



**Corringham C. E. Primary School**

# **Special Educational Needs**

**Approved by Curriculum Committee April 2014  
To be reviewed May 2016**

## SCHOOL POLICY FOR SPECIAL EDUCATIONAL NEEDS

### 1. POLICY STATEMENT

Every child has an entitlement to the full curriculum and the needs of each individual child are recognised and met using a variety of approaches and differentiated teaching, in partnership with parents and other professionals.

### 2. DEFINITION OF THE TERM 'SPECIAL EDUCATIONAL NEEDS'

A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.

A child has a learning difficulty if he or she:-

- (a) has a significantly greater difficulty in learning than the majority of children of the same age
- (b) has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she will be taught.

Special educational provision means:-

- (a) for a child over two, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area
- (b) for a child under two, educational provision of any kind

Definitions in the Children Act 1989 and the Disability Discrimination Act 1995.

**A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.**

**Section 17 (11), Children Act 1989.**

A person has a disability for the purposes of this Act if he has physical or mental impairment, which has a substantial and long-term effect on his ability to carry out normal day-to-day activities.

Section 1(1) Disability Discrimination Act 1995.

Although the 1996 Education Act defines quite clearly what it means by the term 'special educational needs', we also take into consideration a number of other children who we feel have 'special educational needs'. These include, gifted children and children with emotional and behavioural difficulties.

### 3. ROLES AND RESPONSIBILITIES

#### 3.1 The Governing Body

- will, in co-operation with the head teacher, determine the school's general policy and approach to provision for children with SEN, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work
- will appoint a member of the Governing Body to take a particular interest in and closely monitor the school's work on behalf of children with SEN
- will report to parents annually on the school's policy on SEN

The day-to-day management of the above duties have been delegated to the head teacher and the SEN co-ordinator.

#### 3.2 The Head Teacher

- is responsible for the day-to-day management of all aspects of the school's work, including provision for children with SEN
- will keep the Governing Body fully informed and work closely with the SENCO
- will ensure that pupil's who have statements will have an annual review
- will consider referring children to the LEA for statutory assessment
- may give special direction, either modifying, or disapplying the National Curriculum, for a period of up to six months

#### 3.3 The Special Educational Needs (SEN) Co-ordinator

The SENCO is responsible for:-

- the day to day operation of the school's SEN policy
- liaising with and advising teachers
- co-ordinating provision for pupils with SEN
- updating and overseeing the records on all pupils with SEN
- liaising with curriculum co-ordinators
- liaising with parents (if requested by class teacher)

- liaising with external agencies, including the educational psychology services and other support agencies
- liaising with other mainstream/special schools
- collecting suitable, high quality resources and informing colleagues about the range of materials available in and out of school
- attending relevant courses and relating information back to the staff
- meeting individual class teachers to discuss pupils with SEN.
- should be closely involved with the strategic development of the SEN Policy and provision

### 3.4 The Teaching Staff

Each teacher is responsible for:

- identifying, as early as possible, the children with SEN within their own class;
- consulting SEN co-ordinator (who will contact, if necessary, external support agencies) when setting up Individual Education Plans (IEP);
- informing parents of concerns;
- updating records as and when necessary;
- being supportive towards families during staging/statementing procedure;
- organising the classroom to take account of children with SEN;
- differentiating tasks, when possible, to allow maximum access to the curriculum for the individual;
- providing a variety of teaching methods and approaches, when appropriate.

### 3.5 Teaching Assistants (TA)

In the school, there are a number of teaching assistants who work alongside the teachers and pupils. Some teachers may use the TA's to support individual or groups of children in the classroom. It is generally the decision of the teacher on how to use the allocated TA time.

Some TA's work specifically with children who have statements. These particular TA's have their roles more defined under the terms written in

the statement.

### 3.6 External Support Agencies

The school will contact the appropriate external support agency when necessary. These may include:-

LSS, EBSS, EP, Sensory Impaired Service, Speech and Language Therapist, Physiotherapist and Occupational Therapist.

