

MONKS ORCHARD PRIMARY SCHOOL AND NURSERY

“Growing and Learning Together”

SPECIAL EDUCATIONAL NEEDS POLICY

See also the following related policies:

1. Inclusion
2. Equal opportunities
3. Behaviour management

VISION

Our vision is for all our children to:

- Become confident, secure, caring individuals who achieve personal success academically, socially and emotionally.
- Become life long learners.

At Monks Orchard Primary school the whole staff work together to maintain a common philosophy and approach throughout the school.

Introduction

Inclusion Statement:

Monks Orchard Primary School is whole heartedly committed to an inclusive approach in all aspects of school life. We welcome everyone into our school community and ensure that we offer the best education for all children, enabling them to achieve their full potential in all areas of personal development. We take account of the varied life experiences and needs of our pupils and offer a broad and balanced curriculum. We have high expectations for all children; the achievement, attitude and well being of every individual pupil is at the heart of all we do and is the responsibility of every person within the school community. Educational inclusion is about equal opportunities for all members of the school community. We are a reflective school, continually adapting our practice in order to meet the needs of our pupils, staff and community members. All our children should play a positive role in society where diversity is recognized and respected. We believe that every person should be valued equally and should have the same opportunity to realise his or her potential.

At Monks Orchard Primary School we are committed to offering the best education for all children, enabling them to achieve their full academic and social potential. We acknowledge that whilst the majority of children thrive in a regular classroom environment, others find the learning process far more challenging. It is our intention to meet the needs of these children in consultation with Parents/Carers and in close collaborative work with appropriate outside agencies.

Definition of Special Educational Needs

In “Excellence for all children” by the DfEE October 1997 and the Special Educational Needs Code of Practice 2001, the definition of a child with special educational needs is:

“if he or she has a learning difficulty which calls for special educational provision to be made for them.”

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age

Special educational needs is defined under one or more of the following areas:

- Pupils with General Learning Difficulties
- Pupils with Specific Learning Difficulties
- Hearing Impairment
- Visual Impairment
- Speech and Language Difficulties
- Physical and Medical Difficulties
- Behavioural, Emotional and Social Difficulties

2. AIMS AND OBJECTIVES OF THE SEN POLICY

Aims

- To give each child the best education that can be provided
- To develop each child’s mental and physical abilities to the full
- To develop the self-confidence and self-esteem of each child
- To encourage self motivation and initiative
- To foster within each child an ability to work independently so that they may achieve their full potential.

Objectives

- To ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have SEN.

- Ensure that a pupil with SEN joins in activities of the school together with all pupils so far as is reasonably practical and doesn't jeopardise the education of the pupils with whom they are educated.
- Ensure that parents/carers are notified of a decision by the school that SEN provision is being made for their child and involve them in meetings reviews and where possible their child's learning.

3. RESPONSIBILITY FOR SPECIAL EDUCATIONAL NEEDS

The SENCO (Special Educational Needs Co-ordinator).

The SENCO works closely with the Headteacher, Senior Management Team and staff.

The SENCO is responsible for:

- Overseeing the day to day operation of the school's SEN policy
- Maintaining a register of all children with SEN and co-ordinating their records and Individual Educational Plans (IEPs)
- Monitoring children with SEN in accordance with the aims and objectives of the policy.
- Reporting SEN matters to the Headteacher and liaising with the school governor responsible for SEN.
- Liaising with and advising class teachers and teaching assistants.
- Ensure that the SEN of the child are known to all those who are likely to teach them.
- Liaising with parents/carers as appropriate.
- Liaising with external agencies including the LEA's support service, the educational psychologist, health and social services as appropriate.
- Contributing to the in-service training of staff and keeping them informed of any new developments in SEN.
- Keeping abreast of new developments in SEN by attending local network meetings and courses.
- Ordering, organising and distributing resources and equipment within the school.
- Working with individuals or groups of children to meet their needs in a small specialist teaching situation. E.g. social skills groups.

The class teacher

He/She is responsible for:

- Providing a differentiated curriculum in line with the school's inclusion policy.
- To monitor and review the child's progress liaising with others concerned.
- Liaising with parents when a child is on the School Action (SA) and School Action Plus (SA+) stage of the SEN register (the SENCO will also be involved when a child is on SA+).
- Ensuring, with the SENCo, that accurate IEP's are written for children on School Action Plus (SA+).

