

# **ALBURY PRIMARY SCHOOL**

## **SPECIAL EDUCATIONAL NEEDS POLICY**

The aim of Albury Primary School is to provide a safe and stimulating environment for learning in which all members of our school community are able to develop a sense of self-worth, responsibility and fun, fulfilling their potential within a caring Christian community.

### **INTRODUCTION**

- This document is a statement of the aims, principles and strategies for teaching and learning for children with Special Educational Needs at Albury Primary School.
- It should be read in conjunction with the Teaching and Learning policy. This lays the foundation for the whole curriculum, both formal and informal and forms the context in which all other policy statements should be read.

### **OVERVIEW**

Children may have special educational needs including Gifted and Talented either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

This school provides a broad and balanced curriculum for all children.

The National Curriculum is our starting point for planning learning to meet the specific needs of individuals and groups of children.

When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

A minority of children have particular learning and assessment requirements that could create barriers to learning.

These requirements are likely to arise as a consequence of a child having special educational needs.

Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

### **AIMS OF THE SPECIAL EDUCATIONAL NEEDS POLICY**

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- 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.

### **EDUCATIONAL INCLUSION**

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;

- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

### **SPECIAL EDUCATIONAL NEEDS**

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

The 1981 and 1993 Education Acts and the SEN and Disability Act 2001 instructed schools to distinguish between the different stages of assessment – mainly school based (School Action) and multi-professional assessment (School Action Plus)

In our school the Special Educational Needs Co-ordinator (SENCO):

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to all children's special needs;
- supports and advises colleagues;
- maintains the school's SEN register;
- contributes to and manages the records of all children with special educational needs;
- manages the school-based assessment and completes the documentation required by outside agencies and the LEA;
- acts as the link with parents;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, linked to children with special educational needs.

### **THE ROLE OF THE GOVERNING BODY**

The governing body does its best to secure the necessary provision for any pupil identified as having Special Educational Needs. The Governors ensure that all

teachers are aware of the importance of providing for these children. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

### **ALLOCATION OF RESOURCES**

1. The Headteacher/SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.
2. The Headteacher/SENCO informs the governing body of how the funding allocated to support special educational needs has been employed.
3. The Headteacher /SENCO and SEN Governor meet annually with the Finance Committee to agree on how to use funds directly related to statements. The Headteacher/SENCO draws up the resources 'bid' when the school is planning for the next school improvement plan.

### **ASSESSMENT**

1. Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
2. The class teacher and the Headteacher/SENCO assess and monitor the children's progress in line with existing school practices.
3. The Headteacher/SENCO works closely with teachers (and parents) to plan an appropriate programme of intervention and support.
4. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
5. The areas of need which will be used to support identification are redefined into four main headings:
  - Behaviour and emotional development
  - Cognition and learning
  - Communication and interaction
  - Sensory and/or physical
6. The school uses a five stage model to respond to children's special educational needs:

#### **School action :**

- The class or subject teacher identifies a child and consults with the SENCO
- Actions are planned to address the specific difficulties of the child.
- An Individual Learning Plan (IEP) or Group Education Plan (GEP) is drawn up (Appendix A or 2 and 3)
- The IEP uses SMART Targets (Appendix 4)
- Parental involvement is sought and encouraged
- The child's progress is reviewed and monitored regularly (termly) with parents; recorded on School Action Planning and Review Record (Appendix 5)

Criteria for placement on School Action

- Pupils who have made little or no progress despite receiving a differentiated curriculum and general learning and/or behavioural support strategies.
- Pupils who are working at National Curriculum Levels significantly below those designated for their key stage in specified areas of the curriculum.
- Registration of a concern that a pupil may have special educational needs, together with evidence for that concern, by any teacher at the School, by a parent, or by another professional, such as a Health or Social Services worker.
- Infants who attain a very low score on the EYFS Foundation Stage Profiles on entering School.
- Pupils requiring greater attention than most in the class due to their learning and/or behavioural difficulties.
- Pupils presenting emotional/behavioural difficulties who will require the intervention of behaviour management strategies.
- Pupils with mild sensory/physical problems who will require specialist material/equipment to facilitate their access to the curriculum.

### **School Action Plus**

- As for School Action except that the teacher and the SENCO are supported by outside agency involvement e.g. the Thorley Hill Specific Learning Difficulties Base.
- IEP's and reviews will be more frequent
- The school may ask the LEA to consider the need for statutory assessment and may order multi-disciplinary assessment

### Criteria for placement on School Action Plus

- Pupils who have made little or no progress despite receiving concentrated support and appropriate action being taken at School Action.
- Pupils who are working at National curriculum levels significantly below those designated for their key stage in specified areas of the curriculum.
- Pupils who continue to experience persistent learning difficulties and, therefore, require frequent, regular and intensive interventions in order to access the National Curriculum.
- Pupils whose emotional/behaviour problems significantly interfere with their own educational progress, or that of others, therefore requiring substantial individual support to carry out a structured behaviour management programme.
- Pupils with sensory/physical problems which require significant educational modifications of the teaching material/environment to allow access to the curriculum.

For referral documentation see Appendices A-D

### **Statutory Assessment:**

- the LEA issues a formal statement of special educational needs
- the LEA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this.
- greater resources are used to assist in the education of the child

## **ACCESS TO THE CURRICULUM**

1. All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:
  - understand the relevance and purpose of learning activities;
  - experience levels of understanding and rates of progress that bring feelings of success and achievement.
2. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
3. Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs register have an IEP.
4. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

## **PARTNERSHIP WITH PARENTS**

1. The school prospectus contains details of our policy for Special Educational Needs, and the arrangements made for these children in our school. The governors' annual report to parents contains an evaluation of the policy in action. A named governor takes a special interest in special needs and is always willing to talk to parents.
2. At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.
3. We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

## **MONITORING AND EVALUATION**

- The Headteacher/SENCO monitors the movement of children within the SEN system in school. The Headteacher/SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- The Headteacher/SENCO is involved in supporting teachers involved in drawing up Individual Education Plans for children. The Headteacher/SENCO and the named governor with responsibility for special needs also hold termly meetings.
- The Governing Body reviews this policy as part of the three year rolling programme of policy reviews and considers any amendments in light of the review findings. The SENCO reports the outcome of the review to the full Governing body.