They may be required to:-

- assess individual children's needs when requested by a teacher or the SEN co-ordinator;
- make a written report on the individual's difficulties, needs and targets;
- suggest strategies that could be used to help overcome the said difficulties;
- be involved in some staff training programmes.

### 3.7 Parents

As a school, we aim to create a positive and effective partnership with all our parents.

For children who have SEN, we feel this relationship is crucial as a child's educational progress will be most effective if there is support at home and parental involvement in the education process. Parents should 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 when SEN are identified. Schools must tell parents when they first identify that a child has SEN.

We recognise that:-

- parents are a child's first educators and we value this influence
- development can be enhanced by close co-operation between parents and teachers, home and school
- parents have a unique view of their child
- parents have statutory rights regarding information about their child's progress and achievements at school
- parents different lifestyles and cultures should be respected.

We aim to develop a supportive partnership with parents by:-

- informing them sensitively of any concerns as soon as possible and taking account of their feelings and wishes
- including them in any assessment undertaken with the child, so that any knowledge can be part of the assessment
- helping them support any work that is taken home
- working with them on strategies that may reinforce work being done at school i.e. behaviour strategies
- keeping them informed about their child's educational progress and any other concerns

Parents also have a responsibility to communicate with the school to support their child's education. In working with the school they should:-

- Communicate regularly with the school to alert them to any concerns they have about their child's learning or provision
- Fulfil their obligations under the Home School Agreements which set out expectations of both sides.

#### Contacting Parents

Parents will be informed by the class teacher if there are any concerns. If this cannot be done verbally then a letter will be sent to ask the parents to come into school to discuss their child's progress. In some cases it may be necessary to make parental contact through the Education Welfare Office (EWO). If any parents have a complaint, then the procedure is explained in the school prospectus.

### 3.8 Pupils

We feel that any educational progress needs a three-way partnership to be effective. This involves; the school, the parents and the children. We aim to positively involve the children in their learning process by:-

- listening to their views and opinions about their learning
- discussing the purpose of the assessments and learning programmes
- encouraging them to participate, and make decisions about the provision for their learning. (This will hopefully make them take more responsibility for both their learning and their progress

We hope that all the above conditions will help improve a child's self-esteem and confidence.

## 4. OBJECTIVES FOR PUPILS WITH SEN

All children should be involved in making decisions where possible about their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity.

The main objective for our pupils is to provide maximum access to the curriculum. We hope to achieve this by:-

- identifying children who are experiencing difficulties as early as possible
- acknowledging what they DO KNOW, but also assessing their needs
- developing (with help from external agencies) a prescriptive and individual education plan, which is on-going and revised to meet the needs of the child most effectively
- It should be ensured that where an individual education plan (IEP) is developed the child is involved at an appropriate level.

## 5. ASSESSMENT

We are well aware as teachers that, in order to judge pace and progression of learning, regular and frequent checks on a pupil's acquisition of knowledge, understanding and skill, are necessary.

The National Curriculum requires us to monitor their achievements against each attainment target.

It may be necessary to try and break down some attainment targets into smaller steps in order to structure the child's work, so as to provide a series of intermediate goals. These small steps will be recorded on the appropriate review sheet and IEP as 'targets', thus providing a record of achievement and continual assessment for the individual child.

Pupils will be involved in assessment and decision-making. The school needs to:-

- explain clearly what additional support or assessment arrangements are being made, and how the pupil can contribute to them
- help the pupil to understand the agreed outcomes of any intervention and how they can be a partner in working towards their goal
- recognise the potential stress of assessment and review arrangements and do their best to ensure that the child understands the role of the professionals who may be involved

## 7. IDENTIFICATION

It is the responsibility of each teacher to identify children who may have SEN, within their own class. (Unless the child has been previously identified). The teacher's own professional judgement will be the main instigator to the identification, but he or she will also take into account:-

- the concerns of parents;

- teacher assessments which take place every term in the core subjects
- any previous records, that may be relevant
- S.A.T.'s results

Once identified, the teacher (who may wish to consult other members of staff at this stage), will make his or her concerns known to the SENCO and to the parents. The teacher will also make a written note which will be included in the child's file.

