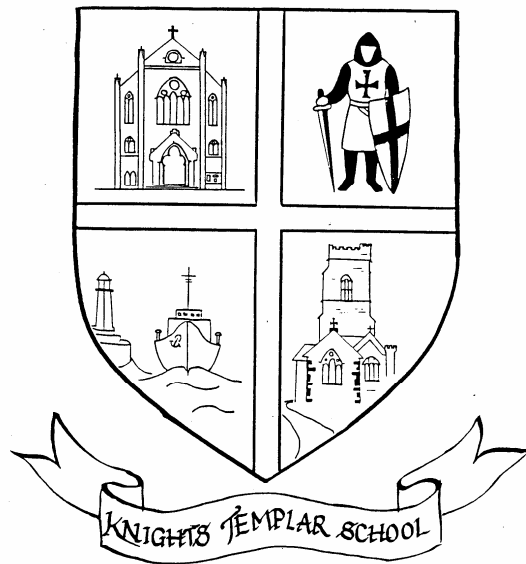


*Knights Templar C of E and Methodist
First School*



*Special Educational Needs
Policy*

SPECIAL EDUCATIONAL NEEDS POLICY

1. INTRODUCTION

Headteacher:	Mrs F Burns
Special Educational Needs Co-ordinator:	Mrs K Bass
Special Educational Needs Governor	Mrs G Malin

Mission Statement

Knights Templar is a school that is inclusive in its policies, practices and outlook. We aim to minimise any barriers children with Special Educational Needs have to learning.

There is a whole school approach to children with Special Education Needs (SEN). The children are included and supported for both their educational and emotional needs. There are high expectations for all children. The children are supported using the principles of the Code of Practice, focusing on early identification and working in partnership with the child, parents and outside agencies.

Aims and Objectives

We intend to provide:

- A whole school approach to children with Special Needs in which the teaching and learning achievements, attitudes and well being of every child matters
- A school where all teachers are teachers of children with SEN
- Access to a broad, balanced and relevant education which takes into account the varied life experiences of each child
- Early identification and assessment of children with SEN
- Effective learning and emotional/behavioural support is given where and when pupils need it
- Extra support is given in accordance to the individual needs of the child
- Involvement of parents in decisions made about their child
- The opportunity for pupils to give their views which will then be taken into account

2. STATUTORY GUIDANCE

Relevant SEN Education Acts/Guidelines

The Statutory Guidance supporting the development of Policy into Practice for Special Educational Needs is contained in

- The Education (Special Educational Needs) (England) (Consolidation) Regulations 2001
- The Education (Special Educational Needs) (Provision by Local Education Authorities) (England) Regulations 2001
- The Education (Special Educational Needs) (Information) (England) Regulations 1999
- The SEN and Disability Act 2001
- Every Child Matters

The regulations place an obligation with the Local Education Authority that all pupils with Special Educational Needs (SEN) should have their needs met. They give general information and definitions of many of the aspects of SEN and outline procedures for identifications, assessment, monitoring and evaluating the pupils' needs. The obligations of the LEA schools and parents and carers are outlined with regard to Statements of SEN as well as compliance with Tribunal Orders.

The Revised Code of Practice for SEN gives more detailed guidance on how to meet the demands of the Acts including statutory requirements and the contents of an SEN Policy. The Index for Inclusion gives more support on possible processes and activities, which could be employed to support the development of appropriate practices to write the policy. The consequences of these principles lead to the implications that:

- All teachers are teachers of SEN;
- There should be a greater emphasis on involving parents and pupils in developing schools' responses to the pupils' needs; and
- Schools should develop a 'graduated response' to meet the needs of pupils with SEN (in this instance in line with Somerset's interpretation of the revised SEN Code of Practice).

3 GRADUATED RESPONSE

The Graduated Response to SEN states :

- All pupils should have access to a broad and balanced curriculum, including the National Curriculum and the school's usual differentiated curriculum offer and strategies. This has come to be known in Somerset as '**Basic Entitlement**'. Interventions within Basic Entitlement are generally funded through the schools' Age Weighted Pupil Unit (AWPU) and other funds which accompany specific interventions eg Additional Literacy and Numeracy Support, pupil Progress Units, etc. These are as part of schools' differentiated curriculum and may not be considered SEN.
- Pupils may be identified as needing **School Action** when they are in need of interventions, which 'are provided as additional to or different from the school's usual differentiated curriculum offer and strategies'. It will then be necessary to record these interventions on an individual Education Plan (IEP) and should be reviewed at least twice a year but preferably termly, with the pupils and their parents or carers. Again these interventions are generally funded through schools' AWPU as well as the Special Educational Needs Devolved budgets (SEND), bearing in mind that all schools' AWPU funding includes some element of Special Education Needs funding and the SEND is a formula-derived 'top up' in recognition of schools differing SEN demands. Schools can request advice or other support from Somerset Support Services for these pupils.
- The criterion for identifying pupils in Somerset, as **School Action Plus** is that their needs are so severe and complex that they place such a high level of demand on schools' SEND funding that extra, audited funding is awarded to the school, again as a top up to the AWPU and SEND budgets
- For Somerset to complete its **LEA Action**, ie issue a Statement of Special Educational Needs, pupils have to meet certain criteria:
 - Pupils should be School Action Plus
 - In need of specialist placement; Resource Base, Special School, etc
 - On the Somerset Services Co-ordination List

