

Friskney All Saints Church of England (Aided) Primary School

POLICY FOR SPECIAL EDUCATIONAL NEEDS

General Aims and Objectives of the School

It is the policy of Friskney All Saints School actively to encourage the involvement of staff, pupils and parents in the education of children with Special Educational Needs (SEN). The difficulties which these children may have, are assessed and provided for in a variety of ways. The children have the opportunity to develop to their full potential with the guidance and support of their class teacher, the SEN Coordinator (SENCO), Assistant SENCO and staff from the Support Services. The school aims to provide for all the needs of the child whilst encouraging integration in class and school activities. This policy describes in detail the procedures and systems which have been established for meeting the objectives of providing an integrated education for all children with special educational needs, whilst aiming to provide the entitlement of access to a full and balanced curriculum, including the National Curriculum.

General Philosophy

The 1981 Education Act states that 'A child has SEN if he/she has a learning difficulty which calls for special educational provision to be made for him/her.' A child has a learning difficulty if:

- He/she has a significantly greater difficulty in learning than the majority of children of his/her age
- He/she has a disability which prevents or hinders him/her from making use of educational facilities available for children of his/her age
- He/she is under the age of 5 years, and is or would be (if special educational provision were not made) likely to fall into a or b when reaching 5 years of age, as emphasised in the 1983 Education Act

All class teachers are responsible for the initial identification and assessment of SEN; they also have (with support from the SENCO and Assistant SENCO) responsibility for devising, implementing, monitoring and reviewing Individual Education Plans (IEPs).

At some time in their school careers all children may have SEN, for example social and domestic problems, medical problems, undue pressure from home or school. All of these can lead to temporary or even permanent learning difficulties, which need to be identified at an early stage.

Provision is made for gifted children, both in terms of identification and supplying a suitable curriculum. It is recognised that some children will be gifted and that this is very much a Special Educational Need. These children may be able to work at a much higher level than most of us are aware, and we recognise that they will not be stimulated by the provision of extra quantities of work pitched at the same intellectual level of their peers. Gifted children need a radical improvement in the quality of their work rather than the quantity. The SENCO will contact the Gifted and Talented Support Service for advice for school and home.

'All pupils share the right to a broad and balanced curriculum, including the National Curriculum. The right extends to every registered pupil of compulsory school age whether or not he or she has a Statement of SEN.'

Amongst the general population of children in ordinary schools, about one in five children have SEN of one kind or another. The National Curriculum offers continuity and progression through a single system of Programmes of Study and level descriptions. In some circumstances, for example for some physical disabilities in PE, the National Curriculum may need to be modified.

Parents need to be consulted as soon as identification is made so that the curriculum can be planned for their child. This should take place in consultation with other teachers, external support agencies and may also include the SEN governor.

Translating the principles of the National Curriculum into daily provision for pupils with SEN begins with existing good practice. In order that children do have access to a broad and balanced curriculum, three basic elements need to be addressed:

- The teaching and learning needs of pupils with SEN
- School strategies for meeting SEN
- The learning environment

The teaching and learning needs of all pupils, particularly children with SEN require:

- Positive attitudes from staff
- Partnerships with teachers which encourages children to become active learners, helping to plan, build and evaluate their own learning programme wherever possible
- A climate of warmth and support in which self-confidence and self-esteem can grow and in which pupils with SEN can experiment without fear of criticism or failure
- An emphasis on records of achievement to promote self-assessment and to record the coverage of the National Curriculum
- Strong, positive and inclusive partnerships between home and school
- Extra support at times in order to access National Curriculum, whether through the SENCO, Support Services, Speech Therapists, School doctor, School's Psychological Service or other relevant support service.