## 8. MONITORING - THE CONTINUUM APPROACH

After initial identification, the child will be placed on the SEN register and will work within a normal classroom setting, with differentiated work. The class teacher will monitor and review the child's progress, including the child and relevant adults. It may be necessary to compose an IEP for the child and these should be shared with parents.

If the child makes progress, then he/she may remain on School Action or be returned to normal class work.

If after a period of time the child is still experiencing difficulty, then a review will be called that will include the pupil (if appropriate), the parents, the class teacher, additional support adults and the SENCO.

If the decision to move to School Action Plus (SAP) is decided upon, then the SENCO will contact the relevant external agency e.g. STAPS, LTLC, SALT. An IEP is required at this stage of the SEN register and should be shared with parents.

Most external agencies will assess the child and make recommendations as to what strategies and targets can be developed. Where appropriate these strategies should be shared with parents.

*Each meeting or review which takes place about a child on the SEN register should be recorded on the 'gold' sheet.*

By the time the head teacher considers asking for statutory assessment of a child's special educational needs, the school should be able 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 child's medical history where relevant
- National Curriculum levels



- attainments in literacy and mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the child
- involvement of other professionals
- any involvement by the social services or education welfare service.

The school will endeavour to keep parents and pupils fully involved as equal partners throughout the process.

## 9. RECORD KEEPING

The IEPs, review or meeting notes and SN1 (gold sheets) will form a detailed record of progression and continual evaluation of needs.

Any information about the child that is thought to be important for meeting his or her needs, such as:-

- letters concerning reviews
- letters to parents
- observation notes
- any other relevant documentation

will be kept in a file held by the SENCO in the office. These files are accessible to all staff and supply teachers.

Children with a statement of educational needs will have a ring binder folder which will be kept in the head teacher's office but are accessible to staff at all times.

The 'gold' sheets at the front of the child's records must be used for recording brief details of action taken or visits made by parents, external agencies etc. Each entry will be clearly dated and, wherever possible, endorsed by the signatures of those involved e.g. agency, member of school staff, E.P. or parent.

## 10. REVIEW PROCEDURES

A review date will be set at the onset of each Action Plan/Programme. On the stated dates the class teacher, SENCO and any other people who need to be involved e.g. parents, L.S.S., Speech Therapist etc. will meet to evaluate progress and determine the next course of action.

The Headteacher and SENCO will organise annual reviews for the children who are statemented, drawing on parents, pupils and all appropriate agencies for

their contributions about the child's progress. The annual review informs the L.A. of the child's progress and reviews effectiveness and suitability of the provision.

#### 11. PROVIDING FOR SPECIAL NEEDS FOR EACH PART OF THE CURRICULUM

It is the responsibility of every teacher to work alongside each curriculum coordinator, to ensure that provision and access to the curriculum is made in each subject. It may also be necessary to discuss such aspects, as resources, differentiation etc.

#### 12. CURRICULUM PLANNING

It is the responsibility of each teacher to ensure that content and teaching and learning styles are appropriate to pupil's individual needs across the curriculum, taking into consideration pupil strengths and weaknesses.

Planning using the National Curriculum programmes of study will allow a teacher to decide upon the most suitable tasks, activities, concepts and skills for that child, as well as providing progression through the attainment targets of the National Curriculum.

#### 13. TEACHING STRATEGIES

Pupils learn best when they feel valued and their achievements are recognised. Within the class there will be a wide range of ability and experience. This calls for a flexible approach, in order to provide success and a challenge for all of them.

A variety of teaching strategies and styles will be used in order to alleviate some of the difficulties that some children face, and ensure that all pupils have access to the different areas of the curriculum.

