

# **Bourton Meadow School**

## Policy Document

### ***Special Educational Needs***

November 2009

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## ***What is meant by Special Needs?***

Children have special education needs if they have a *learning difficulty* that calls for *special educational provision* to be made for them.

They have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a difficulty which prevents or hinders 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 education authority
- c) are under compulsory school age and fall within the definition at a) or b) above or would do so if special educational provision was not made for them.

Children are also identified as having SEN if they are not making progress within a curriculum that:

- ✓ Sets suitable learning challenges
- ✓ Responds to pupil's diverse learning needs
- ✓ Overcomes potential barriers to learning.

We recognise that children must not be regarded as having a learning difficulty solely because the language or form of language used at home is different from the language in which they will be taught.

***Special educational provision means:***

a) for children of two or over, educational provision which 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 that area.

Special Educational Needs, Code of Practice November 2001

## **At Bourton Meadow School we aim to:**

- ✓ help children achieve their potential as learners and individual personalities
  
- ✓ provide learning opportunities that are challenging and enjoyable
  
- ✓ overcome barriers to learning so that all children have access to the full curriculum

## **We will do this by:**

- ✓ creating a happy and secure environment for learning for all children;
- ✓ making early identification of special needs;
- ✓ identifying potential barriers to learning and participation and providing appropriately to meet a diversity of needs;
- ✓ ensuring that necessary and appropriate provision is made for children identified as having special needs;
- ✓ ensuring that all pupils have access to an appropriately differentiated curriculum;
- ✓ promoting continuity of care by using a graduated response as recommended by the Code of Conduct;
- ✓ involving the child, wherever possible, in the process of identification, assessment and provision so that they are confident that their wishes will be taken into account and that they have a shared responsibility for their own learning and progress;
- ✓ recognising, valuing and celebrating children's achievements, however small;
- ✓ working in partnership with parents/carers in developing and implementing a joint learning approach at home and in school;
- ✓ keeping adequate and clear records of all necessary aspects of the child's provision and progress;
- ✓ ensuring that parents/carers are kept informed of their child's progress;
- ✓ ensuring consistent implementation of the school's SEN policy by all staff;
- ✓ using the Special Educational Needs Code of Practice and the Buckinghamshire Guidelines for Special Educational Needs to inform and guide us.

## **How do we identify pupils with special educational needs?**

The importance of early identification, assessment and provision for any child with special educational needs cannot be over-emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily intervention can be made without undue disruption to the organisation of the school. Assessment should be a continuing process.

To identify pupils who may have special educational needs, we will measure children's progress by referring to:

- ✓ their performance monitored by the class teacher as part of ongoing observation and assessment
- ✓ the outcomes from baseline assessment results
- ✓ their progress against the objectives specified in the National Literacy and Numeracy Strategy Frameworks
- ✓ their performance against the level descriptions within the National Curriculum at the end of a key stage
- ✓ standardised screening or assessment tools.

We will also be open and responsive to expressions of concern by parents and will take account of any information that they may provide about their child.

Teachers will consult year group colleagues, subject managers and the SENCo about children who they feel may have special educational needs.

Further consultations with specialists such as the Community Paediatrician, Educational Psychology, Speech and Language Therapy, Occupational Therapy, Physiotherapy and the Specialist Teaching Service may also be made to assess the child's needs further and provide recommendations for extra provision.

## **What assessment procedures do we use?**

The school uses a consistent nationally recognised assessment system that relates to early learning goals, the P scales for pupils with learning difficulties, the extended scales for EAL, and the National Curriculum levels of attainment, including exceptional performance for gifted and talented pupils. We also used standardised tests.

All teachers monitor and review pupil progress using this assessment procedure and, in order to ensure accuracy, regularly moderate and standardise samples of pupils' work and achievements across the curriculum.

## **How do we make provision for children with special educational needs?**

We will use a graduated response to meet children's special educational needs. This means that provision will be part of a continuum of care, using an array of strategies, and if needed, increasing specialist expertise can be brought to bear on the difficulties the child may be experiencing.

The class teacher should discuss her/his initial concerns about a child's progress with year group colleagues, subject managers (where appropriate) and the SENCo who will consider these concerns alongside relevant evidence and with reference to the Buckinghamshire Guidelines for Special Educational Needs.

A decision about action to be taken will be made. This may be:

- a) to investigate a different learning style or a different grouping, different teaching materials or differentiation of tasks set. *Parents (and the child wherever appropriate) will be consulted.*
- b) to undertake further assessment and/or observations possibly involving outside agencies to confirm/clarify child's needs and

appropriate provision. *Parents (and the child where appropriate) will be consulted. Following this further assessment / guidance from outside agencies may suggest that we **initiate**:*

- c) **School Action.** This means that interventions additional to or different from those provided as part of the school's normal differentiated curriculum will be put into place.

