

*St Stephen Churchtown
Community Primary School*



Where Every Child Matters

Special Educational Needs Policy

St. Stephen Churchtown Community Primary School

Special Educational Needs Policy

This policy accepts the definition of S.E.N. as set out in the Code of Practice 1:3 P6 (DfES 581/2001)

Aims and Objectives

The Governing Body and teaching staff will do their best to secure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the headteacher or appropriate governor has been informed by the LEA that a pupil has special educational needs, those needs will be made known to all who are likely to teach him or her.

The staff and governors in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs.

Headteacher, staff and governors will draw up and report annually to the parents on the policy for pupils with special educational needs.

The staff will ensure that pupils with special educational needs will join in all the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of the other children in the school and the efficient use of resources.

Responsible persons

The "responsible person" for SEN is the Headteacher. The SEN Governor is Mr Adrian Coad, Ms Kathy Saunders is the SENCO and responsible for co-ordinating the day to day provision for pupils with special educational needs.

Admission and Integration

St. Stephen Churchtown Community Primary School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children. Integration is regarded as crucial to this policy, in line with the Local Education Authority.

The school operates equal opportunities for children with special educational needs who are afforded the same rights as other children. This includes both those children with statements of special educational needs and those with less significant learning problems.

Liaison

Appropriate liaison is maintained with the following external agencies:

- Children, Young People and Family Services
- Emotional and Behavioural Advisory Service
- Psychological Service
- Communications Advisory Team
- Physical Disabilities Team
- Social Services
- Audiology Service
- Service for the Visually Impaired
- Speech and Language Therapy Service
- Health Service incl: Occupational Therapy Service
- Sallywags Project
- Welfare Service

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Parents will always be informed when an external agency becomes involved with their child.

The school has links with Doubletrees Special School, Bodmin Assessment Unit, based at Beacon Infant and Nursery School and the Child Development Assessment Centre based at Treliske Hospital. The school has strong links with all mainstream schools in the area. All pupils in Y5 and Y6 visit Brannel school and extensive visits are made by staff from both schools who have specific responsibility for primary/secondary liaison. In addition both primary and secondary school SENCOs meet to discuss the transition of pupils with special educational needs. In addition other secondary schools available for those with Moderate Learning Difficulties include Greenfield Unit at Bodmin Community College and Pencalenick Special School.

Facilities

The school has a part time one to one teacher, Mrs Anita Morris and SEN is well resourced throughout the school. In addition there is a team of experienced and trained Teaching Assistants working with individual children and specialist small groups. All play areas, teaching and other facilities are accessible to wheelchairs.

Identification and Assessment

Identification of special educational needs will involve the county staged assessment process as outlined in the 'Code of Practice' and in the County Guidance Booklet. The appropriate school based forms will be maintained. Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher or special educational needs teacher. A combination of both types of assessment is likely to be used. The child will then be referred to the Special Educational Needs Co-ordinator for diagnostic testing (if appropriate), to construct a profile of the child's strengths and weaknesses. Decisions about extra teaching support for the child will be made at this stage and an Individual Education Plan (I.E.P.) will be drawn up which will include recommendations about curricula adaptations to be implemented.

The main criteria for identification of a child's difficulties will be the lack of progress or signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent EBD difficulties; sensory or physical problems including co-ordination difficulties; or communication or interaction difficulties. The identification of such children will be the responsibility of the class teacher in conjunction with the Special Needs Co-ordinator and the Headteacher. After consultation with parents or carers, the school will place the pupil at "School Action" and support that is additional to and different from the differentiated curriculum will be provided through an Individual Education Plan.

The progress of children with special educational needs will be reviewed as outlined in the revised Code of Practice. In most cases children will be reviewed termly in addition to on-going monitoring. If a pupil does not make progress despite the school taking the action outlined, advice will be sought from the appropriate support services, the IEP will be amended accordingly and the pupil moved to the School Action Plus stage.

Class teachers will be responsible for ensuring that records are kept of the individual achievement of pupils in their class. It will be necessary to break down attainment targets into smaller steps for the children with special educational needs, so that progress can be monitored and recorded. The setting of short term objectives will assist in this process.

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Detailed records will be kept of pupils receiving extra teaching support. These will include:

- the regular assessment of reading skills to give a profile of reading achievement
- detailed records of work
- the results of standardised and diagnostic tests.

Statutory Assessment

If progress is still not achieved despite placement and work at School Action Plus, the child may be assessed bearing in mind the County criteria with a view to initiating a statutory assessment of special educational needs under the 1996 Education Act. The appropriate forms REF1 and REF2 will be used for recording and referral as necessary.

The progress of children with statements will be reviewed annually, as required by legislation.

Support

Once a child's needs are identified support will be provided in a range of ways including:

Modification to teaching method/materials - differentiation
In-class support by teacher/ Teaching Assistant
Withdrawal for individual/small group work
Parental support with literacy
Individual Behaviour Plans
Use of specialist equipment

Resources allocated to non-statemented special educational needs will be deployed to implement individual pupil action plans at Stages School Action and School Action Plus of the Code of Practice.

Access to the Curriculum

The provision of an exciting learning environment will be a priority, to arouse pupils interest and curiosity and to help those who need extra stimulus and encouragement to overcome their learning difficulties.

A climate of warmth and support will be fostered in which self confidence and self esteem can grow and in which all pupils feel valued and able to risk making mistakes as they learn without fear of criticism.

There will be flexible grouping of pupils so that learning needs may be met in individual, small group and whole class contexts.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible working groups will reflect this approach.

Schemes of work for pupils, within classes and year groups will reflect whole school approaches to teaching and learning and will take account of special educational needs.

Curriculum tasks and activities will be matched to pupils' differing paces and styles of learning, interests and capabilities and previous experience.

Curriculum tasks and activities may be broken down into a small series of small achievable steps for pupils who have marked learning difficulties.

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Teaching approaches for children with specific learning difficulties will capitalise on oral strengths and so avoid their difficulties with written communication e.g. through the appropriate use of tape recorders, computer software or other specialist resources.

Arrangements for the Treatment of Complaints:

Any concerns regarding a child's education should in the first instance be directed either in person or in writing to the class teacher and then, if necessary, discussed with Special Educational Needs Co-ordinator. If after meeting the Special Educational Needs Co-ordinator the situation has not been resolved, then the complaint should be brought to the attention of the Headteacher.

Staff Development

In-service training needs related to special educational needs will be identified by the headteacher in consultation with the staff and will be incorporated into the staff development plan.

Working with Parents

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with special educational needs children where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will be kept informed about the problems experienced by their children in accordance with the recommendations outlined in the Code of practice at stages School Action and School Action Plus. Communication between the parent and the school will be maintained.

Parents will be fully consulted before the involvement of the L.E.A. support agencies with their children, and will be invited to attend any formal review meetings.

Pupil Participation

The school will work to ensure that pupils are fully aware of their individual needs and targets in their Individual Education Plans.

Evaluating Success

This policy will be kept under regular review. The success of the policy will be gauged by the ability of the school to provide resources and meet previously agreed targets outlined in the I.E.P., progress review and/or annual review.

All full and part time members of staff will contribute to the effectiveness of this policy.

This Policy to be reviewed in accordance with the Governors' Cycle of Policy Review.

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