Generally, in Somerset, Statements of SEN carry no extra resources but can define how pupils' needs should be met in schools, either through deployment of resources funded by schools' AWPU, SEND or SEND Plus budgets.

4 THE ROLE OF THE SEN CO-ORDINATOR (SENCO)

The named SENCO, Karen Bass (The Special Educational Needs Co-ordinator), is responsible for co-ordinating provision. In collaboration with the Headteacher and the Governing Body, the SENCO plays a key role in determining the strategic development of the SEN Policy and provision in school in order to raise the achievement of children with special education needs. She consults the Senior Management Team about relevant issues and liaises with SEN Governor, Mrs G Malin.

The SENCO, with the support of the Headteacher and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the quality of teaching and standards of pupils' achievements and by setting targets for improvement. The SENCO collaborates with curriculum and Key Stage co-ordinators so that the learning for all children is given equal priority, and available resources are used to maximum effort.

The key responsibilities include:

- Overseeing the day to day operation of the school's SEN policy
- Co-ordinating provision for children with special educational needs
- Liaising with, and advising fellow teachers
- Managing SEN learning support assistants
- Overseeing the records of all children with SEN
- Contributing to the in-service training of staff
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Work with Senior Management in developing School improvement for children with Special Educational needs.

Annual Report to Governors

The following information will be collected annually and reported to Governors:

- The number of pupils identified with SEN
- The number and nature of complaints
- Resources and provision
- Any significant developments

5. IDENTIFICATION OF CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Children will be identified as having Special Education Needs if he, or she, has a difficulty learning which calls for additional educational provision over and above normal class differentiation to be made for him or her. Such pupils will have their level of provision recorded and their progress monitored.

Early identification of needs is essential to the success of any programme and is the responsibility of all teaching staff.

The triggers may be:

Information provided from other settings ie pre-school or other mainstream schools

Classroom teacher referral to SENCO when he/she observes possible signs of SEN. Information from playground contexts and small group work provide a valuable insight into a child's needs and should be given to the class teacher in the first instance

Screening tests, assessments and observation sheets

Concerns expressed by parents

Concerns expressed by pupil

Concerns expressed by outside agencies.

Failure to make adequate progress with normal differentiation (quality first teaching)

6. INDIVIDUAL EDUCATIONAL PLANS (IEPs)

The IEP should include information about:

- The short-term targets set for, or by, the student
- The teaching strategies to be used
- The provision to be put into place
- When the plan is to be reviewed
- Success and/or exit criteria
- Outcomes (to be recorded when IEP is reviewed)

The IEP should only record that which is additional to, or different from, the differentiated curriculum provision, which is in place as part of the provision for all students. The IEP should focus on three or four individual targets, chosen from those relating to the key areas of communication, literacy, mathematics and behaviour and social skills to match the student's needs. Strategies may be cross curricular or subject specific. The IEP should be discussed with the student and the parents.

The IEP should be used together with a provision map which details interventions for the child available at Basic Entitlement and School Action.

Review of IEPs

People involved in reviews

The child (if appropriate), outside agency (if appropriate), class teacher, LSA, SENCO and parents. (Due to time restraints parents are sometimes consulted in a separate meeting).

During the review the following areas are discussed:

- Targets achieved
- New targets to be worked on
- Ideas for supporting children, that is, behaviour strategies, ideas for differentiated work, how the targets can be met
- Use of LSA
- Effective planning

Progress

Adequate progress is demonstrated when:

- There is a reduction in the attainment gap between an SEN child and his peers
- The child's previous rate of progress is maintained or improved
- There is evidence of improved behaviour
- A higher level of independence is achieved
- There is evidence of reduced barriers to learning
- There is improvement in one or more of the Outcome of Every Child Matters

Assessment, Recording and Reporting

There are various methods of assessment, recording and reporting:

