

SPECIAL EDUCATIONAL NEEDS POLICY

1. Introduction

This document is a statement of the aims, objectives, principles and strategies for teaching and learning with regard to Special Educational Needs (SEN) at Burman Infant School.

All aspects of this policy will be reviewed annually, amended as necessary and reported to parents in the Governors Annual Report each Autumn Term.

2. 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 their social skills, speech and language, literacy and numeracy;
- 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.

Children may have special educational needs 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.

3 Definition of Special Educational Need

Children have special educational needs if they have 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 in schools within the area of the local education authority;
- are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.

Special educational provision means:

- for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area;
- for children under two, educational provision of any kind.

Code of Practice Nov. 2001
(See Section 312, Education Act 1996.)

It has been estimated that up to one child in five is likely to require special educational provision at some point in their school career. This means that a teacher of a mixed ability class of thirty pupils should be aware that as many as six of them may require some form of special provision during their school lives.

Through the implementation of this policy we seek to achieve the quality of provision identified by OFSTED.

“Where provision is good, pupils make the greatest possible progress. The Special Educational Needs of the pupils are systematically assessed, and the teaching is carefully matched to their needs. Professional and material resources are effectively deployed to ensure that all pupils are well integrated into the life and work of the school. Attitudes to those with learning difficulties are positive and constructive. There is a judicious use of professional support services and voluntary help, and parents are consulted regularly”

4 **Aims and Objectives**

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 including children where appropriate
- to enable all children to have full access to all elements of the school curriculum.

The objectives are that all children with special educational needs will:

- be identified as early as possible, assessed and given adequate provision within the resources available;
- receive appropriate learning support that will enable them to participate in the life and work of the school to the best of their abilities, whatever their needs;
- wherever possible be personally involved in setting goals and agreeing strategy as well as monitoring and reviewing progress;
- have all reasonable steps taken to improve access to independent learning and the physical environment of the school;

- not be segregated on the grounds of disability or learning difficulty against the parents' wishes. (Special Educational Needs and Disability Act 2001)

5 Roles and Responsibilities

Provision for pupils with Special Educational Needs is a matter for the school as a whole. The Governing Body, the school's Headteacher, SENCO, and all members of the staff, teaching and non-teaching, have important responsibilities.

The Governing Body

"ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of pupils with whom they are educated and the efficient use of resources".

Code of Practice, D.f.E.S. 2001

The Governing Body, with the support of the Headteacher, is responsible for the strategic development of SEN provision. It takes account of National and LEA developments, pupil's attainments/needs, financial resources (Solihull budget) and staff training and development needs when formulating School Improvement Plans. In addition, the Governors report annually to parents about the School's policy for pupils with Special Educational Needs.

At Burman Infant School, the Governing Body has a nominated Governor to carry out its duties and responsibilities towards all pupils with special educational needs.

The Headteacher

At Burman Infant School the Headteacher:

- works in close partnership with the school's SENCO and ensures that the Governing Body is fully informed;
- attends/chairs reviews, Action Plus or Early Years Action Plus onwards if appropriate;
- authorises referrals for pupils to the LEA for Statutory Assessment;
- where appropriate liaises with parents of SEN children;
- liaises with external agencies and the school's Educational Psychologist.

The Role of the Special Educational Needs Co-ordinator (SENCO)

In this 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 children's special needs;
- monitor all children for Special Educational needs regularly
- supports and advises colleagues;

- contributes to and manages the records of all children with special educational needs;
- completes the documentation required by outside agencies and the LEA;
- ensures that staff have copies of all the relevant documentation for their class;
- act as the link with parents including supporting learning at home/resources
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- liaises with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies;
- 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;
- contributes to the in-service training of staff.

The Role of the Class Teacher

“ All teachers are teachers of Special Educational Needs children”

The Class Teacher;

- implements the school's SEN policy;
- identifies pupils with SEN;
- monitors, reviews and evaluates progress against targets set on the IEP;
- differentiates in planning and selects appropriate resources;
- motivates and builds esteem;
- informs and works in partnership with parents;
- liaises with the SENCO or Headteacher where appropriate;
- keeps relevant records/assessment information;
- informs Classroom Assistants of targets for pupils with Special Educational Needs.

The Role of the Subject Co-ordinator

The Subject Co-ordinator

- implements the school's SEN policy;
- includes a SEN section when formulating or revising their subject policy, emphasising accessibility for all pupils through schemes of work which meet the full range of pupil's abilities and needs;
- support class teachers with teaching strategies and assessment approaches and resources;
- support year groups with medium term planning and differentiation;
- identify Key Learning objectives from Nursery –Year 2 (progression stages in core subjects);
- audit materials to ensure multi-sensory resources are available to support the learning of pupils with Special Educational Needs.

The Role of the Classroom Assistant

The Classroom Assistant

- implements the school's SEN policy;
- works in partnership with the teacher to identify needs and set targets;
- reviews and evaluates progress with the teacher to inform short-term planning;
- records observations of pupil behaviour and approaches to learning;
- supports specific pupils both individually or in group activities;
- supports the emotional, social and behavioural development of pupils with Special Educational Needs encouraging confidence and self esteem.

