



Special Educational Needs Policy.

Introduction

According to the DFES (Department for Education and Skills) Code Of Practice 2001 “Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.” This document defines that children have a learning difficulty if they have

- Significantly greater difficulty in learning than the majority of children of the same age.
- A disability which prevents or hinders them from making use of educational facilities of a general kind provided for children of the same age in schools within the area of the LA (Local Authority).

Overall Aims

At Corby Old Village Primary School we strive to ensure that all children’s needs are met by

- Recognising each child as an individual with individual needs that may span across the range of abilities.
- Acknowledging that each child has his own contribution to make to the school.
- Structuring working situations which allow opportunities for each child to demonstrate his abilities and achievements.
- Ensuring continuous progress through monitoring, reviewing, intervention, adaptation of methods and differentiation of resources.
- Identifying opportunities for celebrating a child’s success.
- Working in partnership with parents.
- Taking into account the wishes of the child and the views of their parents.
- Liaising closely with external agencies.

School Admissions

At Corby Old Village Primary School we

- Admit pupils with already identified special educational needs.
- Identify and provide for pupils that would benefit from support or provision.
- Endeavour to take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to other pupils who are not disabled.

The school has disabled toilet facilities and the building is predominantly single storey. There are no high steps restricting entry to any parts of the main school building.

Inclusion

At Corby Old Village Primary School we strive to engender a sense of community and belonging by

- Working closely with the LA and others to develop cultures, policies and practices to include all pupils.
- Providing access to an appropriate education that affords opportunities to achieve personal potential.
- Safeguarding the interests of all pupils.
- Incorporating the views of parents and pupils.
- Supporting pupils with SEN through implementation of strategies.
- Identifying training needs.
- Overcoming potential barriers to learning and participation (see the SEN Code of Practice toolkit).
- Setting suitable learning challenges and measurable targets.
- Responding to pupils' diverse learning needs.
- Educating pupils with SEN alongside their peers of the same age or level of attainment.

Provision and arrangements.

At Corby Old Village Primary School we recognise that children are individuals with specific needs and we try to ensure that adequate provision is available to all.

In order to provide effective learning for children with SEN we realise that it is essential to

- Identify needs as early as possible.
- Implement appropriate intervention programmes.
- Match provision to the nature of needs – different learning materials, special equipment, support staff, individual or group support etc.
- Regularly review progress.
- Involve parents and pupils in the process.

Identification

At Corby Old Village Primary School our aim is to identify children with SEN as early as possible. Early identification may come from

- Information received from the child's previous educational experience.
- Observations and informed judgements during the Foundation Stage.
- Assessments which are an integral part of planning and teaching.
- Judgements gained through the national norms in relation to the National Literacy and Numeracy Framework and National Curriculum level descriptors.
- Parental concerns.

Assessment

The assessment process should always focus on

- The child's learning characteristics.
- The learning environment provided for the child.
- The task set.
- The teaching style used.
- All adult/child relationships.
- Social / emotional interactions with peers.
- The teaching materials.
- Differentiation.

At Corby Old Village Primary we continually assess children's knowledge, skills and understanding, as well as their performance, abilities, aptitudes and interests. This provides information about the needs of each individual child and the results obtained can be used as evidence of achievement and for discussion purposes.

To help identify children who may have SEN we utilise a variety of sources to chart and measure children's progress.

- Their performance monitored by the teacher as part of ongoing observations and assessments.
- The outcomes from Baseline Assessment results.
- The Foundation Stage Profile.
- Their progress against the objectives specified in the National Literacy and Numeracy Strategy Framework.
- Their attainment against level descriptors within the National Curriculum and at the end of a key stage.
- Standardised screening or assessment tools.
- Information/concerns raised by parents, carers and outside agencies.

The school has also benefited from a Behaviour Improvement Programme. This facilitated a Learning Mentor and additional strategies to modify pupil behaviour and support social, emotional and well being needs. The Governors and Staff support the continuation of a Learning Mentor to support identified children with such daily needs.

Individual Education Plans (IEP's)

These may be either

- School Action – This provides interventions that are additional to or different from those provided as part of the schools usual differentiated curriculum.
- School Action Plus – This provides alternative interventions that are additional or different strategies from those provided by School Action. They are the result of consultations between outside agencies and are devised in light of the advice and support offered by them.