- SEN assessments including WRAT (cognitive), NARA reading test, West Somerset SENCO's School Action criteria, Renfrew, P Scales, BPVS (vocabulary) Wave 3 Literacy and Numeracy
- High frequency word test (termly)
- Bi-annual Reading Tests (Salford)
- Annual spelling tests
- Teacher assessment – continuous assessment of Key Stages 1 and 2
- SATs – standard assessment tasks undertaken by every child in Year 2
- Optional SATs in Years 3 and 4
- Reception Profiles – undertaken by the Reception children on entry to the school
- In-house reading records, which show progression of reading level
- Book of Progress – at the beginning and end of each National Curriculum year children undertake a piece of unaided creative writing, and a piece of Mathematics
- Record of Progress sheets – transfer information passed on to the next class teacher
- SENCO Assessments and Observations
- External Agency assessment
- Informal concerns expressed by Class Teacher, Learning Support Assistant, and Parent
- Behaviour report sheets

7. ALLOCATION OF RESOURCES

The school intends that the SEN department will try to meet the extra or special needs of children with SEN through the careful allocation of resources. The aim is to provide for children's educational, social, physiological and emotional wellbeing according to the 5 outcomes of Every Child Matters. The SENCO and Headteacher allocate resources in May following allocation of SEND (on a formula basis) and SEND PLUS (annual audit based on complex needs). The type and amount of resources are based on the following:

Half termly liaison between SENCO and Teacher
Feedback from SEN Learning Support Assistants
Consultation meeting with Support Services
School Development Plans
Community Learning Partnership Targets
Class observations

8. ACCESS AND INCLUSION

As an inclusive school we need to ensure that SEN children get access to a broad and balanced curriculum and is tailored to meet their needs. In the classroom, teachers aim to ensure that the teaching is delivered to suit children's different learning styles. We know that all children learn in different ways and good practise in using Visual, Auditory, or Kinaesthetic teaching methods will benefit all children not just SEN children. Children who need a specific way of teaching and learning (due to their specific learning needs) will receive extra support at School Action through various interventions, including small group withdrawals. Some children will need differentiation as far as the opposite Key Stage (eg KS1 curriculum in KS2), at this point, and in conjunction with parents and class teachers, it will be decided how their needs will be best met in class or in withdrawal groups.

Some children find the class environment difficult for a variety of reasons and so may also benefit from a Nurture Group, again in liaison with teacher and parents. The Nurture Group has had children from all year groups and they attend for some part of the day and receive help in the following:

- Different Curriculum
- Emotional Literacy
- Social Skills
- Boundary Setting
- Nurturing

The Nurture Group uses a diagnostic tool developed by Margaret Boxall which assists them in determining whether a Nurture Group environment would be beneficial. It also should be noted that the main aim is to reintegrate children into class again as soon as possible.

9. PARENT PARTNERSHIP

At Knights Templar a close relationship with parents is encouraged. This relationship helps staff, children and parents to acknowledge need, and to work in partnership towards a joint solution to any issues or learning differences. The school aims to consult parents as soon as an issue is detected or in most cases when it is suspected. During the process of consulting parents initially, all steps will be taken to ensure that children are informed where appropriate and in all cases seeking to ensure that a child's confidence is protected. Parents will be encouraged to share outside factors that may affect a child's learning since it is by the sharing of knowledge about a child that any difficulties will be minimised and strengths maximised.

Parents of a child receiving School Action or above, of Special Needs Provision will be consulted on targets implemented for their child. In addition, there will be targets for both the parents and school to work on together. At least twice a year at parents' evenings, parents will be invited to discuss their child's targets and the progress that has been made towards them. The school encourages more frequent and informal links with the teacher and SENCO, either through individual or group meetings. The school will continue to create opportunities for parent support groups, family workshops/clubs and 'drop in' facilities since it provides additional means for parents and teachers to work together for the maximum benefit of the children.

10. CONTACTS WITH EXTERNAL AGENCIES

Knights Templar First School makes full use of the advice and services of support agencies. Those services regularly used are:

- Educational Psychology Service
- Special Educational Needs Support Team
- Special Educational Needs Information Technology Advisory Service
- Service for the Hearing Impaired
- Service for the Visually Impaired
- Physiotherapist
- Occupational Therapist
- Social Services

School Medical Officer
Speech Therapist and Language Service
Behavioural Support Service
Child and Family Therapy Service

11. EVALUATION OF THE POLICY

All staff working with this Policy have a responsibility for monitoring its success and should raise any concerns with the Headteacher or the SENCO.

The SEN Governor will monitor the effectiveness of the SEN Policy through regular meetings with the Headteacher and SENCO and will report annually to governors and parents.

In order to write this Policy, guidance has been taken from:

1. DfES Code of Practice
2. Somerset County Council Policy for SEN
3. Parent analysis questionnaire of school SEN provision
4. Every Child Matters Guidance

Policy approved _____(date)

Signed _____ (Chair of gobs)

Draft updated January 2011

Karen Bass