



NEWBOLD SCHOOL

SEN (Special Educational Needs) Policy

DEFINITION

Children have Special Educational needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them or if their needs differ in any way from those of the 'average' child.

Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age or have a disability that prevents or hinders them from making use of the educational facilities provided for children of the same age at Newbold School.

PRINCIPLES

The School Aims state, "We believe that every child has the capacity to learn". The 1981 Education Act asserted the right of each child to suitable educational provision.

At Newbold, we operate a "Whole School" approach to pupils with Special Educational Needs. We believe:

That all pupils have the right to a broad, balanced, differentiated and relevant Curriculum, that demonstrates progress.

That all teachers are teachers of pupils with SEN.

That pupils with SEN should have an enhanced level of resourcing to meet their Needs.

That parents of children with SEN have a vital role to play in supporting their child's education.

That all pupils have the capacity to learn and make progress.

That the views of the child should be sought and taken into account.

OBJECTIVES

1. All pupils with SEN have access to resources designed to meet their needs.
2. All pupils have an equal opportunity to contribute to the life of the school.
3. All pupils have access to a broad and balanced curriculum.
4. All pupils are encouraged to develop an awareness of, and respect for, individual differences.
5. All teachers have access to advice and support in dealing with Special Educational needs.

ROLE OF THE GOVERNING BODY

The British Union Education Director, associate director and special needs advice team will work in partnership with Newbold School, to place the highest priority on their duty to promote high standards of education for all children, including those with SEN.

The British Union Conference (BUC) Team will ensure that:

- The needs of children with SEN are identified and assessed quickly and matched by appropriate provision.
- High quality support is provided for Newbold School through educational psychology and other support services.
- Children can benefit from co-ordinated provision by developing close partnerships with parents, teachers, health and social services.
- Strategic planning for SEN is carried out in consultation with Newbold School and others to develop systems for monitoring and accountability for SEN.
- Arrangements for SEN provision are kept under review as required under section 315 of the Education Act 1996.
- Needs are matched by appropriate provision by evaluating the effectiveness of school funding arrangements in supporting and raising the achievement of children with SEN.
- That teachers in the school are aware of the importance of identifying, and providing for, those pupils who have SEN.
- That parents are notified of a decision by the school that SEN provision is being made for their child.

- That the quality of SEN provision is an integral part of the school development plan and that the quality of provision is continually monitored.

ROLE OF THE HEADTEACHER

The Headteacher has the responsibility for day to day management of all aspects of the school's work, including provision for children with SEN. The Headteacher should keep the BUC team fully informed and also work closely with the SEN co-ordinator. The Headteacher should refer all pupils potentially needing School Action plus to the BUC team.

ROLE OF THE SPECIAL NEEDS CO-ORDINATOR

The Special Needs Co-ordinator (SENCO), in collaboration with the Headteacher and BUC education team, will determine the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN.

The SENCO takes day-to-day responsibility for the operation of the SEN policy and co-ordination of the provision made for individual children with SEN, working closely with staff, parents and other agencies.

The SENCO, with support of the Headteacher and teachers, seeks to develop 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 standard of pupil achievements, and by setting targets for improvement.

The key responsibilities of the SENCO include:

- Overseeing the day-to-day operation of the SEN policy
- Co-ordinating provision for children with SEN
- Liaising with and advising fellow teachers
- Overseeing the records of all children with SEN
- Liaising with parents of children with SEN
- Contributing to the in-service training of staff
- Liaising with the BUC team, health and social services

ROLE OF THE CLASS TEACHER

All staff should be involved in the development of the school's SEN policy and be fully aware of the school's procedures for identifying, assessing and making provisions for pupils with SEN.

All teachers should work alongside the SENCO to implement and work with IEP, target setting, assessment and planning for children with SEN.

All staff should plan and teach a differentiated curriculum with the assistance of the SENCO to ensure all children with SEN have access to the full range of the curriculum.

ADMISSION ARRANGEMENTS

We welcome all pupils with Special Educational Needs at Newbold and admissions arrangements are exactly the same as for other pupils. The school will make efforts to accommodate any need not already met within its premises. Details of the school's ability to meet the needs of pupils with SEN will be explained to the parents prior to the child starting at Newbold.

ALLOCATION OF RESOURCES

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The Headteacher will inform the school board of how funding needs to be allocated to support special educational needs.

IDENTIFICATION, ASSESSMENT AND PROVISION

The school will be pro-active in the prompt identification of SEN via: teacher or parental observation, low attainment in specific subjects, performance below level descriptors in the national curriculum, or test results.

- Initially the class teacher will highlight areas for early action to support the child within the class, assessing what they know, understand and can do as well as to identify any learning difficulties.

- **School Action** Through continuous assessment, underpinned by evidence, relating to the progress of the child, a teacher may refer a child to the SENCO.
 - If any of the following statements are true there could be a need to intervene through School Action:
 - The child makes little or no progress even when the teaching approaches target the identified area of weakness
 - The child has difficulty developing literacy and/or numeracy skills thus affecting attainment in some curriculum areas
 - The child presents persistent emotional an/or behavioural difficulties that do not respond to the behaviour management strategies of the school
 - The child has sensory or physical problems and makes little or no progress despite provision of specialist equipment
 - The child has communication and/or interaction difficulties and makes little or no progress despite provision of a differentiated curriculum.

Interventions will then be put into place that are in addition to or different from those provided as part of the school's differentiated curriculum.

The class teacher, together with the SENCO, should consider the teacher's reasons for concern alongside any information about the child already available in the school.

The help inform the decision on the nature of help required, the class teacher, together with the SENCO, should seek additional information from the parents.

