

NETHERTON JUNIOR & INFANT SCHOOL

**SPECIAL
EDUCATIONAL
NEEDS POLICY**

March 2009

Introduction

This policy outlines the provision for Special Educational Needs at Netherton Junior & Infant School. It follows the guidance set out in the revised Code of Practice 2002.

Netherton Junior & Infant school provides a broad curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. Teachers set appropriate learning challenges and respond to children's diverse learning needs. Some children may experience barriers to learning and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs (SEN). Teachers take account of these needs and make provision where necessary, to support individuals or groups of children and thus enable them to participate effectively in school activities. Such children may need additional or different help from that given to other children of the same age.

The areas of need are identified in the Code of Practice as:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical.

Definition of Special Educational Needs

The definition of SEN is set out in The Code of Practice states that children have a learning difficulty if they:

a) have a significantly greater difficulty in learning than the majority of children of the same age; or

(b) have a disability that prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

(c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

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.

Aims and Objectives of this Policy

- To create an environment that meets the special educational needs of each child as fully as possible within our mainstream setting;
- To outline how the special educational needs of children are identified, assessed and provided for;
- To ensure parental involvement in the on-going assessment of and provision for their child's individual need;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum, unless stated within their statement of need;

Identification of children with SEN

At Netherton school identification is part of a graduated response described in the Code of Practice identification and assessment of special educational needs.

To aid identification of a child with special educational needs teachers will refer to:

- performance monitored by the teacher as part of ongoing observation and assessment
- the outcomes from baseline assessment results
- progress against the objectives specified in the National Literacy and Numeracy Frameworks
- performance against the level descriptions within the National Curriculum at the end of a key stage
- standardised screening or assessment tools.

Netherton school is also open and responsive to concerns expressed by parents, and take account of any information that parents provide about their child.

Inclusion and pupils with SEN and/or disabilities

Curriculum planning and assessment for pupils with special educational needs must take account of the type and extent of the difficulty experienced by the pupil.

- a) Teachers should take specific action to provide access to learning for pupils with special educational needs by:
- b) providing for pupils who need help with communication, language and literacy
- c) planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences
- d) planning for pupils' full participation in learning and in physical and practical activities
- e) helping pupils to manage their behaviour, to take part in learning effectively and safely
- f) helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Pupils with disabilities

Not all pupils with disabilities will necessarily have special educational needs. Teachers will take specific action to enable effective participation of pupils with disabilities by:

- a) planning appropriate amounts of time to allow for the satisfactory completion of tasks
- b) planning opportunities, where necessary, for the development of skills in practical aspects of the curriculum
- c) identifying aspects of programmes of study and attainment targets that may present specific difficulties for individuals.

Graduated Response Provision

Early Years/ School Action

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the pupil is placed at School Action. The class teacher, in collaboration with the SENCo, decides upon the action required to help the pupil. Actions identified may consist of:

- deployment of support staff to support the pupil
- providing alternative learning materials/ specialist equipment
- group support

Early Years/School Action Plus

School Action Plus is usually triggered by a continued concern, supplemented by evidence from the class teacher, despite the support provided at Early Years/School Action. At this

stage we may seek, with permission from the child's parents, further advice from external specialist such as specialist teachers and educational psychologists.

The range of support for students at Early Years/ School Action Plus will be similar to that at Early Years/School Action but may be necessarily more intensive.

Statutory Assessment

The school will request a Statutory Assessment from the Local Authority when, despite an individual education programme of support through intervention with School Action Plus, the child remains a significant cause for concern.

After a Statutory Assessment has been carried out the Local Authority may issue a Statement of Special Educational Need. This will detail the child's specific needs, the learning objectives set and the provision made by the authority while the child is in school.

Individual Education Plan (IEP)

Once a child has been identified as having Special Educational Needs they will usually have an IEP. An IEP is a programme of short term targets, actions and teaching strategies provided by the school and, if at School Action Plus, external agencies. It will also include the date for review, an evaluation of progress made and recommendations made for future provision.

