

Special Educational Needs (SEN) Policy

1 Introduction

This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

Definition of Special Educational Need

The 1981 Education Act states that, 'A child has SEN if he/she has a learning difficulty that calls for special provision to be made for him/her.'

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 that prevents 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 authority.
- are under the age of five years and fall within the definitions above or would do so if special education provision were not made for them.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught. However such children should be carefully monitored so that a child with special education needs is not overlooked because of his different home language.

Special educational provision means:

- educational provision that 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.

1.2 This policy describes the procedures and systems that have been established to meet the objectives of providing an integrated education for all children with special educational needs whilst aiming to provide access to a to a full and balanced curriculum.

1.3 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.

2 Aims and objectives

The aims and objectives 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 include parents/carers, once a concern has been expressed, throughout the process of assessment, monitoring and provision;
- to seek the views of the child –in ways appropriate to age and skills
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum.

3 Educational inclusion

3.1 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.

3.2 Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- 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;
- being in partnership with the children and helping them to plan and evaluate their own learning where possible and appropriate
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- developing partnerships with parents/carers
- accessing extra support at times in order to provide access to the National Curriculum. This may be from learning support provision within the school, or from outside agencies.

4 Special educational needs

4.1 Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

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4.2 In our 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;
- supports and advises colleagues;
- maintains the school's SEN register;
- contributes to and manages the records of all children with special educational needs;
- manages the school-based assessment and completes the documentation required by outside agencies and the LEA;
- acts as the link with parents;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- acts as link with external agencies and other support agencies;
- 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.
- Informs staff of training opportunities in aspects of SEN.

5 The role of the governing body

5.1 The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs.

5.2 The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

6 Allocation of resources

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

6.2 The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

6.3 The head teacher and the SENCO meet annually to agree on how to use funds directly related to statements. The SENCO draws up the resources bid when the school is planning for the next school improvement plan.

7 Assessment

7.1 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.

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- 7.2 The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices.
- 7.3 The SENCo works closely with parents and teachers to plan an appropriate programme of intervention and support.
- 7.4 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 in order to aid progress and provide detailed and accurate indicators.
- 7.5 The school uses a four stage model to respond to children's special educational needs:
- **Stage 1:** the class or subject teacher identifies a concern, informs parent and discusses with parent, consults with the SENCo; further assessment if needed planned and supervised by the SENCo
 - **Stage 2:** Individual Education plans record any aspect of provision that is additional to or different from the differentiated approaches and learning arrangements normally provided for all children.
 - **Stage 3:** the teacher and the SENCo are supported by outside agency involvement;
 - **Stage 4:** the LEA considers the need for statutory assessment and may order multi-disciplinary assessment after which it may issue a formal statement of special educational need.
- 7.6 The LEA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this.
- 7.7 Stages 1 and 2 are regarded as **School Action**. Stages 3 and 4 are **School Action Plus**.
- 8 Access to the curriculum**
- 8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:
- understand the relevance and purpose of learning activities;
 - experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 8.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
- 8.3 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. All children on the special needs register have an IEP.
- 8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.,

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9 Partnership with parents

- 9.1** The school prospectus contains details of our policy 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 and is always willing to talk to parents.
- 9.2** At all stages of the special needs process, the school keeps parents fully informed and involved. 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.
- 9.3** 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.

10 Pupil Participation

Children are encouraged to participate in decision making in ways that are appropriate to their level of maturity. Initially the emphasis will be on developing an awareness that their wishes, choices and feelings regarding their educational provision are important will be listened to, and taken account of.

11 Monitoring and Evaluation

- 11.1** The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- 11.2** The SENCO is involved in supporting teachers involved in drawing up Individual Education Plans for children. The SENCO holds termly meetings with each class teacher to review progress and provision. The SENCO and the headteacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold termly meetings.
- 11.3** The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings.

Signed:

Date:

Diamond Hall Infant School and Nursery Unit



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