

CRADLEY C of E VA PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

Vision Statement: Enriching Lives

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<u>Dates</u>					
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CRADLEYC OF E VA PRIMARY SCHOOL

POLICY FOR SPECIAL EDUCATIONAL NEEDS AND DISABILITY

Teach a child how he should live and he will remember it all his life.

Proverbs 22:6

1, Rationale

- 1.1, All children at School have the right to a broad and balanced curriculum so that they enjoy the opportunity to acquire the skills they need for a full contribution to the life of their local community and play a positive role in the wider environment. This education will be provided for all children inclusively, so that they may be educated in mainstream, regardless of learning or emotional difficulties, behaviour, or disability, in line with our school's Christian Values of compassion, love and justice.

2, Definition of Special Educational Needs

- 2.1, A minority of children have particular barriers to their learning greater than the majority of children of the same age. There are a minority of children who are of higher than average ability. At Cradley, we seek to extend all these children and enrich the opportunities they have. We do this in collaboration with other schools in the cluster and pyramid to offer as many rich opportunities as possible. Children may have special educational needs either throughout, or at any time, during their school career.

3, Definition of Disability.

- 3.1, The definition of Disability in the Disability Discrimination Act October 2004 states "a person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities. Most disabled children will also have special educational needs although a minority will not".

4, Aims

- To ensure that the special educational needs of children are identified, assessed and provided for as early as possible.
- To enable all children to have full access to all elements of the school curriculum.
- To co-ordinate and collaborate with appropriate agencies for the fullest provision of educational opportunities available for each child within mainstream education.
- To foster self-esteem and to enable individuals to function as a valued member of a peer group and as a school member.

5, Objectives

- To create an environment that meets the special educational needs of each child and so enables the child to reach their full potential. Progress in achievement to be tracked by reference to the statutory and non-statutory

S.A.T. results, at Key Stage 1 and Key Stage 2 and use of Assessing Pupil Progress (APP).

- To write, in consultation with the child (where appropriate), parent or guardian, and class teacher an Individual Education Plan (IEP), or an Exceptional Education Plan (EEP) to meet the needs of the child to maximise access to the national curriculum. To make clear the expectations, the responsibilities, and roles of all shareholders in the educational process through an Individual Behaviour Plan (IBP). IEPs, EEPs and Pastoral Support Plans (PSP) to be written and reviewed at least twice annually, one copy to be kept by the class teacher for planning and the class record file, one copy kept in the Special Educational Needs Co-ordinator (SENCo) file and one copy to be sent home for parent or guardian.

6, **Educational Inclusion**

6.1, The National Curriculum is the starting point for planning, and access to this for children with specific and individual needs will be met by the child's class teacher in consultation with the SENCo and the child's IEP, EEP, IBP or PSP. When planning for these children the teacher will take into account the learning challenges and diverse learning styles which individuals have. The teacher takes into account the requirements of children and makes provision, where necessary, to support individuals or groups of children and so enable them to participate effectively in curriculum and assessment activities.

6.2, Through appropriate curriculum provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

7, **Role of the Class Teacher**

- Identifying and discussing with the SENCo special needs of a child. (See identification and assessment below)
- Providing support for children who need help with communication, language, literacy, or numeracy
- Planning to develop children's understanding through the use of all senses and experiences.
- Planning for children's full participation in learning and in physical and practical activities (considering safety issues).
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotion, particularly trauma or stress, and to take part in learning.

8, **Role of the SENCo**

8.1, Generally, non-contact time is allocated for the work of the SENCo. During this period, one or more of the following tasks may be pursued.

- Monitoring and evaluating the day-to-day operation of the policy.

- Co-ordinating the two tier SEN code of practice within school (school Action and School Action Plus; see below).
- Assessment both informal and formal and for more Teaching Assistant/ Support Assistant (TA/SA) time
- Allocating resources and teaching materials
- Building a SEN register.
- Co-ordinating the child (where appropriate), parent or guardian and class teachers reviews of the IEP's, EEP's IBP's and PSP's.
- Co-ordinating and communicating with all outside agencies for additional provision and support of school of SEN.
- Providing support or means of support for colleagues in SEN provision.
- Overseeing the support assistants' work with children with SEN.
- Working with children on an individual group basis mainly for literacy/numeracy support
- Preparation and write-up of annual reviews of an Educational Health Care plan (EHC plan) Co-ordinating CAFs (Common Assessment Frameworks). See below.
- Tracking Pupil Premium children. While we recognise that not all Pupil Premium Children are on the SEN register, those which are, are very vulnerable and it is important that their needs are being met.

9, **Role of the Governors**

The governing body will elect a representative who:

- will have responsibility for links with Children's Services and who are responsible for pupils with disabilities.
- will take responsibility and have particular interest in the school's work on behalf of the children with SEN.
- will be responsible for the inclusion of all pupils under the admissions policy regardless of SEN and disability.

10, **Funding for SEN**

10.1 The SENCo is responsible for the operation of the specific and agreed resources for special educational needs provision within the school.

10.2, The head teacher informs the governing body of how the funding allocation to support special educational needs has been employed.

10.3, The head teacher and the SENCo liaise on how to use funds directly related to statements and on resources required when the school is planning for the next School Improvement Plan.