Generally speaking, pupils with SEN may be perceived by the class teacher as under achieving or not progressing as well as might be expected. In broad terms a pupil may exhibit:

- MLD, Moderate Learning Difficulties, characterised by low attainment across the curriculum
- SpLD, Specific Learning Difficulties, where there is a mismatch between the child's potential and their actual performance in specific skills areas. Often such pupils demonstrate an erratic profile of strengths and weaknesses
- Behavioural/Emotional Difficulties where learning is interrupted as a result of behavioural or emotional patterns
- Sensory impairment
- Physical disability including cerebral palsy, spina bifida, etc
- Attention Deficit Hyperactivity Disorder, Attention Deficit Disorder

- Dyspraxia
- Autism/Asperger's/Fragile 'X'
- Other medical problems
- Cultural difficulties for example, English as a second language

Some children will fall into more than one category of SEN. Some children's needs may be severe enough to warrant a Statement. Some children will exhibit one or more such characteristics and yet not present learning difficulties. It is the teacher's professional judgement, in consultation with colleagues and home carers, his/her understanding and awareness of the individual, which is central to the Special Educational Needs provision offered at Friskney All Saints School.

One member of the teaching staff has oversight and a coordinating role with regard to SEN provision. (Currently this teacher is Mrs Yvonne Shaw assisted by Mrs Jane Woodhouse of Learning support Services). Mrs Shaw will liaise with the appropriate support services, and will form personal links with local agencies, such as the local doctors and the Special Needs Branch of the LEA with a view to forming close partnerships that will benefit children with SEN.

Facilities

Children with SEN are admitted into school in accordance with our whole-school admissions policy.

Resources

Funding for SEN is received through the school's budget. This funding is used to provide teaching support for children with SEN and the provision of appropriate learning and teaching materials. We use a variety of resources for assessment and identification purposes. Resources are generally available to all staff, non-teaching staff and support staff. A variety of standardised tests are also available. Handwriting resources are available (see English Scheme of Work). A range of differentiated work is prepared and structured by class teachers and support assistants.

The Special Needs Coordinator maintains a teachers' resource files, which are stored in the SEN Resource Area for easy access for all teachers and assistants. These files contain information relating to the nature of various types of special educational needs, the symptoms expressed and strategies for providing for the need. There are lists of contact addresses for various supportive societies. The files also include names of contacts within the LEA support services in such a way as the work on behalf of an SEN pupil might continue in the absence of the SEN Coordinator.

Identification, Assessment and Provision

A clear and defined system for identifying and acting upon SEN is set out in the Revised Code of Practice on the identification and assessment of special educational needs; this establishes a three stage approach. We have adopted the approach set out in the code.

Throughout this policy, when reference is made to 'parents' we include those who have parental responsibility, resident and non-resident parents (where contact is possible), guardians and the LEA where children are in the care of the Local Authority.

Classroom Monitoring

The class teacher has the initial responsibility for this - the most important and effective method of assessment in all areas of the curriculum is teacher observation. Class teachers are responsible for maintaining a monitoring register for their class, detailing individual children, identified need and action being taken. The SEN Coordinator keeps a master file for these registers. Parents must be informed once a child has been identified. Parents may wish to raise a concern with the class teacher regarding possible SEN, and school and home will monitor the concern.

School Action

It is proposed that all pupils with suspected SEN, whose needs are not easily met through normal classroom differentiation and support from the class teacher, will initially undergo in-house assessment. An Individual Education Plan (IEP) is drawn up between the class teacher and the Assistant SENCO and/or SENCO. All IEPs will include ideas for support from home; a copy of the IEP will be sent home to parents. Class teachers follow this plan with support from the SEN Coordinator and SEN Coordinator's assistant. Parents will always be invited

to the review and asked for a contribution if they wish to make one and the child is also encouraged to contribute to his/her review. The SEN Coordinator and class teacher will need to meet regularly to discuss the progress of the child and to decide on which stage the child will proceed. School Action review meetings will be held at least termly.

School Action Plus

Where procedures at School Action have not precipitated satisfactory progress, the SEN Coordinator will initiate further support from outside agencies. The review of a child at School Action Plus will take place termly, and will take the form of a meeting between the SENCO and the class teacher. Parents'/guardians views will be sought for this review, and they will be asked to attend a formal meeting. Other agencies/professionals who have had an involvement with the child will also have their views sought; they too, may well be asked by the SENCO to attend a formal meeting to discuss progress and/or next steps. In some cases, the review may be half termly or, if necessary, more frequently, depending on individual need. Parents may request a review at any time.

