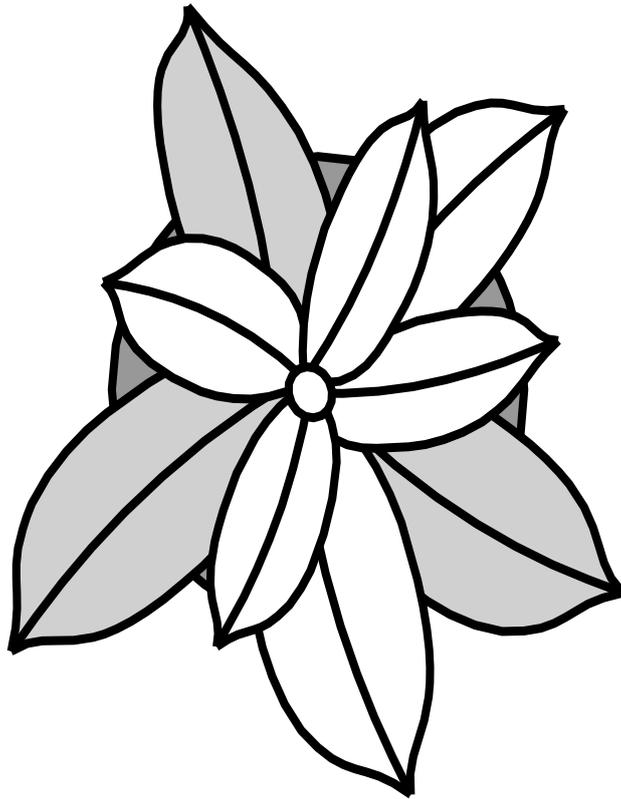


# Clifton Primary School

## Special Educational Needs Policy (S.E.N.)



## **Definition of Special Educational Needs**

A child has special educational needs if he/she has a learning difficulty, which calls for special educational provision to be made. A child has a learning difficulty if he/she:

- Has significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability, which interferes with his/her capacity to learn or access facilities in the same way as the majority of children can.

This school provides a broad and balanced curriculum for all children to access, which is differentiated to meet individual needs and abilities. Children may have special educational needs throughout or at any time during their school career. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the child.

## **Aims**

- To identify children with special educational needs as early as possible.
- For teachers, children, parents and outside agencies to work together in a stimulating environment to ensure that each child maximises his/her potential.
- To ensure that all children have equal access to a broad, balanced and differentiated curriculum.
- To support, where appropriate, the principle that children with special educational needs are educated alongside their peers in mainstream school.
- To create a school atmosphere in which individual pupils' differences are both recognised and appreciated, and their contribution to school life is accepted.
- To address the needs of pupils as detailed in the D.F.E.S. Code of Practice.
- To provide an effective system for identifying, assessing and monitoring children with special needs.
- To draw up targets for children with special needs which are reviewed and updated on a regular basis.
- To encourage children to develop confidence and self-esteem and to recognise the value of their own contributions to their learning.
- To encourage children to be fully involved in their learning.
- To make clear the expectations of all partners in the process and provision of special needs.
- To ensure parents are kept informed and are engaged in effective communication about their child's special educational needs.

## **Responsibility**

A designated governor ensures that the Governing Body adheres to its responsibilities as identified in the Code of Practice. The Head teacher has overall responsibility for the SEN policy and works closely with the co-ordinator to monitor its implication. The SENCO has day to day responsibility for the operation of the SEN policy which involves:

- Liaison with other teachers and parents concerning the progress of children with special educational needs.
- Liaison with Support Assistants, Specialist Teaching Teams, Educational Psychologist, Health and Welfare and Social Services Agencies.
- Maintaining the SEN Register and overseeing the records of all children with special educational needs.
- Providing some INSET when appropriate.
- Updating the SEN Governor on relevant issues regarding children with special needs when appropriate.

**Mrs A Thornton**

- School provision for children with special educational needs is responsibility of all members of staff.

### **Admission Arrangements**

The Governors are sensitive to the requirements of children with special educational needs. The Head Teacher is delegated with the task of determining whether the school can reasonably deliver the National Curriculum to a particular child and whether it would best meet the needs of that child.

### **Educational Inclusion**

At this school we respect the fact that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies for learning.
- Learn at different rates.

Teachers respond to children's needs by:

- Providing support in all curriculum areas.
- Planning appropriate targets for pupils in their class, writing, reviewing and updating IEPs (Individual Education Plans).
- Planning to develop children's understanding through the use of all senses and experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Planning for children to manage their behaviour, enabling them to participate effectively and safely in learning.

