

## Special Educational Needs Policy

### Introduction

The 1981 Education Act identifies children with Special Educational Needs as those who find learning significantly more difficult than the majority of children their age, and those with a sensory, emotional, physical or other disability.

### Definition

In addition, Winton we would go further, to define a child as having Special Educational Needs if they require teaching intervention or support which is different to that provided for other children and where their needs cannot be met through the normal differentiation of the curriculum.

### Aims

The aims of this policy are:

- To create an environment that meets the special needs of each child.
- To ensure that those needs have been identified, assessed and provided for.
- To make clear the expectations of all partners in the process.
- To ensure the implementation of the roles and responsibilities of staff in providing for children's special educational needs and to be familiar with the Code of Practice.
- To enable all children to have full access to all aspects of the school day.

### Identification/ Assessment

- It is essential that problems are recognised early so that pupils do not become de-motivated by failure.
- The class teacher informs the parents to alert them to their concerns and encourages their participation.
- Teachers and assistants may notice that a child is struggling with understanding, has emotional or behavioural difficulties, physical, communication or social difficulties.
- Class teacher and SENCO monitor the children's progress in line with existing pupil tracking and monitoring procedures.
- Parents may raise concerns.
- The SENCO works closely with all staff to plan appropriate interventions and support. Assessment here can be broken down into small steps in order to aid progress and provide detailed feedback.

## Action

- The graduated response to meeting the needs of children at Winton Primary follows the Revised Code of Practice issued in November 2001 and is related to the 2001 SEN and Disability Act and Regulations.
- Once a problem is identified an IEP will be drawn up to meet these needs.
- All children with IEPs are placed on the SEN register.
- The school uses the School Action or School Action Plus model to respond to children's special educational needs.
- The school shares this document with the child and parent and all sign.
- When a class teacher or SENCO identifies a child with Special Educational Needs the class teacher will provide interventions that are additional to or differentiated from those provided as part of the school's usual differentiated curriculum. This will be called School Action.
- School Action Plus is invoked if the child continues to make little or no progress.
- IEPs are monitored by the SENCO twice yearly.
- If after continued support and interventions the child makes little or no progress, or if the difficulty appears to be complex or low-incidence, a request to the Local Authority will be made for a Multi-Disciplinary Assessment of Special Educational Needs.
- The Local Authority seeks a range of advice from outside agencies before deciding to issue a Statement. The needs of the child are considered to be paramount in this.

## Statements of Special Educational Needs

These are issued by the Local Authority:

- following a Multi-Disciplinary Assessment
- may include an entitlement to a certain amount of Teaching Assistant support
- Additional support funded by the school will be provided according to available resources
- Provision will be monitored by the SENCO and evaluated at an Annual Review meeting where persons/ professionals involved will be invited to contribute..

## SEN Plan meetings/ Progress meeting

- The school can enlist the help of outside agencies to discuss an individual child.
- These agencies may contribute to the production of a new IEP or provide advice and support to the class teacher and SENCO.
- Winton Primary is well supported by the Borough SEN Inclusion Team.

### Concerns and complaints

A parent concerned about their child's progress should:

- Initially speak to the class teacher.
- An appointment with the SENCO may be sought for expert advice.
- Complaints should be addressed to the Head teacher.

The Head teacher is responsible for:

- the implementation of this policy
- monitoring the outcomes
- keeping the Governing Body fully informed
  
- If satisfaction is not forthcoming, complaints should be addressed to the Chair of Governors.
- The Governors report each year to the parents on their policy for pupils with special educational needs.
- They take account of the SEN Code of Practice when carrying out their duties towards all pupils with special educational needs.

### Role of the Governing Body

- 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 Local Authority and other schools (when appropriate) and report annually to parents on the success of the school's policy for children with special educational needs.
- 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.

### The Special Educational Needs Co-ordinator (SENCO)

- Manages the day to day operation of the Policy.
- Co-ordinates the provision for and monitors the efficacy of those interventions.
- Supports and advises colleagues in devising IEPs.
- Provides expert advice and support.
- Oversees the records on all pupils with special educational needs and monitors the school's SEN register with the support of the SEN Admin officer.
- Develops and maintains links with outside agencies including Educational Psychology, Behaviour Support, Learning Support, Speech and Language Therapy, Social Services, medical professionals and voluntary bodies.

- Advises the Head and leadership team on Special Educational Needs issues and current thinking.
- Manages school-based assessment and completes the documentation required by outside agencies and the Local Authority.
- Contributes to in-service training of staff.
- Assists the Head in planning the deployment of staff.
- Manages the Teaching Assistants.
- Manages a range of resources and materials linked to the support of children with special educational needs.

### Allocation of resources

- The SENCO is responsible for the operational management of the specified and agreed resources for special needs provision for children with Statements of Special Educational Needs.
- The Head informs the Governing Body of how the funding allocated to support special educational needs is to be employed.
- The Head and the SENCO meet annually to agree on how to use funds directly related to Statements and the SENCO informs the Head of the resources when the school is planning for the next School Improvement Plan.

### Access to the Curriculum

All children have an entitlement to a broad, balanced and relevant curriculum which is differentiated to enable children to:

- understand the relevance and purpose of learning activities
- experience feelings of self-worth that brings success and achievement

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Whenever possible, we do not withdraw children from the classroom situation. There are times though, when , to maximise learning, we work with small groups or in a one-to-one situation elsewhere in the school.

### Nurture Groups

Winton Primary is committed to the philosophy of Nurture Groups. Some children have emotional and social needs which need additional support. We have three Nurture groups which support children in Years 1 and 2, Years 3 and 4 and Years 5 and 6. These children are selected by Boxall profiling and their progress is monitored regularly by qualified Nurture staff to assess their readiness for full-time integration back into the classroom.

### Partnership with parents

- The Pastoral Care team and SENCO operate an 'open door' policy to encourage two-way dialogue between parents and school.
- At all stages, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all times, and are always available to allay worries and concerns.

The school's SEN Policy reflects the philosophy and ethos of the school. Issues of Equal Opportunities and the belief that all pupils are equally valued remains paramount. Winton Primary will make every effort to ensure that all pupils are integrated into the life of the school community, including visits and social and extra-curricular activities.

This policy is formally adopted by the governing body.

\_\_\_\_\_ (signed) Chair of curriculum committee.

\_\_\_\_\_ (date)

This policy is due for review in February 2008.

## Annex 1. (March 2007)

### Support Services available to us

Dorset House SEN Inclusion Officers – Marian Rees, Sonia Colton  
Educational Psychology Service – Anna Luzio  
Learning Support Service – Helen Becker  
Behaviour Support Service – Jim Bompfrey  
Speech and Language Therapy – Emma Caden  
Moordown Clinic Community Paediatrician – Dr. Dandawate  
Consultant Paediatrician – Dr. Renshaw  
EMTAS – Jo Lancashire  
Nurture Support – Sue Nicholls  
School Nurse – Sue Drummond-Fowler  
Consultant geneticist – Dr. Bruce Castle  
Children’s Therapy Service, Poole Hospital – Rowena Johns  
Hearing Impaired Service – Sam Bealing  
Linwood School Outreach Project – Tracy Warwick  
Linwood School Advanced Skills Teacher – Steve Mason  
Linwood School personal care support – Margaret Fewtrell  
Listening Ear Counselling Service – Ann Pritchard  
Social Services  
Educational Welfare Officer  
Parent Link – Annette Harwood  
FAST team  
Child Care Assessment Team  
Shelley Clinic – Dr O’Callaghan  
Diabetic nurse – Bernadette McHugh  
Physiotherapy services – Wendy Joy