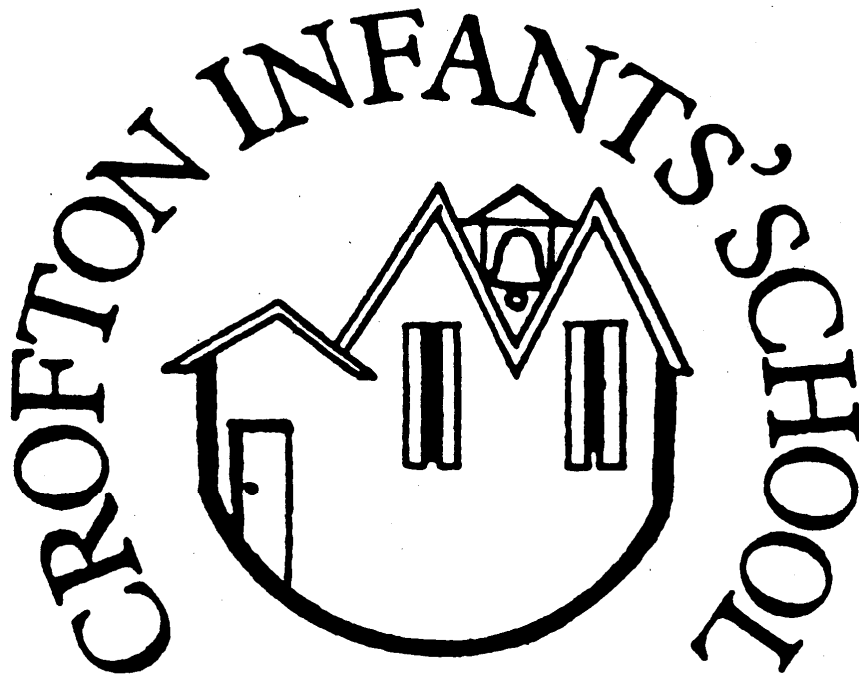


Crofton Infants' School



S.E.N. policy

Written 2008

Reviewed Feb 2010

Crofton Infants' School Special Education Needs (SEN) Policy

1. Introduction

This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning requirements that could create barriers to learning.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Definition of Special Educational Needs

Children have special educational needs if they have a *learning difficulty* that calls for *special educational provision* to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the L.A.
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

The 2001 Education Act instructed schools to distinguish between the different stages of assessment – mainly school-based for School Action and multi-professional assessment for School Action Plus.

2. Aims and objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's personal educational needs;

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- To enable all children to have full access to all elements of the school curriculum.

3. Educational inclusion

Through appropriate curricular 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.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy;
- Planning to develop children's understanding through the use of all available senses and experiences; planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Responding to pupils by providing a suitable curriculum for the gifted and talented.
- Fully implementing the disability discrimination policy as detailed below:

Children with some form of disability should, if possible, be integrated into mainstream schooling.

PURPOSE

To make provision for the accommodation of any child with a physical or mental handicap, who would benefit from mainstream school education.

To integrate any child with a disability into the everyday routine of the school.

GUIDELINES

1. The curriculum should be structured in such a way as to suit the child's needs.
2. Access to various parts of the building should be improved, if necessary.
3. No differentiation should be made in the general treatment of the child until it is necessary for practical or academic reasons.
4. Individual guidelines should be drawn up to meet individual needs.

4. The Role of the SENCO

In our school the Special Educational Needs Co-ordinator (SENCO) is Ms H Padwick). She is responsible for:

- Managing the day-to-day operation of the policy;
- Co-ordinating the provision for and managing the responses to children's special SEN policy Crofton Infants' School. Reviewed Feb 2010

needs;

- Supporting and advising colleagues;
- Maintaining the school's SEN register;
- Managing the records of all children with special educational needs;
- Completing the documentation required by outside agencies and the LA;
- Acting as the link with parents;
- Maintaining resources and a range of teaching materials to enable appropriate provision to be made;
- Acting as link with external agencies and other support agencies;
- Monitoring and evaluating the special educational needs provision and reporting to the governing body;
- Managing a range of resources, human and material, linked to children with special educational needs.

5. The Role of the Governing Body

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs in the School Profile.

The governing body has decided that children with special educational needs will be admitted to the school in line with the LA's agreed admissions policy.

6. Allocation of Resources

The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

7. Assessment

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices, teacher assessment, baseline assessment, SATs results, reading tests and, where appropriate P scales.

P scales range from 1 to 8 and precede national curriculum levels. Although P scales are not appropriate for all children they can be a useful tool in setting very specific targets and monitoring progress where progress is likely to be very slow and not measurable using conventional assessment indicators.

The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the SEN policy Crofton Infants' School. Reviewed Feb 2010

assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

8. Monitoring Pupil Progress

Where assessments do not show appropriate achievement or progress, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupil's difficulties, the key test of how far their learning needs are being met is whether they are progressing/achieving appropriately.

