

WELLESLEY PRIMARY SCHOOL

POLICY FOR SPECIAL EDUCATIONAL NEEDS

Introduction

This document is a statement of rationale, purposes and broad guidelines for the delivery of Special Educational Needs at Wellesley Primary School.

This policy describes the ways in which we meet the needs of children who experience barriers to their learning. These may relate to inherent difficulties or disabilities or to factors within their environment, including the learning environment they experience in school.

No child will be discriminated against on entry into school because of their individual needs. Each child will have an equal right to admission to this school and then be given equal access to the National Curriculum as appropriate to their needs. It is the school's responsibility to provide access to a broad, balanced, relevant and differentiated curriculum. This includes each component of the National Curriculum and RE, and all other aspects of school life.

According to the SEN Code of Practice, "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. The Warnock Report states that approximately 20% of a school's pupils may have Special Educational Needs (SEN), this may include physical difficulties, emotional and behavioural problems and specific learning difficulties.

For the purposes of this policy, a child is deemed to have special educational needs if he/she: -

- Has significantly greater difficulty in learning than the majority of pupils of his/her age
- Has a disability which either prevents or hinders him/her from making use of the educational facilities of a kind usually provided for pupils of his/her age.

Aims

- We will endeavour to identify special needs as early as possible in a child's school career and build on pre-school information.
- We will support all children with Special Educational Needs.
- All children have access to an appropriate and worthwhile education.
- Children are encouraged to take some responsibility for their own learning.

- To create a climate of warmth and support where all pupils feel valued and able to risk making mistakes as they learn without fear of criticism.
- As classroom teachers we will endeavour to use a variety of teaching methods to suit individual needs irrespective of their gender, religion, ethnic or cultural background.
- To work in close partnership with parents/carers, their children and appropriate agencies.
- To encourage and support staff training through In-service training.
- To use ICT as and when appropriate to support the learning of children with SEN.

Guidelines

We endeavour to achieve our aims by adhering to the Code of Practice 2001:

- Identifying children's needs and monitoring progress regularly by using the model recommended in the 'The Code of Practice'.
- Setting up individual programmes [Individual Education Plans (IEPs)/Behaviour Plans].
- Ensuring good communication between all services/schools/agencies.
- Liaising termly with parents/carers and children to feed back on achievement and new SMART targets to be included in IEP.
- Providing and allocating the necessary resources (monies, staff and equipment) to support the learning of all children.
- Regularly reviewing school special needs procedures.
- Maintaining a positive and stimulating learning environment
- Allocating part of the school budget to SEN

Roles and Responsibilities

The people who have responsibility for Special Needs at Wellesley include:

- The Governors
- The Headteacher
- Special Needs Co-ordinator (SENCO) - Mrs S. Browning
- Class Teachers
- Teaching Assistants/Learning Support Assistants
- Parents

- The children themselves

A breakdown of the above key responsibilities can be found in the SEN Code of Practice and *Governors Guide to the Law*.

Outside Agencies, which includes:-

- South Gloucestershire SEN Department
- South Gloucestershire Inclusion Support
- Behaviour Support Team
- Educational Psychologist
- Vision Impairment Team
- School Health Nurse
- Speech and Language Therapy
- Early Years Inclusion Team
- Education Welfare Officer
- Inclusion Support Service

Identifying and Assessing

Children's needs are identified in a variety of ways and may include the following:

- Classroom observation and general observations in school
- Medical reasons
- Entry and Key Stage Assessments, SATs,
- Other formative and summative assessment e.g. data from end of year numeracy tests
- Talking with parents/carers
- Talking with the child
- Family circumstances (divorce/bereavement/illness).

A child may be placed on the Code of Practice for difficulties associated with behaviour as well as learning difficulties.

When children are identified as having additional needs they will be placed on the SEN register in one of the following three categories:

- School Action (Additional support provided within the school environment)
- School Action Plus (Outside agencies involved in meeting children's needs)
- Statemented support (Special needs are assessed by outside agencies and the local authority and targeted intervention is proposed with the school has a legal obligation to meet)

Children identified with special needs are provided with an IEP which is implemented and reviewed on a termly basis. Children may move between different stages of the register depending on the progress they make.

The Role of the SENCo

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with special educational needs
- Assisting in the development, monitoring and evaluation of the SEN policy
- Maintaining a central record and overseeing the records of all children with SEN
- Producing a provision map to cater for the needs of all children on the SEN register
- Analysis children's progress across the school twice a year to identify children who meet the SEN criteria; ensure that they are added to the SEN register and that their needs are catered for
- Liaising with parents and carers of children with special educational needs
- Liaising with outside agencies, including the SEN governor
- Working with small groups of children with SEN to provide targeted intervention
- Co-ordinating the work of teaching assistants in relation to children on the Code of Practice
- Providing guidance to colleagues, including staff training
- Supporting class teachers with writing and reviewing IEP's and pupil profiles on a termly basis.
- Providing resources (including ICT) to support the teaching and learning of children with SEN
- Arranging and attending the annual reviews for children with Statements of Special Educational Needs (if applicable).
- Attend relevant training and keep up to date with national/local authority initiatives and guidelines
- Attending relevant training
- Liaise with link schools/preschools regarding children coming to or leaving Wellesley.

This flow diagram shows the model for monitoring children, at Wellesley and the stages used are based on 'The Code of Practice' DfES.

SCHOOL ACTION

If a class teacher is differentiating outside the 3 bands of ability an **Individual Education Plan** is drawn up in consultation with the teacher, parents, the child and SENCO - to be reviewed regularly.



SCHOOL ACTION PLUS

SENCO consults with outside agencies eg. Vision Impairment Team, Educational Psychologist, etc. as appropriate with the permission of the parent/carer.



REFERRAL FOR STATUTORY ASSESSMENT

A **Multi Disciplinary Assessment** may be made - all parties (parents, school doctor, EP, school) are invited to contribute. This may lead to.....



STATEMENT OF SPECIAL EDUCATIONAL NEEDS

A child may be issued with a **STATEMENT OF SPECIAL EDUCATIONAL NEEDS**. This is at the discretion of the authority. A note in lieu will be issued otherwise.

- Children may enter/leave this process at any stage and may move either way through the stages.
- Children will be reviewed regularly; termly and, in addition, annually if statemented.
- IEPs/Pupil Profiles/Statements move with the child when they transfer schools.
- SENCO keeps a register of all children on all stages of the Code of Practice.

Measurable Actions and Outcomes

- Pupils identified as having special educational needs will be working confidently, experiencing success and achieving agreed planned targets.
- Teachers are differentiating to allow all pupils equal access to the curriculum
- Parents/Carers will be informed of progress and invited to meet with the class teacher and/or SENCO when a new IEP or Pupil Profile is written.
- Children will be informed of new targets. They will also be involved when assessing against these targets and setting new ones.
- Teaching staff and the SEN Governor are aware of the Code of Practice.
- A named Governor has responsibility for Special Educational Needs - Alex Jones.

Reviewed: Autumn 2011

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