Individual Education Plan (IEP) Reviews

Parents must be kept up-to-date through a termly review. In normal circumstances, it will not be necessary for the SEN Coordinator to be present at the termly review meeting; the assistant SENCO will hold a review and present findings to the SENCO. Class teachers will present a written report to the review meeting.

School requests Statutory Assessment

For some pupils, the help given at School Action Plus may not be sufficient to enable the child to make adequate progress. It will then be necessary for the school, in consultation with the parents and any other external agencies already involved, to consider whether or not to ask the LEA to make a Statutory Assessment.

Details of the procedures needed to be taken by the school and the LEA when making a Statutory Assessment can be found in the Special Needs Code of Practice. There is a copy available in the General Office to which parents can refer.

Statements of Special Educational Need

'Where, in the light of section 323 assessment it is necessary for the LEA to determine the special educational provision which the child's learning difficulty calls for, the LEA shall make and maintain a statement of his or her special educational needs.'

Section 324(1) Education Act 1996

Parents and the school will receive written notification of the Statement from the LEA and parents have 15 days in which to appeal against the decision of the LEA. The statement will prescribe the needs of the child and will specify the provision which the child needs to learn and develop. The Statement will be reviewed annually and all agencies involved with the child, including parents, will be invited to contribute to the review.

Completion of paperwork

Wherever possible, the SENCO/Assistant SENCO will be responsible for the completion of all relevant paperwork at all stages.

Access to the curriculum and Integration

It is recognised that support within the classroom has its place, as does withdrawal in certain circumstances. We aim for integration in all areas as far as is reasonably practicable, as regular withdrawal will affect access to the curriculum. Class teachers are responsible for their own organisation and teaching styles but it is recognised that differentiation of work will be a necessary tool for the accommodating of children with SEN in the classroom. To further integrate children with physical SEN in particular, support staff are employed for specific children where those concerned feel it to be appropriate.

Evaluation

This policy will be the subject of ongoing review by the SENCO and the teaching and non-teaching staff. It will be an agenda item on the full governors' meetings. The Governors' Annual Report to Parents will include a report, together with a financial statement, on the work of SEN in the school. The school may, from time to time, set specific targets against which the success of particular aspects of the policy can be measured.

Complaints Procedures

Complaints about the provision or organisation of SEN will be dealt with through the procedures outlined in the whole school complaints policy.

In-service Training

The requirements for training will be monitored by the SENCO in association with the INSET Coordinator and in accordance with the INSET policy.

External Support Services

A range of support services are involved with children at Friskney All Saints School. We have visits from occupational therapists, physiotherapists, Ethnic Minority Achievement Service (EMAS), Emotional and Behavioural Support Service (EBSS), Educational Psychologist (EP), Learning Support Services (LSS) and the Sensory Impaired Service Support Team. There has been the opportunity of informal training on a number of occasions from the support services on a variety of SEN issues and we hope to maintain this on a regular basis. Support staff are also responsible, with the SENCO, for the planning of any modification to the curriculum, in particular for children with physical disabilities in relation to PE.

Partnerships with Parents

Parents are informed of any concerns a teacher may have. Parents are also informed through a consultation meeting when a child is identified for classroom monitoring. Parents are involved as far as possible with the work which teachers set for children with SEN and are often asked to support this at home. Parents are informed of changes arising from reviews at School Action and their own views will have been sought where this is possible. Parents will be asked to contribute more formally to a School Action Plus review.

Links with Other Schools

Where appropriate, we make use of expertise from Special Schools for training and direct support purposes.

Links with Health Services, Social Services and Voluntary Organisations

We have strong links with the health service through our school nurse. We have contacts within the local social services organisation.

The Learning Environment.

At Friskney All Saints School the Learning Environment exhibits the following characteristics:

- A fair and whole school approach to discipline
- A stimulating, sensitive and flexible approach to classroom layout and display
- An atmosphere of acceptance, encouragement, respect and sensitivity
- Communication and cooperation between all staff
- A structured and needs based approach to in-service training
- Effective management which support the SENCO/Assistant SENCO, staff, parents and volunteers through clear definitions of roles
- Access to specialist advice through all available support services
- Continuous and constructive communication with parents
- The school has facilities for non-ambulant children, including disabled toilets, ramps, widened doorways and general wheelchair access.