11, **Identification and assessment.**

11.1, Using baseline assessment, results from SAT's, reading age results, ongoing classroom assessment and the APPs, class teachers identify as soon as possible any problems children may have and discuss findings with the SENCo and other teaching staff having contact with the child.

- 11.2, The parents or guardians are informed and alerted to the concerns and their help enlisted in active participation at the earliest opportunity either with the class teacher or SENCo.
- 11.3, The class teacher and SENCo assess the child's progress in line with the national curriculum and with regard to the performance of the peer group whilst differentiated activities are pursued in line with the normal curriculum of the teaching group. The School has a Monitoring Register updated by the SENCo.

12, **Provision for Special Educational Needs**

- 12.1, The two staged approach; School Action and School Action Plus followed by statutory assessment, in a minority of cases are outlined.

13, **School Action**

- 13.1, The SENCo will convene a meeting with the child (where appropriate), parent or guardian and class teacher to identify strengths and areas for improvement for the identified child. A copy of the resulting IEP, EEP, IBP or PSP will be given to the parent or guardian, class teacher and for the SENCo file. This will be reviewed at least twice annually against the success criteria to be decided upon before the close of the meeting.

- 13.2, Areas for development included in the IEP, EEP, IBP or PSP will be for the home, (the parent's or guardian's responsibility as outlined in the home-school agreement) and the school, (the class teacher's responsibility). These plans will continue until the review and are in place to aid improvement so that the child's performance meets that of their peer group. Where little or no progress is being made and the success criteria are repeatedly not met, or after a minimum of two consecutive IEPs, EEP, IBPs or PSPs, the child will move to the next stage.

14, **School Action Plus**

- 14.1, Where the success criteria are not met or after the minimum of two IEPs, EEPs, IBPs or PSP's at this level, after consultation with the parent or guardian the SENCo will liaise with outside agencies appropriate to the child's needs for additional support about requests for banded funding and advice for action by the parents or guardians and class teacher.

- 14.2, The outside agencies may be the learning support team, the medical services, the psychological service, the behaviour services, the sensory impairment services, the physical impairment services or any other agency that the SENCo, head teacher and parent or guardian in consultation consider appropriate for the child's progress.

- 14.3, Following assessment and reports from the outside agents the IEP, EEP, IBP or PSP process will continue with due regard to the advice offered.

15, **Early Help (EH)**

15.1, With the consent of parents or guardians the school uses Early Help to enable practitioners to work together more effectively across geographic and organisational borders when helping a child or young person. It enables authorised, trained practitioners from different sectors to create, store and facilitate effective sharing of EH information to support the delivery of services to improve outcomes for children and young people.

16, **Banded funding**

16.1, The delegated budget includes SEN funding at a base level and a per pupil amount. Where a child continues to make little progress beyond level one or two, then the process of application for additional banded funding may follow where all previous input is monitored and further reports are presented to an assessment panel. A minimum of two further IEPs, EEP, IBP or PSPs, showing significantly less progress than the peer group, are required for this process. Banded funding may be granted by Children's Services. The funds are granted at one of two levels for the more severe cases. These funds may be used at the discretion of the school to best meet the needs of the individual for whom the funding is granted. The SENCo will liaise at all times with the parent or guardian during this process. The child (where appropriate), class teacher and later the support staff are at all times fully consulted during this process and the IEP, EEP, IBP or PSP procedure continues as set out above.

16.2, The parent or guardian may at any time ask for an application to be made.

16.3, There is a regular review process of the banded funding when the child (where appropriate), parent or guardian, support assistant, class teacher, SENCo, head teacher and Children's Services representative may be invited. In the penultimate year before transfer to secondary school the SENCo of the designated or preferred school is also invited.

17, **Educational Health Care Plan (EHC)**

17.1, For a minority of children an Educational Health Care Plan (EHC) may be applied for, either by school or by parents & guardians. With parental consent, the children are assessed by outside agencies to ascertain whether their needs require EHC, usually because their needs are long term and unlikely to change. After the application has been made, the local Authority panel must make their assessments and reach a decision within a set time of 26 weeks. Either the child will be granted an EHC or not. If the child receives an EHC the school must follow the recommendations and plans of the EHC and review the case annually, taking care to invite all interested parties. In the penultimate year before transfer to secondary school the SENCo of the designated or preferred school is also invited to this meeting.

18, **Recording and Monitoring**

18.1, The SENCo monitors the achievements of children within the system in school. The SENCo liaises with class teachers both informally and more

formally for the IEP, EEP, IBP or PSP review process. The teacher writes and distributes the IEPs/EEP/IBPs, and the SENCo tracks this process.

18.2, The SENCo and the head teacher hold regular meetings at which the SEN children's needs may be discussed.

18.3, The SENCo works regularly with the governor with responsibility for SEN.

18.4, The governing body reviews the policy on a three year cycle or sooner when appropriate.

19, **Parental Involvement.**

19.1, Both parent or guardian and the child (where appropriate) are fully involved at all stages of the SEN procedure and their views and ideas are heard, respected and acted upon as appropriate.

19.2, The school prospectus refers to its policy for SEN and the arrangements made for these children in the school.

20, **Access for disabilities.**

20.1, At present, the school continues to monitor and seek to enable access for all people regardless of their disabilities.

20.2, Children and parents or guardians will take full advantage of all areas of the premises and will not be disadvantaged in any respect.