At Corby Old Village Primary School we have a series of record keeping procedures that are used to record all children's targets for development. If a child has class targets in the specific aspects of need then these are closely monitored as school action. Support and provision to meet these may be through class arrangements and groupings. If the child's needs are unique and require specific arrangements then a form is used (IEP) which shows the nature of their difficulties, their targets, details of the provision and their progress.

These records also allow for the views of the identified child and their parents to be noted.

All programmes are reviewed at the end of each term. The progress made is recorded and, if necessary, new targets are set which identify the differentiation needed, the resources required, the time allocated and the person/persons responsible for implementing and overseeing the child's needs.

When external services are involved their support and advice will also be recorded.

Access to the National Curriculum

At Corby Old Village Primary School we recognise that all children have the right to the greatest possible access to a broad and balanced education, including the National Curriculum, National Literacy and Numeracy Strategy Frameworks. Working alongside each other they

- Set out the areas of learning and content for each key stage.
- Secure access to essential areas of learning.
- Provide for the development of a child's knowledge, skills and understanding.
- Ensure children become active and responsible citizens.
- Allow teachers to match objectives to children's needs.
- Give guidance on including all children with SEN in lessons.
- Suggest that multidisciplinary approaches be utilised in order to maximise the achievements of all pupils.
- Allow opportunities for observation, assessment, planning and review.
- Encourage increased differentiated learning activities, curricular adaptations and pastoral or disciplinary procedures dependent on the child's individual strengths and weaknesses.

Pupil Participation

At Corby Old Village Primary School we actively encourage all pupils to take part in decision-making processes by involving them in the setting of individual learning targets.

Since children with SEN have a unique knowledge of their own needs and circumstances we welcome their views about what sort of help they would like and how best these might be met and provide support to facilitate pupil participation when making

- Contributions to IEP's i.e. target setting.
- Monitor and evaluate their own performance.

- Track achievements.
- Review successes.
- Suggest areas for further improvement.
- Liaise with external agencies, where necessary.
- Consider, if needed, appropriate education i.e. Mainstream or Special Schools.

These views are given due weighting according to the age, maturity and capability of the child.

Parental Involvement

At Corby Old Village Primary School we recognise that working in partnership with parents is an important aspect of promoting a culture of co-operation between parents and ourselves.

For children with SEN the role of parents can be further enhanced to include co-operation between themselves, our school and other agencies.

All parents hold key information about their child and have unique strengths, knowledge and experience to contribute to their child's needs and how best they can support these. We strive to fully involve parents in our school-based response for their child through effective communication which

- Welcomes and encourages parent participation from the outset and throughout their child's educational career.
- Acknowledges and seeks parental knowledge and expertise.
- Recognises the parent's personal and emotional investment and is aware of their feelings.
- Ensures that parents understand procedures i.e. How to access support, provide documents to be discussed well before meetings.
- Realises need for flexibility in timing and structure of meetings.
- Respects the validity of differing perspectives and seeks constructive ways of reconciling differing viewpoints.
- Responds sensitively to differing needs parents themselves may have i.e. disability, communication and language barriers.
- Offers support i.e. knowledge of child's entitlement, access to information and advice, contributions they can make, responsibilities and roles of those involved in their child's education.

At Corby Old Village Primary School we hope that by involving and supporting parents of children who have SEN and by listening to their views that we can

- Provide information and explain clearly any intervention and programme of action.
- Encourage parents' participation in supporting their child's learning, assessments and reviews.
- Enable their child to achieve their full potential.
- Promote a culture of co-operation between school, parents, the Local Authority (LA) and other external services.
- Raise awareness of the parent partnership services so that they know where they can obtain information, advice, guidance, and if required, have access to an Independent Parental Supporter.

Common Assessment Framework.

Occasionally, it is difficult to fully understand the needs of the child due to family challenges. When this occurs, if the parents are willing, a Common Assessment may be beneficial. This is where all agencies involved with the family can share their knowledge and help plan the suitable support. A lead professional is elected to carry out the inter-agency assessments.

