

BARTON PRIMARY SCHOOL AND EARLY YEARS CENTRE.



Special Educational Needs Policy

DATE: October 2011

TO BE REVIEWED: October 2012

Signed..... Chair of Governors

Date.....

Policy for Special Educational Needs

Introduction

This document is a statement of the aims, principles and strategies for the provision of pupils with special educational needs at Barton Primary School and Early Year's Centre.

Please also see Safeguarding Policy, Equality, Diversity and Community Cohesion Policy and related policies in the Safeguarding File.

Principles

- It is the aim of our school and Early Years Centre to provide a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive environment which provides equal opportunities.
- The needs of the majority of the pupils in the school and Early Year's Centre are addressed through the implementation of a differentiated curriculum within the normal classroom setting. (Quality First Teaching)
- This policy addresses the needs of those pupils with learning difficulties, physical difficulties and emotional and behavioural problems.

The school and Early Year's Centre provide a broad and balanced curriculum for all children. The National Curriculum, Foundation Stage Curriculum and Birth to Three Matters are our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers and Early Year's practitioners set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that means they have additional needs and require particular action by the school and Early Year's Centre.

These requirements are likely to arise as a consequence of a child having special needs. Teachers and Early Year's Practitioners take account of these requirements and make provision where necessary to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age. Children may have special needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special needs takes account of the type and extent of the difficulty experienced by the child.

The *Disability Discrimination Act*, now superseded by the Equality Act 2010, identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with Asthma or Diabetes for example may not have special

educational needs but may still have rights under the *Equality Act*. We will assess each child as required and make the appropriate provision based on their identified needs.

Aims

The School and Early Years Centre will endeavour to:

- create an inclusive environment that meets the additional needs of every child
- ensure that the additional needs of children are identified, assessed and provided for
- make clear the expectations of all partners in the process
- identify the roles and responsibilities of staff in providing for children's additional needs
- enable all children to have full access to all elements of the school and Early Year's curriculum
- ensure that parents are able to play their part in supporting their child's education
- ensure that our children have a voice in this process

Educational Inclusion

At Barton Primary and Early Year's Centre we aim to offer excellence and choice to all our children, whatever their ability or needs through Quality First Teaching at Wave 1. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all children to feel that they are a valued part of our school community. Through appropriate curricular provision we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require the development of different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching and learning approaches and experiences

Teachers and Early Year's Practitioners 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 their senses and of varied 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

- helping children to manage their emotions, particularly trauma or stress and to take part in learning

Special Educational Needs

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

- they have significantly greater difficulty in learning than the majority of children the same age
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for the other children of the same age

Many of the children who join us have already been in early education. In many cases children join us with their needs already assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty we use a range of strategies that make full use of all available classroom and school resources. This level of support is called SCHOOL / EARLY YEARS ACTION. (Wave 3) The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Co-ordinator (SENCO), if not already, will become involved if the teachers and parents feel that the child would benefit from further support.

We will record in an Individual Education Plan (IEP) in years 1-6 and in an Individual Development Plan (IDP) in the Early Year's Centre, the strategies used to support the child. The IEP or IDP will show the short term target set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases this review will take place once a term.

If the IEP / IDP review identifies that support is needed from outside services we will consult parents prior to any support being actioned.

In most cases children will be seen in school or Early Year's Centre by external support services. This may lead to additional strategies or strategies that are different from those used in SCHOOL ACTION /EARLY ACTION. This enhanced level of support is called SCHOOL ACTION PLUS / EARLY ACTION PLUS. External support services will provide information for the child's new IEP / IDP. The new strategies in the IEP / IDP will, wherever possible, be implemented within the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern a request for Statutory Assessment will be made to the Local Authority. A range of written evidence will support the request.

In our School and Early Year's Centre the school SENCO with support from the Early Years SENCO:

- manages the day-to-day operation of the policy
- co-ordinates the provision for and manages the responses to children's additional needs
- supports and advises colleagues
- oversees the records of all children with special needs
- acts as the link with parents
- acts as the link with external agencies and other support agencies
- monitors and evaluates the additional needs provision and reports to the governing body
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with additional needs
- contributes to the professional development of all staff

The Role of the Governing Body

The Governing Body has due regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs.

The Governing Body will do its best to secure the necessary provision for any child identified as having special needs. The governors ensure that all teachers and Early Years Practitioners are aware of the importance of providing for these children. They consult the Local Authority and other schools when appropriate and report annually to parents on the success of the school's policy for children with special needs.

The Governing Body ensures that parents are notified of and included in any decision by the School and Early Years Centre if and when Special Educational Needs provision is to be made for their child.

The Governing Body has identified a governor to have specific oversight of the School's and Early Years provision for pupils with additional educational needs. The 'responsible persons' in this school are the Head Teacher and the SENCO. The Head Teacher and SENCO ensure that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement.

The Special Educational Needs governor ensures that all governors are aware of the school's Special Educational Needs provision, including the deployment of funding, equipment and personnel.

Allocation of Resources

The SENCO and Head Teacher are responsible for the operational management of the specified and agreed resourcing for special needs provision within the School and Early Years Centre, including the provision for children with statements of special educational needs.

Transition

Transition from Nursery to Reception, class to class and Year 6 to High School is monitored and supported by the Early Year's SENCO, the School SENCO and the High School's SENCO. Information is shared, meetings are arranged and data is passed on. Transition programmes are set up for those children who may find the process difficult.

Budget and Resources

- The Governing Body is mindful of its responsibilities towards the special needs of pupils. It ensures that these needs are adequately provided for.
- The provision of support staff in every classroom absorbs the budget allocation for Special Needs. However, resources are purchased as the need arises through the school budget.
- Additional specific funding supports statemented pupils. The school building has been adapted in a number of ways to facilitate easy access for pupils with physical disabilities.

Monitoring and Review

The SENCO/Head Teacher monitors the movement of children within the Special Educational Needs system in the School and Early Year's Centre. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCO is involved in supporting teachers involved in drawing up Individual Education Plans for children. The SENCO and the Head Teacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for Special Educational Needs also hold termly meetings.

The Governing Policy reviews this policy and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the Full Governing Body.

Appendix 1

Head Teacher - Karin Wales

School SENCO - Anne Rider

Special Educational Needs Governor - Patsy Grace