This policy ensures that teaching arrangements are fully inclusive. The majority of children will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short-term support.

### **Special Facilities - Including Access**

The school is mainly situated on one level with access to all areas including toilets and cloakrooms. There is also one disabled access toilet. Children entering or leaving the school building will have to use one or two small steps. There are no ramps covering any of the steps but these could be fitted if needed. There is an upstairs area to the school but this is mainly used by adults and there is an alternative withdrawal area downstairs.

The school has some access to small rooms where specialist SEN provision can be given on a one to one basis.

### **Resources**

Where appropriate, resources are allocated to children with special educational needs, from statutory and non-statutory funding, grants and the school budget. The Head Teacher has overall responsibility for the operational management of the specified and agreed resources for special needs provision within school, including the provision for children with statements. The Head Teacher informs the Governing Body of how the funding allocated to support special educational needs has been employed. The Head teacher, SENCO and Administrator should meet regularly to agree how to use funds, including those directly related to statements. The effectiveness of the resources for special needs will be monitored as part of the on-going process of self-evaluation in school.

## **Identification, Assessment and Review**

Early identification of a child's special educational needs is very important. They may become apparent at any time in a child's school life and this should be identified, and intervention made as quickly as possible. Progress made by children is regularly monitored and reviewed. The normal cycle of planning, teaching, assessing and evaluating is the primary means of identification. The school keeps a register of children with SEN where concerns, actions taken, outcomes and relevant observations are recorded. Records will inform planning.

Additional support is provided through Early Years/School Action. This will be monitored and reviewed regularly through an Individual Education plan (IEP).

- The SENCO will consult with parents, carers, teachers and support staff about IEPs to ensure all interested parties are aware of learning targets and their contribution to their achievement.
- All IEPs will be reviewed after an appropriate period of time to enable a judgement to be made about its effectiveness, but in any case at least once in six months. All review outcomes will be recorded.
- Students with a statement of SEN will, in addition to the on-going review of their progress and specific support through their IEP, be reviewed annually. A report containing recommendations will be provided for the LEA, which will consider whether to maintain, amend or cease the statement.
- This school will liaise with the receiving school when a child with special needs is due to transfer and will forward to them as early as possible all relevant information to enable an effective transfer.

## **Criteria for Evaluating the Success of the Policy**

The SEN Governor, the Head teacher and the SENCO will evaluate the success of the policy against the success criteria outlined below:

- The sustaining of the school's atmosphere in which pupils' individual differences are recognised and valued.
- The development of an effective system for identifying, assessing and monitoring children with special educational needs.
- The keeping of all accurate records of all children on the school's SEN register.
- The involvement of parents in the provision process.

## **Curriculum Entitlement and Integration**

We believe that all children have the right to a broad, balanced and differentiated curriculum. We have a caring environment where children are encouraged to share their concerns and where children's achievements and contributions are valued and celebrated. The teaching staff use a wide variety of strategies and approaches to meet the needs of all children, with agreed expectations of good behaviour, presentation of work and commitment. Sensitive timetabling will be considered for in-class support and withdrawal to ensure access to the curriculum.

IEP's contain a small number of specific targets, ideally three or four, designed to enable the child to progress. All children at EY/SA and EY/SA+ have an IEP.

Provisions are made to ensure that, as far as is possible, all children have access to all school visits and recreational activities.

### **In-Service Training**

School needs, individual staff and governor professional development will be catered for where possible by appropriate training.

### **Partnership with Support Services and Other Agencies**

Each school has entitlement to access support services. The school has good working relationships with all LEA Pupils and School Support units when identifying, assessing and making provision for special needs children.

The SENCO will attend appropriate courses and Local SEN Network meetings and feedback to staff during staff meetings.

### **Partnership with Parents**

The school has good relationships with parents, who are made welcome in school. The parents of SEN children will be involved, through discussion, at all stages of identification, assessment, provision and review. The school is sensitive to the needs and requirements of parents, and will support them in their reinforcement of school work at home.

### **Partnership with Other Schools**

S.E.N. records will be passed on to any school the child may transfer to.

The SENCO will attend Local SEN Network meetings and share expertise with other staff from our Local Area Network Cluster Group.

### **Complaints Procedure**

A complaint by a parent of a child who receives SEN provision can be made to the Head teacher, Class Teacher, SENCO or SEN Governor in discussion, by letter or by telephone. The nature of the complaint will be noted and either a resolution will be offered, or a meeting will be convened as soon as possible to discuss an agreed way forward.

The success of this policy is judged against the aims set out above. The policy should be reviewed annually.

### **Review**

This policy will be reviewed annually