Governing Body

It is the duty of the governing body to:

- Do their utmost to ensure that the necessary provision is made for any pupil with SEN.
- Ensure that the SEN of the child are known to all those who are likely to teach them.
- Ensure that the teachers are aware of the importance of identifying and providing for those pupils who have SEN.
- Report to parents on the implementation of this policy.
- Have regard for the Code of Practice when carrying out their duties for pupils with SEN.

4. IDENTIFICATION AND ASSESSMENT

Monks Orchard recognises the importance of early identification, assessment and provision for any child who may have SEN and to aid this a range of assessments, both formal and informal, are used.

5. CURRICULUM ACCESS, PROVISION AND REVIEW

At Monks Orchard we follow the stages of identification, assessment and provision as set out in the Special Educational Needs Code of Practice (DfES 2001) These stages are known as:

- School Action (A)
- School Action Plus (A+)
- Request for statutory assessment (Q)
- Statement (S)

At Monks Orchard an expression of concern would usually be initiated by the class teacher with evidence from performance in class, the parents/carers, or by another professional such as a health visitor or social services worker.

Procedures for identification, assessment and review of special educational needs are conducted in accordance with the Code of Practice. The procedure at Monks Orchard Primary School is set out in Appendix 1. A register of pupils with Special educational Needs is maintained by the SENCO. Pupils are placed on the special educational needs register at the stages of ***School Action, School Action Plus or Statemented.***

It is the school's policy to include pupils in all aspects of school life. The support that each child requires in order to be fully included will be carefully considered. As far as possible, resources will be allocated to meet that support.

SCHOOL ACTION

When a child is identified as having a special educational need the class teacher will inform the parent/carer and with their consent provide interventions that are additional to or different from those provided as part of the school's usual

differentiated curriculum and strategies. The class teacher maintains responsibility for ensuring progress.

SCHOOL ACTION PLUS

A child will move to the stage of School Action Plus following a decision to request help from outside agencies in order to provide more appropriately for the development and progress of the child. At this stage outside agencies will usually see the child so that they can provide Parents/Carers and staff with advice, targets and specific strategies. The child will have an Individual Education Plan, detailing specific targets and support. Parents will continue to be fully involved in this process.

STATEMENT OF SPECIAL EDUCATIONAL NEED

A request for a statutory assessment is usually made via the school to the LEA. The child concerned will have significant long term complex needs which require ongoing multi-agency involvement.

Children with a statement of SEN will be provided for under the conditions set out in their statement of SEN.

MONITORING AND EVALUATION

The attainment of pupils with SEN is regularly monitored to ensure that they are making progress.

Interventions and support are evaluated and changed as appropriate to ensure that they continue to meet the needs of the pupils.

INCLUSION

It is expected that pupils with special educational needs will be fully integrated into the life of the school. Effective planning will result in equal opportunities for these pupils.

As part of the ethos at Monks Orchard, within each class a variety of teaching strategies are used to ensure that the needs of all children are catered for and work is differentiated within the planning to cover a full range of abilities.

STAFF DEVELOPMENT AND PARTNERSHIPS

In order to develop the understanding of all staff the schools in-service training programme (INSET) includes training related to SEN issues.

The SENCO may provide INSET for colleagues when applicable on matters such as IEPs and any changes in the organisation of special needs.

The teaching assistants are encouraged to attend courses relating to their post in School.

LINKS WITH OTHER SCHOOLS AND TRANSITION BETWEEN SCHOOLS

When children transfer between schools, individual records, education plans, behaviour plans, assessments, reports and medical information are forwarded as

soon as possible. In addition the Inclusion manager will liaise with the other school professionals to ensure a smooth transition.

HOME SCHOOL PARTNERSHIPS

We believe effective communication between home and school to be crucial. Parents will be involved in all stages of the Special Educational Needs process and will receive copies of all targets and reviews together with advice on how to support their child at home.

THE CHILD

“All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child’s evolving maturity.” Revised Code of Practice 11/2001 3:6

At Monks Orchard we encourage pupils to participate in their learning by discussing and setting their individual targets with the class teacher or other relevant adult.

This policy will be reviewed annually.

Date for review November 2012

Signed: Headteacher

Signed: Chair of Governors’ Curriculum Committee