6 Identification, Assessment, Monitoring and Review Procedures

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. To assist in the early identification of pupils who may have special educational needs we use the following approaches;

- by informal observations by class teachers and classroom assistants in a wide variety of situations;
- through informal and formal assessments carried out by the class teacher in line with existing school practices;
- through parental information during home visits, informal discussions and during Parent Evenings;
- health information from the School Nurse/Health Visitors;
- baseline profiles on school entry;
- data at the end of Nursery and each school year
- National Curriculum assessments;
- information from previous schools or Nursery schools;
- diagnostic tests carried out by external agencies.

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 to aid progress and provide detailed and accurate indicators.

The SENCO works closely with the teachers and parents to plan an appropriate programme of intervention and support. Staff meeting time is allocated for SEN issues, when appropriate.

The school uses a graduated approach as recommended in the Code of Practice for Special Educational Needs, to respond to the children's needs. In the Foundation Stage (Nursery and Reception) the responses are identified as:

- 1: Early Years Action;
- 2: Early Years Action Plus;
- 3: Statutory Assessment.

When the children move into Key Stage 1 the responses are identified as:

- 1: School Action;
- 2: School Action Plus;
- 3: Statutory Assessment.

Early Years Action and School Action are the first responses of concern about a child's difficulties. At this stage the Class Teacher:

- asks the child's parents about any health or physical problems which may affect the child's learning;
- involves the SENCO, providing them with as much information as possible concerning the learning difficulty, which may include baseline assessments or test results
- observes the child's behaviour and performance, recording as much information as possible;
- liaises with the child's parents, the SENCO to plan and implement an Individual Education Plan (IEP) or group IEP;
- ensures that the IEP focuses on a maximum of four targets and records strategies that are additional to or different from the normal differentiated curriculum.

The SENCO:

- ensures that the parents are fully informed, and in agreement;
- collects all known information about the child, including any new relevant information from the parents;
- liaises with outside agencies, such as health, that may already be involved with the child, and collects any additional information;
- decides with the child's teacher and parents on the targets for the IEP and the teaching strategies to be employed;
- arranges review meetings once a term, to monitor the progress of the child. (involving the key people who have been working with the child);
- makes sure that the child's parents are aware of the LEA'S Parent support services.

If a child continues to experience learning difficulties, then it becomes necessary to involve the outside agencies at Early Years Action Plus and School Action Plus. The Class Teacher:

- discusses the situation with the child's parents together with the SENCO at a review meeting arranged by the SENCO;
- collects relevant information such as assessment results, IEPs and records or advice from other professionals who may have been involved;
- plans a new IEP following the advice from the outside specialists, the SENCO, with the parents agreeing targets and the teaching strategies. If appropriate the child might be involved in this target setting process, particularly if a behavioural plan is being devised;
- sets the next review date making sure that the parents and all the involved professionals are able to attend.

The SENCO:

- continues to make sure that the parents are still completely involved and informed about their child's IEP;
- ensures that all relevant records and additional information are up to date and are available for all professionals;
- liaises with the Solihull Inclusion Support Service (SISS) and others to enable appropriate advice and support is given to both parents and teachers;
- works with external Agencies, the child's teacher and the parents to decide on a new IEP and the teaching strategies to be used;
- arranges a termly review of the IEP, involving all the professionals who have been working with the child.

Finally, if a child continues to experience problems and makes very little if any progress despite the intervention programme, then the parents or the school may request the Local Education Authority (LEA) to make a Statutory Assessment.

Evidence required for Statutory Assessment includes a wide spectrum of academic, social, emotional and health factors.

If the request for Statutory Assessment is refused or deferred, the child is maintained at Early Years Action Plus or School Action Plus. A new IEP. is drawn up by the SENCO and reviewed following the school procedures.

7 Statutory Assessment

- This process proceeds when the LEA is satisfied that the child's needs are significant and/or complex; have not been met by measures taken by the school, or may call for resources which cannot "reasonably be provided" within the budgets of mainstream schools in the area;
- This process is the means of access to additional resources.

The Statement of Special Educational Needs details the provision required to meet a child's needs, together with the monitoring and reviewing arrangements with all parties concerned.

8 Reviews

Reviews are a more formal aspect of the monitoring process. There are two types of review:

- Annual review for pupils with Statements;
- School based reviews at stage Early Years Action/Early Years Action Plus and School Action /School Action Plus.

Annual reviews for pupils with Statements are a statutory requirement and follow the LEA procedures. These involve a review of the Statement of Educational Needs, the provision and its effectiveness, progress reports from parents, school staff and all external agencies involved with the pupil. Annual Reviews are triggered by the LEA, organised by the SENCO and chaired by the Headteacher.

Formal minutes are taken and distributed to everyone invited, whether they attend or not.