Roles and Responsibilities

The Governing Body must ensure that

- Necessary provision and resources, human and/or physical, are made for any pupil who has SEN.
- Information from the LA that a pupil has SEN is made known to all who are likely to teach them.
- Teachers are aware of the importance of identifying, and providing for, those pupils who have SEN.
- Pupils with SEN join in the activities of the school with pupils who do not have SEN, so far as is reasonably practicable and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the pupils with whom they are educated and the efficient use of resources.
- Parents are notified of a decision by the school that SEN provision is being made for their child.
- Due regard to the Code of Practice has been acknowledged when carrying out its duties towards all pupils with SEN.
- They consult with external governing bodies and the LA, when it seems necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.

The Headteacher is responsible for the day to day management of all aspects of the school's work and must ensure that

- Provision and resources, human and physical, is made for pupils with SEN.
- Provision and arrangements for pupils with SEN is met.
- They keep the Governing Body fully informed.
- They work closely with the SENCO (Special Educational Needs Co-ordinator).

All teaching and non-teaching staff need to be fully

- Involved in the development of the SEN policy.
- Aware of the procedures for identifying, assessing and making provision for pupils with SEN.

The SENCO has responsibility for

- Communicating with parents of children with SEN.
- Advising and supporting colleagues in the school.
- Ensuring that relevant background information about individual pupils with SEN is collected, reported and updated.
- Overseeing the day-to-day operation of the schools SEN policy.
- Co-ordinating provision, resources and arrangements for children with SEN.
- Managing LSA's (Learning Support Assistants).
- Contributing to the in-service training of colleagues.

- Liaising with external agencies.
- Ensuring that appropriate IEP's (Individual Education Plans) are in place.

Evaluating the success of the education provided to pupils with SEN

It is the responsibility of the Governing Body to

- Monitor, evaluate and review the SEN Policy.
- Consider and report annually on the effectiveness of the school's work on behalf of children with SEN.
- Decide whether the policy needs amending.
- Establish appropriate staffing and funding arrangements.
- Determine the approach to provision for children with SEN.

Parental disagreements

- Parents have a right to complain to the Governing Body if they feel their child's SEN are not being met. A committee chaired by the Governor responsible for SEN will investigate the complaint, discuss the issues raised and provide written or verbal feedback.
- The Parent Partnership Service are responsible for preventing and resolving disagreements between parents and schools and parents and the LA.

In-service Training (INSET)

The INSET co-ordinator ensures each member of staff gets a balanced programme of training, which includes SEN. Teachers can also request or be requested to attend training sessions. The school benefits from courses offered from a wide range of providers including Children and Young Peoples Services from the LA.

Support Services

There are many support, specialist and consultancy services that can be called upon to assist, advise, facilitate understanding and provide expertise.

- LA Support Service – advice to teachers in respect of teaching techniques and strategies, classroom management and curriculum materials.
- Education Welfare Service – work with schools, parents and pupils especially if a child is at serious risk of disaffection or exclusion.
- Inclusion and Psychological Service (IPS) – work with schools, parents and pupils offering more rigorous assessments, more specific advice and support.
- Special Needs Involving Parents (SNIP) - work with parents and offer additional information, help, support and advice.
- Health Professionals and Social Services – can determine underlying problems and provide advice and support.

Links with other schools

There are opportunities for schools within the local area to liaise at SENCO and Headteacher meetings. When a child with SEN transfers to or from Corby Old Village Primary School contact is made by the Senior Management Team to pass on relevant information to assist a smooth and easy integration for the child into their new learning environment. Advice and expertise may also be shared between schools by request.

Transition between schools

Close communication between Corby Old Village Primary School and the feeder Secondary schools ensure a smooth transition for Year 6 pupils with SEN. We endeavour to contact the SENCO of all receiving schools to discuss issues relating to pupils that are transferring to their school.

SENCO – Mrs. Helen Williams
SENCO Assistant – Mrs Yvette Laywood
SEN Governor – Sue Norman

This document will be subject to a systematic annual review.
The document was written in consultation with the staff and Governors.

It was accepted by the Governing Body in Autumn 2002.

This Policy was reviewed Spring 2009 – To be reviewed Spring 2013