Subject Specific Details

The approaches for meeting SEN within the core subjects will be many and varied. Guidance for class teachers can be found in three National Curriculum Council documents:

- Curriculum Guidance 9 *The National Curriculum and Pupils with Severe Learning Difficulties* (see pages 24-39)
- Curriculum guidance 10 *Teaching Science to Pupils with Special Educational Needs*

- *Curriculum Guidance 3 The Whole Curriculum*

See also:

- CIRC 8/94 Pupils with problem behaviour and discipline
- CIRC 9/94 Education of children with EBD
- CIRC 10/94 Exclusions from school
- CIRC 11/94 Education by LEA's of children otherwise than at school
- CIRC 12/94 Education of sick children
- CIRC 13/94 Education of children being looked after by the LEA
- SEN Code of Practice
- For lists of appropriate resources, see subject policy documents.

English

English is perhaps the most cross-curricular of all subjects and as such, competence in this field is central to a pupil's accessing of the National Curriculum. We recognise that many pupils with SEN have difficulties with writing and reading. It is our policy to address these areas to aid the pupil's progress across the whole curriculum. It is also recognised that some pupils with SEN will be better able to express themselves verbally and through word processing technology; opportunities to develop these areas will be provided.

Mathematics

Mathematics is taught in a variety of ways. The policy at Friskney All Saints School is for practical work to be given the highest priority. Pupils at Friskney All Saints School use various Mathematics schemes, delivered through the Numeracy Hour. These schemes do, to some extent, offer differentiated work and so assist in the provision for pupils with SEN. Opportunities are provided to enable pupils with SEN to participate in a range of practical mathematical experiences. This, it is hoped, presents the subject as enjoyable and offers many avenues for success.

Science

From *Curriculum Guidance 10*

'Every pupil should have the opportunity to learn science. Activities in Science have characteristics which will help pupils with SEN achieve success.

- They are about first hand experience
- Knowledge and skills can be developed in small steps through practical activity, so helping concentration
- Science activities can capture the imagination and may help reduce behavioural problems
- Working in groups can encourage participation and interpersonal communication
- Working on a variety of activities allows pupils to share their strengths and help each other'

Record Keeping and Assessment

Assessment and record keeping procedures aim to ensure that pupils with SEN are working at the appropriate levels for any given Attainment Target and Programme of Study. Information about the progress of individual pupils is passed on from teacher to teacher, and to parents.

- The Standard Assessment Tasks at 7 and 11 are being made more accessible to children with SEN, and can be modified by the class teacher for children with SEN. It is however, recognised that it may be necessary in certain circumstances to modify the curriculum and the Statutory Assessment Process in relation to Statemented pupils.
- Friskney All Saints School has adopted its own Curricular Record. This provides a sound basis for detailed record keeping, both on a class and individual basis. Individual pupil profiles are kept through this record and are updated on an on-going basis which also helps with the identification and assessment of children with SEN. The system is also used for the recording of curriculum areas covered by individuals and of statements of attainment achieved at particular levels

- All pupils at Friskney All Saints School have a Record of Achievement File (RoA). The contents of this file are varied. The class teachers select work which they feel to be of value on a regular basis and store it in the pupil's RoA. Pupils are also given the opportunity to select items of work for this purpose. Personal achievements are also recorded within this file. This provides children with a continual record of their successes during their time at Friskney All Saints School and fosters an atmosphere of caring and support which many children with SEN particularly need. Targets are set on a termly basis, covering both academic and social aspects of a child's development and are kept in the RoA.
- Pupils also have a personal record file. This file contains yearly reports, non statutory SAT and statutory SAT results, spelling ages, reading ages, PIPs and NFER scores (see Policy for Record Keeping and Assessment).
- The School's SEN Policy was completely revised in consultation with the whole staff, teaching and non teaching, the SEN Governor, SENCO and Assistant SENCO. It was agreed by the Full Board of Governors at its meeting in July 2000.

Updated:

July 2001

May 2002

February 2003