEA's Assessment Team.

N.B. at this stage the school's records of assessment, support and pupil progress along with evidence of external service/agency input regarding this support, will need to be presented to the Assessment Team, prior to a decision being made regarding the appropriateness of a statutory assessment.

IMPORTANT

Although the level of need should always determine the stage at which a pupil receives SEN provision, two review periods will usually be required before the school can assess whether to move a pupil from one level of the code to another.

Examples of Behaviour which may warrant SEN provision

Failure to conform to school's expectations:

- Motivational issues e.g. course work, homework, etc.
- Bullying (e.g. racism, sexism, etc.)
- Social/interpersonal skills e.g. inappropriate language
- Time keeping issues
- Range of disruptive behaviours (e.g. calling-out)
- Non attendance at lessons/'taking flight' from school
- Stealing from/in school
- Lying to peers/teachers
- 'Off-task ' activity
- Inability to behave appropriately in the school grounds
- Uncooperative behaviours
- Aggression directed towards self, peers, staff or property
- Temper management issues
- Attention seeking behaviours

Concerns regarding a pupil's social, emotional or academic development:

- Low self-esteem
- Poor communication skills
- Inattentiveness/poor concentration
- Emotional difficulties (e.g. withdrawn, depressed, etc.)
- Friendless/social isolate
- Bereavement issues
- Obsessive behaviour patterns
- Mood swings
- Poor organisational skills (e.g. forgetting homework, equipment, etc.)

Supporting Agencies

The school will maximise the use of the supporting agencies, professional and voluntary, that are available to the school.

These could include:

- * The learning support service.
- * The educational psychologist service.
- * The Educational and Behavioural Difficulties Service.
- * The sensory impairment service.
- * The school health service - nurse, doctor, audiometrition, etc.
- * Advisory teachers support for individual subjects.
- * Child Development Centre.

Signed.....

For Governors

Signed.....
Headteacher

Date.....

Explanation of Abbreviations

SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator
QCA	Qualification Curriculum Authority
IEP	Individual Educational Plan
LEA	Local Educational Authority