Appropriate progress/achievement can be defined in a number of ways. It might, for instance, be progress/under-achievement which:

- Closes the attainment gap between the pupil and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline but less than that of the majority
- Matches or betters the pupil's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in pupil's behaviour.

In the case of gifted or talented pupils progress/achievement which:

- Widens the gap between achievement and majority attainment
- Closes the gap between current achievement and potential

9. Action Within School

The school uses an appropriate approach to respond to children's special educational needs.

Early Years Phase

10. Early Years Action:

When early education practitioners, who work on a day-to-day basis with children identify that a child has SEN or a child enters the early years stage on a priority placement where outside agencies may be involved they will provide interventions that are additional to or different from those provided as part of the setting's usual curriculum and strategies. An IEP will usually be devised.

11. Early Years Action Plus:

The early education practitioner who works on a day-to-day basis with the child and the SENCO are provided with advice and support from outside specialists.

Alternative interventions and additional or different strategies to those provided for the child through Early Years Action are put in place. A new IEP will usually be devised.

Primary Phase

12. School Action

When the class teacher identifies that a pupil has SEN – the class teacher devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum:

The triggers for the intervention through School Action could be the teacher's or others concern, underpinned by evidence, about a child or young person, who, despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- Shows signs of difficulty in developing literacy and numeracy skills that result in poor attainment in some curriculum areas
- Presents persistent emotional and/or behavioural difficulties that are not ameliorated by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum
- Fails to make appropriate progress in line with their potential

An important part of School Action is the collection of all known information about the pupil and seeking additional new information from the parents and others. At this point an IEP will be devised by the class teacher with support from the SENCO.

The IEP will contain appropriate targets and strategies in order to support the child and permit maximum access to an appropriate curriculum.

Monitoring and reviewing of IEP's will be termly or as deemed necessary by those responsible for putting the IEP in place.

IEP's will be discussed with parents, and where appropriate, the child, on a termly basis.

Parents concerned with their child's progress are encouraged to make appointments to see appropriate staff.

13. School Action Plus

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 present IEP.

Schools should always consult specialists when they take action on behalf of a pupil through School Action Plus.

The triggers for School Action Plus could be that, despite receiving an individualised programmed and/or concentrated support, the pupil:

- Continues to make inappropriate progress in a specific area over a long period
- Continues working at National Curriculum levels substantially below that expected of pupils of a similar age or ability
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff, by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

At this point the SENCO and class teacher, in consultation with parents will ask for help from external services.

The class teacher and SENCO in consultation with outside agencies will devise an IEP with additional or different strategies to those at School Action.

Further assessment may be requested from the specialist outside agencies.

Monitoring and reviewing of action taken will take place on a termly basis or as deemed necessary by those involved.

14. Requesting Statutory Assessment

For a very few pupils the help given by the school through Action Plus may not be sufficient to enable the pupil to make adequate progress

Where a request for a statutory assessment is made the LA will seek evidence from the school that any action implemented for the pupil has continued for a reasonable period of time without success and that alternatives have been tried.

The LA will need information about the pupil's progress over time, and will also need clear documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

By the time the Headteacher considers requesting a statutory assessment of a pupil's special educational needs, the school will be in the position to provide written evidence of or information about:

- The school's action through School Action and School Action Plus
- Individual education plans for the pupil
- Records of regular reviews and their outcomes
- The pupil's health including the pupil's medical history where relevant
- National Curriculum levels
- Attainments in literacy and numeracy
- Educational and other assessments, for example from an advisory specialist or Educational psychologist
- Involvement of other professionals
- Any involvement by the social services or education welfare service
- The pupils learning needs and progress together with information about the special educational provision made, which will form the basis on which the LA can consider whether a statutory assessment is necessary

15. Access to the Curriculum

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

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

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

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Children are withdrawn from the classroom situation when school feels that it would be of benefit to the individual child or group of children [children requiring a quiet environment in which to study/or group sessions for development of social skills].

16. Individual Education Plans

Individual Education Plans, which employ a small steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience successes. All children on the special needs register have an IEP. The IEP should only relate to that which is additional to or different from the differentiated curriculum provision.

The IEP should be crisply written and focus on three or four individual targets, chosen from those relating to the key areas of communication, literacy, numeracy, behaviour and social skills to match the pupil's needs.

Strategies may be cross-curricular or may sometimes be subject specific.

The IEP should be discussed with the parent.

17. Partnership With Parents

The school prospectus contains an evaluation of the policy in action. A named governor, Mrs Sharon Burgin, has special responsibility for special needs.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

18. Monitoring and Evaluation

The SENCO monitors the movement of children within the SEN system in school.

The SENCO supports teachers involved in drawing up Individual Education Plans for children. The SENCO / Headteacher and staff hold termly meetings to review the work of the school in this area.

19. Transition

Links are maintained with Crofton Junior School to ensure smooth transition for all year two pupils.

Policy agreed by Governors:-.....Date

Signed by Chair of Governors.....