IEPs are regularly monitored and reviewed at least termly. Parents are invited to attend the review and contribute to the IEP. Where appropriate, pupils are involved and/or made aware of their IEP and decisions made at the review.

See Appendix: Procedures for the Cycle of IEP Review

Roles and Responsibilities

Along with the Governing Body, the Headteacher has overall responsibility for our school's SEN policy. The Special Educational Needs Co-ordinator (SENCo) has responsibility for co-ordinating Special Educational Needs provision within school.

The Special Needs Co-ordinator at Netherton Junior & Infant school is Miss A. Owen.

The responsibilities of the Special Educational Needs Co-ordinator are:

- To assist and support staff in school on all aspects of SEN

- To monitor Individual Education Plans
- To distribute new IEPs to parents
- To liaise with external agencies regarding support provided for children with SEN
- To develop the SEN policy
- To keep the SEN governor informed about SEN practice in school
- To chair and attend annual reviews for children with Statements of Educational Need
- To liaise with parents of children with SEN

Teaching Staff

Class teachers differentiate their planning as appropriate for all children, including those with SEN. They plan tasks that are challenging and appropriate for the needs of each child. It is the class teacher's responsibility to write the IEP for children with SEN. In conjunction with the SENCo, the class teacher will liaise with parents of children with SEN and hold IEP reviews. Records of progress and attainment will also be kept by the class teacher for children with SEN within their class. The class teacher will provide direction for TSAs and SNAs in their support of SEN pupils.

Special Educational Needs Assistants and Teaching Support Assistants

SNAs support children who have a Statement of Special Educational Need. They work under the direction of the class teacher to support the child in school in relation to the objectives set out in the child's statement.

TSAs work with children as directed by the class teacher, this often requires working with children at School Action and School Action Plus.

TSAs and SNAs will often work with the child on targets from the IEPs written by the class teacher. SNAs and TSAs may contribute to the formulation of an IEP, its evaluation and attend annual reviews.

SNAs and TSAs will annotate IEPs as necessary when they have worked with a child on an IEP target. Regular discussions take place between teacher and support staff regarding provision and progress of SEN pupils.

At Netherton School TSAs and SNAs have an important role in the delivery of provision for children with special educational needs. However, it is the class teacher who is ultimately responsible and plans for the learning and teaching of every child in their class, including those with special needs.

Partnerships with Parents

At Netherton School we firmly believe in fostering strong partnerships with parents. We recognise that parents have a unique overview of their children have a valuable contribution to make regarding the SEN provision made in school. Parents are kept informed of any specific provision made for their child.

Parents are consulted when formulating IEPs and are invited to attend IEP reviews and parent consultation evenings. Their child's progress and attainment will also be formally reported on in the child's annual report given to parents.

Parents of pupils with a Statement of Educational Need will also be invited to attend and contribute to the annual review of the child's statement.

External Agencies

When the school, with parental permission, has sought the support of external agencies, the SENCo will co-ordinate their involvement.

A number of external agencies may be consulted:

- The school nurse
- Communication and Interaction Service
- Speech and Language
- Occupational Therapist
- Pre-five support service
- Educational Psychologist
- Physiotherapist
- CAMHS

Monitoring Pupil Progress

Teachers will monitor and track the progress of children with SEN through the cycle of IEP review and through the whole school standard cycle of assessment, monitor and review set out in the assessment policy.

Complaints

The school's complaints procedure is outlined in the School Prospectus. The Code of Practice outlines the guidance that the L.A. must set up for preventing and resolving disagreements. These will be explained to parents if required.

Evaluating the success of the school's SEN policy

The Headteacher and Governing Body will report on the success of the policy. Pupil progress and the views of teachers, pupils and parents will provide evidence for the success of the SEN policy.

Review Cycle of SEN Policy

The policy for special educational needs will be reviewed annually by the SEN Co-ordinator. Any changes to the policy must be agreed with the whole school and the Governing Body.

Governor with named responsibility: June Drysdale.