The agenda for the meeting includes:

- progress since the last Annual Review (which is covered in the report);

- change of needs (personal and curriculum);
- change of provision;
- amendment of Statement;
- transition plan (if applicable);
- assessment.

In addition to the formal Annual Review, additional reviews are usually organised to monitor progress towards short-term targets.

Reviews for Early Years Action and School Action are held termly and may form part of the Parent Evening meetings. Progress is reviewed and follow-up action agreed and recorded on the appropriate school forms.

A new IEP may be written or the current one amended. The SENCO will chair the meeting.

Reviews at Early Years Action Plus and School Action Plus are organised by the SENCO and together with the parents may include the Educational Psychologist and other agencies that have been part of the strategies to achieve targets. These are held termly and chaired by the SENCO but may be held more frequently if considered necessary. The basis for the next IEP or change of intervention is also discussed. If there is a serious concern about progress then the Headteacher may be involved.

We use school proformas at all stages for our IEPs and Review reports and follow LEA guidance. Throughout all reviews our aims are to make procedures as supportive as possible to parents and focused on progress and achievements for the pupils.

9 **Access to the Curriculum**

Access to a balanced and broadly based curriculum, including the provisions of the National Curriculum will be provided for all pupils with SEN. This may mean finding ways of meeting the child's needs by extending the time taken to reach attainment levels, breaking down targets into smaller steps and setting individualised objectives for pupils in different National Curriculum areas through appropriate support.

Teachers use a range of teaching and learning strategies to meet children's special educational needs. Lessons have clear learning objectives; work is differentiated appropriately and assessment is used to inform the next stage of learning.

Once an IEP is drawn up, in so far as possible, the plan builds on the curriculum the child is already following using differentiated approaches. 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, so maintaining self-esteem.

If it is required that pupils are withdrawn from their class for support, the timetable is organised so that their entitlement to a full curriculum is maintained. For example, those receiving support in language work will be withdrawn at a time when similar activities are

being followed by the rest of their class group. We support children in the manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we support the Inclusion Policy. There are times, however, when to maximise learning, we support children in small groups, or with one-to-one work.

Every effort is made to accommodate and integrate any pupil who may have specific physical difficulties so they may not be fundamentally disadvantaged from their peers. We are committed at Burman to improving access to the physical environment of our school (As part of a rolling programme budget linked) see 'Equal Access and Disability Act' document

10 **Arrangements for Dealing with Complaints**

The procedure for dealing with complaints will follow the Governors Policy on Complaints, a copy of which is available in school. All complaints will be dealt with as quickly and efficiently as possible and settled within a period, which is reasonable in the circumstances.

11 **Criteria for Monitoring the Policy**

The SENCO monitors the movement of children within the SEN system throughout the school. The SENCO provides staff and governors with regular reports of the impact of the policy on School practice.

The SENCO is involved in supporting teachers involved in drawing up IEPs for children. The SENCO and the headteacher hold regular meetings to review the work of the school in this area. The named governor with responsibility for special needs will be informed of the SEN profile of needs and actions taken.

The annual review by the governors ensures that support is flexibly and appropriately targeted to meet the individual needs at all stages of the Code of Practice, for children both with and without statements. The Governing Body reviews this policy annually and considers any amendments in the light of their findings.

IEP targets are evaluated to ensure their appropriateness and that adequate progress is being made.

Feedback is taken from parents, pupils and staff on the confidence felt in managing SEN in the school and acted on accordingly.

12 **Use of Support Services and Other Facilities**

Where necessary, the school seeks support from the Solihull Inclusion Support Service (SISS) and the Educational Psychologist (EP) as well as relevant professionals in other areas to provide external specialist support. The services of the School Nurse, Health Visitor and medical service are also used on a regular basis.

When appropriate, advice and support can be sought from the Education Welfare Service and the Social Services Department.

13 Partnership with Parents

Parents are seen as partners with unique knowledge and information about their children. At all stages of the special needs process, the school keeps parents fully informed and involved, seeking permission for any intervention. 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.

We have regular meetings each term to share the progress of children, with Special Educational Needs 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.

Parents have the opportunity to be involved at all stages of the process and consulted about their child. They are encouraged to help and support the work of the school by encouraging their children and ensuring that support work taken home is supervised and completed.

The School Information Booklet and SEN leaflet contains details of our policy and procedures 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.

14 Links with Other Schools and Transition Arrangements

The school actively seeks the involvement of support staff in our local Junior Schools to alert them to particular pupils with difficulties and to enable a smooth transition to take place. The schools SENCO meets with pre-school settings and the Junior School SENCO and provides additional written information.

When children transfer to other schools during the course of their education at Burman Infant School, all relevant records, including copies of the current and previous IEPs. are forwarded to the receiving school.

We have strong links with Special Schools in the area, who are able to provide extra guidance and support for staff working with children who have Statements of specific needs.

The SENCO attends Cluster School meetings, arranged by the LEA to discuss current SEN issues.

15 Adoption of Policy

This policy has been approved and adopted by the Board of Governors. It is reviewed annually at the Autumn Term meeting of Governors