- The SENCO should take the lead in further assessment, planning future support for the child, monitoring and subsequently reviewing the action taken. The class teacher remains responsible for working with the child on a day to day basis and for planning and delivering an individual programme. Parents should always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

- An Individual Education Plan (IEP) will then be drawn up.

The IEP should include information about:

- short term targets set for the child
- teaching strategies to be used
- provision to be put in place
- when plan is to be reviewed
- outcome of action taken

The IEP should only include what is additional to or different from provision made for all pupils.

Strategies may be cross curricular or subject specific.

An IEP should be discussed with the parents and pupil.

Where a pupil identified as having SEN is at serious risk of disaffection or exclusion, the IEP should reflect strategies to meet their needs. A Pastoral Support Plan should be in addition to the IEP.

Review An IEP should be reviewed at least twice a year, ideally on a termly basis.

• SCHOOL ACTION PLUS

School Action Plus may be taken if one or more of the following apply:

- The child continues to make little or no progress in specific areas over a long period
- The pupil continues working at National Curriculum levels substantially below that expected of children at a similar age
- The pupil continues to have difficulty in developing literacy and mathematical skills
- The pupil has emotional or behavioural difficulties that substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- The pupil has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist services
- The pupil has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

A request for help from external services will be made when action is taken through School Action Plus. These outside agencies will:

- Advise staff on new IEPs and targets
- Provide more specialist assessments
- Give advice on the use of new or specialist strategies or materials
- Provide support for particular activities

The delivery of the IEP continues to be the responsibility of the class teacher.

If the SENCO and external specialist consider the information gathered as insufficient then the consent of the child's parents must be sought. Records should be kept of what further advice is being sought and the support to be provided for the child pending receipt of the advice.

• **STATUTORY ASSESSMENT**

For a very few pupils, the help given through School Action Plus may not be sufficient to enable the pupil to make adequate progress. It will then be necessary for Newbold School, in consultation with parents and any external agencies involved to consider asking the LEA to initiate a Statutory #Assessment. Newbold School will need to provide written evidence of, or information about:

- The school's action through School Action and School Action Plus
- Individual education plans for the pupil
- Records of regular reviews and their outcome
- The pupil's health
- National Curriculum levels
- Attainments in literacy and numeracy
- Education and other assessments, for example: advisory specialist or educational psychologist
- View of parents and pupil
- Involvement of other professionals
- Involvement of Social Services or Education Welfare Service.

While decisions are being made the pupil will continue to be supported through School Action Plus. All pupils with statements of special educational needs will have short-term targets set and an IEP that records strategies that are in addition to or different from the differentiated

ACCESS TO THE CURRICULUM

All children should have access to the National Literacy and Numeracy Strategy Frameworks alongside the National Curriculum. Teachers' planning is flexible in order to recognise the needs of all children as individuals and to ensure progression. Teachers at Newbold use auditory, kinaesthetic and visual approaches and strategies to teach the curriculum to maximize the achievement of all pupils.

Effective management, school ethos and the learning environment, curricular, pastoral and discipline arrangements minimize special educational needs arising. Observation, assessment, planning and review make provision for increased curriculum differentiation.

We, at Newbold, recognise the importance of providing effective learning opportunities for all pupils and believe in an inclusive curriculum where pupils' diverse needs are met by being set suitable challenges and being helped to overcome potential barriers to learning.

Individual Education Plans take the form of a small-steps approach. By breaking down existing levels of attainment into small steps and targets we ensure that children experience success and have a feeling of achievement. All children on the special needs register have an IEP.

INTEGRATION ARRANGEMENTS

We support children where possible within the classroom. This will be through whole class teaching, small groups. There are times when, to maximize learning, there will be one-to-one work outside the classroom.

EVALUATING SUCCESS

The SENCO monitors the progress made by pupils as revealed by a range of test results.

The Headteacher monitors the progress made by pupils in all areas of the curriculum as revealed by subject criteria.

The SENCO provides staff and governors with regular summaries of the impact of the policy on the practices of the school.

The SENCO supports teachers involved in drawing up IEPs for children.

The SENCO and Headteacher hold regular meetings to review the work in this area.

The BUC Education Department will review the policy and consider any amendments necessary.

ARRANGEMENTS FOR THE TREATMENT OF COMPLAINTS

Most complaints can be effectively dealt with in discussion with the Headteacher or the teaching staff. If parents feel dissatisfied with the response they are advised to consult with the Chair of the School Board.

SEN IN-SERVICE TRAINING FOR STAFF

The BC Education Department will provide training every two years. The school will keep abreast of new developments in special needs education and policies. Newbold School will review its own policy yearly.

EXTERNAL SUPPORT SERVICES

The first contact will be to the BUC Education Department who will provide a SEN specialist advisor and Educational Psychologist. They will advise of other necessary support services.

PARTNERSHIP WITH PARENTS

At all stages of the special needs process, the Newbold School keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of the 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 special needs children 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.

LINKS WITH OTHER SCHOOLS

When children move schools either at the end of Year 6 or during their primary phase, we transfer all records within 15 days. Copies of IEPs PREPARED IN SUPPORT OF school Action or School Action Plus and any statements of special educational needs are forwarded.

LINKS WITH HEALTH SERVICES, SOCIAL SERVICES AND VOLUNTARY ORGANISATIONS

The school recognises the need to work collaboratively with outside agencies along with the parents and the child. The objective is to provide integrated, high quality support, based on the needs of the child.

When we are concerned about the educational progress of a child after consultation with the parents and the BUC Education Department, the school will contact the appropriate organisation to discuss medical conditions or concerns that may be contributing to the child's difficulties in school. All information is confidential to the professional involved. Copies of all paperwork and documentation are kept in the child's file.

Date of last review: 04.01.10

Signed: (P Eastwood)