Staff recognise that all children have individual learning styles and will respond differently to diverse teaching styles. They will endeavour to ensure that their main input varies between aural, kinaesthetic, and visual teaching styles.

These will include:-

- differentiation of work
- class teaching/whole group access
- small group work
- paired/shared work
- pupil/teacher partnerships

- resource-led learning
- careful analysis of learning tasks

Staff are aware that the following areas must be taken into consideration when planning a scheme:-

- a clear set of aims and objectives shared with the children for the circular area in question
- the need to adopt/modify aspects of the curriculum
- the need to adopt/modify resources and materials
- appropriateness of teaching styles
- pace of teaching and learning
- breadth and balance of the curriculum

#### 14. PUPIL LEARNING

Within the class, there will be a variety of learning styles. These include:-

- paired/shared learning experiences
- free choice of groupings
- full access through computers and programmes
- successful learning
- feedback from learning and awareness of targets for progress
- celebrating success (positive reinforcement)

#### 15. THE LEARNING ENVIRONMENT

The environment of the school and classroom will be such as to make learning exciting. It will help those who need extra encouragement and stimulus. It will include:-

- an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive;
- classroom layout and appearance which will stimulate pupil/teacher interaction and adjust according to curricular needs;
- flexible groupings of pupils;
- co-operative learning among pupils;

- access to specialist advice through external agencies;
- continuous communication with parents and mutual parent-teacher support.
- use of accelerated and effective learning techniques

We are aware that a stimulating environment is not always appropriate for some children.

#### 16. WORKING WITH OTHER SCHOOLS

The SENCO will liaise with Nursery Schools concerning the transfer of children to make their transition as smooth as possible.

The SENCO will liaise with the local secondary school in matters concerning the transfer of year 6 SEN children from Key Stage 2 to Key Stage 3. It is hoped that these meetings will help the transition be smooth, and, in some cases, less traumatic for these children.

#### 17. WORKING WITH EXTERNAL AGENCIES

Although most of the children's programmes are implemented by the class teacher, there is also opportunity to have further support from a variety of agencies for both teachers and pupils.

These include:

- The Learning Support Service
- The Education Psychology Service
- The Education Welfare Service
- Emotional Behavioural Support Service
- The Health Service
- Social Services
- Diagnostic and Assessment Units
- Autistic Outreach
- Speech and Language Therapy
- Sensory Impaired Service
- Voluntary Support Services e.g. The Dyslexia Association
- Curriculum and Monitoring Branch.

- English as an Additional Language

## 18. WHOLE SCHOOL PLANNING

Co-operative curriculum planning will ensure that all teachers have access to support and advice on effective teaching and learning. This will ensure that each child's needs are met throughout the curriculum.

## 19. STAFF DEVELOPMENT

In order to develop staff awareness and expertise in the area of special needs, the SENCO will:-

- organise staff meetings particularly for SEN issues;
- attend relevant courses in order to inform staff.

## 20. RESOURCES

We have built up a bank of resources for SEN. These are distributed between the 4 classrooms according to the needs in each class. Resources are easily transferable between classes and can be used by all pupils, not just those on the SEN register.

Teachers use resources creatively and this means that equipment not bought specifically for use by SEN pupils e.g. counting bears, can and are used on a regular basis to support SEN pupils.

There is a SEN budget for resources which are not readily available at school but are required to cater for a child's particular need. Teachers seek advice from the SENCo, Head Teacher and external agencies about which resources would best suit a child's need before purchasing.

## 21. ALLOCATION OF RESOURCES

The Teaching Assistants (TA's) have allocated hours for statemented/EHC pupils.

## 22. CONCLUSION

We realise that the special needs policy document will have to be regularly reviewed and evaluated in the light of any government or local authority change.

This will be undertaken on an annual basis by the SEN co-ordinator in consultation with the governors and headteacher.

This policy will be reviewed annually to take account of new developments.

Signed \_\_\_\_\_ Date \_\_\_\_\_