*School Action may also be initiated* when there is concern, underpinned by evidence and with reference to The Buckinghamshire Guidelines, that a child despite receiving differentiated learning opportunities over a period of time:

- ✓ makes little or no progress even when teaching approaches are targeted particularly in the child's identified area of weakness
- ✓ shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- ✓ presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- ✓ has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- ✓ has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

An **Individual Provision Map** will be written in consultation with the SENCo, the child where possible, the parents, and outside specialists where appropriate. This will set out specific and measurable targets in response to the child's needs. These will be unequivocal and clear to all interested parties. The SENCo will enter the child on the Special Educational Needs Register and will be involved with monitoring the child's progress through termly SEN progress meetings.

Evidence of the child's progress will be kept with records of consultations with outside professionals, consultations with parents, relevant examples of work and records of intervention plus outcomes and any other useful and relevant documentation. It is important to include previous observations on the child made

as part of the assessment and recording systems in place for all children.

Parents will be kept informed of their child's progress under School Action and invited to each review where their input will be used to write new targets

In some cases a child may need further provision to meet their needs, for example where, despite receiving an individualised programme and/or concentrated support under *School Action*, the child:

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

The school will then seek specialist advice from external support services and provision for the child will be initiated under **School Action Plus**.

Generally the SENCo and the class teacher, together with curriculum, literacy and numeracy coordinators and external specialists, will consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of ICT. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly.

A new Provision Map will be written and new targets set. The child's views will be sought and recorded wherever appropriate and parents consulted. These new targets may require outside specialist arrangements to measure the child's progress. If so, outside specialists, for example educational psychologists may be required for this.

*Parental consent will be sought where advice from outside specialists, for example the educational psychology service, is needed.*

In a very few cases, a child may not make adequate progress despite support under School Action Plus. Should this happen the school will follow the Buckinghamshire Guidelines and apply for Statutory Assessment.

## **Where, when and by whom?**

It is our policy that most interventions and provision will take part within the classroom whenever possible with differentiated work and activities planned using guidance from The National Literacy and Numeracy Frameworks.

Teaching Assistants work in class to support pupils at School Action, School Action Plus and those with Statements.

Children may also be withdrawn to work with a Teaching Assistant on activities such as WordWasp, Toe by Toe or Direct Instruction where one-to-one work is needed.

## **What is the SEN Co-ordinator's role?**

The SENCo is responsible for:

- ✓ The day-to-day operation of the school's SEN policy;
- ✓ Liaising with and advising class teachers;
- ✓ Co-ordinating provision for children with SEN;
- ✓ Overseeing the records of all children with SEN;
- ✓ Liaising with parents/carers of children with SEN;
- ✓ Contributing to the in-service training of staff;
- ✓ Liaising with external agencies including the Educational Psychology Service and other support services, health and social services, and voluntary bodies;
- ✓ Maintaining a register of children with SEN
- ✓ Attending review meetings of SEN pupils and of children with a Statement of SEN where appropriate
- ✓ Co-ordinating with the Headteacher in managing provision for pupils with SEN.
- ✓ Supporting Teaching Assistants who have special SEN roles.

## **What are the responsibilities of the Governing Body?**

The governing body should:

- ✓ have regard to the Code of Practice when carrying out its duties towards all children with SEN
- ✓ ensure that the necessary provision is made for pupils with SEN
- ✓ ensure that the teachers are aware of the importance of identifying and providing for pupils with SEN
- ✓ work co-operatively with the Head teacher and the SENCo to determine the school's general policy and approach to children with SEN
- ✓ report annually to parents on the success of the school's policy for pupils with SEN, including information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services.
- ✓ ensure that parents are notified by the school that SEN provision is being made for their child
- ✓ ensure that pupils with SEN are included as far as possible into the activities of the school and with other children
- ✓ consult with the LEA and the governing bodies of other schools, when it seems necessary or desirable, in the interests of co-ordinated SEN provision in the area as a whole.

## **What are our admission arrangements?**

The admission arrangements for children with SEN and without a statement is no different than for other children. However careful attention is paid to identifying the individual needs of children on entry using the graduated approach.

When a child comes to us having been identified as having SEN, we will liaise with parents at the earliest opportunity and a Provision Map will be set up to meet the child's needs.

Our school buildings are accessible for children with physical disabilities and for those using a wheelchair and we have specially designed toilet facilities.

Staff are aware of difficulties with acoustics in various parts of the school and deal with these as needed.

We keep a register of children with SEN in order to track pupil progress and facilitate support. This is updated twice yearly.

## **How do we evaluate and review the school's SEN policy?**

The policy will be reviewed annually. The evaluation will focus on: establishing how far the aims and objectives of the policy have been met; how effective the SEN provision has been in relation to the resources allocated; the progress made by pupils in judging "value added" factors and any feedback from pupils, parents, teaching staff and support staff.

In the light of these findings, the policy will be revised and amended accordingly.

## **Allocation of resources:**

Teaching Assistants are allocated to each year group to support Special Educational Needs.

The SENCo requests budget allocation based on the SEN needs of the school and it is her role to liaise with Subject Managers to ensure that provision is in place across the curriculum so that a variety of learning styles can be catered for.

The SENCo, in liaison with Class Teachers, monitors that children on School Action or School Action Plus and with Statements have the agreed amount of additional in-class and external specialist support.