

Bessemer Grange Primary School

Policy on Special Educational Needs (SEN)

1 Introduction

- 1.1 This policy was reviewed and updated in Spring 2013 in line with the revised Code of Practice.
- 1.2 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. Some children have barriers to learning that mean they have special needs and require particular action by the school.
- 1.3 These diverse needs are likely to arise as a consequence of a child having additional educational needs. Teachers 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.
- 1.4 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.
- 1.5 The Disability Discrimination Act 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 Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

2 Aims and objectives

- 2.1 The aims and objectives of this policy are:
 - To ensure that all children are given equal access to the curriculum and that each child's achievements are valued
 - to ensure that the special educational needs of children are identified, assessed and provided for;
 - that records are kept that follow the children through school which are clear, factual and up to date;
 - 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;
 - to ensure that parents are able to play their part in supporting their child's education;
 - to ensure that our children have a voice in this process.

3 Admissions Policy

- 3.1 The school's Senior Management Team (SMT) follow the LA Admissions Criteria and Single Equality Scheme when enrolling pupils to the school. There is a limit of only one physically disabled pupil per class.
- 3.2 The Governing Body responds to consultation for admission of pupils with a statement of Special Educational Needs. In exceptional circumstances the school may feel unable to meet the

child's needs. The Governing Body will prepare a detailed report, in accordance with the Code of Practice, demonstrating why the school cannot admit the child.

4 Educational inclusion

4.1 Bessemer Grange Primary School is an inner city primary school serving a community with a wide range of social and ethnic backgrounds; the main school is on two floors and dates from 1952. In September 2010 a new SureStart Children's Centre was opened adjacent to the old building which has new Reception and Nursery classes on the ground floor with the Children's Centre and Crèche on the first floor. The Children's Centre provides a wide range of services to the local community

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. 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 our children to feel that they are a valued part of our school community.

4.2 Through appropriate curricular provision we offer a range of strategies -

- providing support for children who need help with communication, language and literacy;
- a range of different strategies for learning
- 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;
- supporting individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4.3 The school has completed adaptations to provide access for children and adults with physical disabilities. These include:

- Ramp access to the Early Years with a disabled lavatory and shower
- Ramp access to the main building and a disabled lavatory on the ground floor
- Lift access from foyer to mezzanine to upper floor
- Disabled lavatory and shower on the upper floor corridor

5 Management of Special Educational Needs

5.1 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. Children have a learning difficulty if:

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

5.2 In some cases, children join us with their needs already assessed. All children are 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.

5.3 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 Action. 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. These might include: speech and language groups, dyslexia support, Numeracy support, literacy support, behaviour and phonic groups.

The class teacher will keep parents informed and draw upon them for additional information.

The SENCo/Inclusion Manager, if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCo/Inclusion Manager will then take the lead in co-ordinating further assessments of the child's needs.

- 5.4 We will record the strategies used to support the child. It will show the targets set for the child, the teaching strategies to be used and a menu of interventions. The SENCo /Inclusion Manager tracks the child's progress termly and decide on further actions if necessary.
- 5.5 If the school 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 by external support services.
- 5.6 If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LA. A range of written evidence about the child will support the request.

6 Roles and responsibilities

6.1 The Head Teacher has been designated the role of **responsible person.**

- The responsible person must be informed by the LA when they conclude that a pupil at the school has special educational needs – i.e. following the issue of a statement or when a child with a statement is seeking to transfer to the school.

6.2 The Senior Management Team work towards the school's aims by:

- Monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken
- Establishing staffing and funding arrangements in consultation with the school's governing body
- Informing parents (via the Governors' Annual Report) about the success of the policy, any significant changes anticipated following consultation with the LA, other schools or evaluation.
- Keeping adequate and termly records of the nature, extent and outcomes of targeted support provided for every pupil with identified needs.

6.3 The Special Educational Needs Coordinator: (SENCo)/ Inclusion Manager

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports the teaching assistants in delivering interventions
- works with individual teachers devising ILP's
- supports and advises colleagues;
- monitors and evaluate additional support in the Pupil Development Centre
- oversees the support given by the Learning Mentor
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as the 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, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contributes to the professional development of all staff.
- Contributes to pupil progress meetings

6.4 Class Teacher's work towards the school's aims by:

- Implementing the policy for SEN.
- Liaises with the Teaching Assistants as to the progress made in intervention groups
- Keeping parents informed and advised of support for their child's progress.
- Working in partnership with the TA to plan and implement differentiated learning and the pupils IEP.
- Observing, assessing and recording pupil's progress, observing children where development is causing concern. Ensuring information is communicated to the SENCo/Inclusion Manager and senior managers.
- Ensuring a differentiated curriculum is available to enable all pupils' access.
- Devising, writing and implementing IEP's with children who have Statements in partnership with the SENCo. /Inclusion Manager
- Contributing reports to full statutory assessments.
- Providing reports for the Annual Review of the Statement and contributing to the meeting.

6.5 Special Support Assistants, Nursery Nurses and Teaching Assistants work towards the school's aim by:

- Providing support in learning and behaviour interventions.
- Recording progress made by individual pupils and contributing to reviews.
- Keeping parents informed about their child's progress.
- Assisting in the procedures for the early identification of pupils with SEN.

7 The role of the governing body

- 7.1 The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.
- 7.2 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. The governing body ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.
- 7.3 The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the head teacher. The head teacher ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement.
- 7.4 The SEN Governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

8 Allocation of resources

- 8.1 The SENCo/Inclusion Manager 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.
- 8.2 The Head teacher informs the governing body of how the funding allocated to support special educational needs has been employed. This included traded services such as Educational Psychologist and Speech and Language Services.

- 8.3 Resources for SEN are purchased as appropriate and are matched to recurring needs throughout the school.

9 Assessment

- 9.1 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.

- 9.2 The class teacher and the SENCo/Inclusion Manager assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The child's parents, a member of staff or outside agency/professional may register a concern for a child. The SENCo/Inclusion Manager investigates the concern and with reference to LA guidelines will assess the child's entry on the Register at School Action or School Action Plus and consult the pupil's parents.

- 9.3 The SENCo/Inclusion Manager works closely with parents and teachers to plan an appropriate programme of support.

- 9.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCo /Inclusion Manager can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. Various assessment tools are available such as in house dyslexia screening, numeracy assessments and speech and language assessments.

- 9.5 The school strives to meet the individual learning needs of the majority of children via the provision and resources available. A number of pupils will require more specialised intervention and are referred to the LA for the statutory assessment of their special educational needs. Parents are always consulted before a referral is made. The LA seeks a range of advice before making a formal statement. The school will indicate the professionals involved. This may include the educational psychologist, medical professionals and other statutory services. The needs of the child are considered to be paramount in this process.

- 9.6 The school will ensure that an Annual Review of each pupil's statement is convened to ensure the appropriateness of the Statement and that the child is benefiting from the recommendations. At Year 5 the SENCo/Inclusion Manager will involve The Inclusion Team (LA) to give guidance on transition to secondary provision.

10 Access to the curriculum

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

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

- 10.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and use assessment to inform the next stage of learning.

- 10.3 Individual Learning 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. Most children at School Action will have an ILP but if differentiation is clearly shown in teachers planning an ILP is not necessary. All pupils at School Action Plus level will have an ILP.

- 10.4 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. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation inside or outside the

classroom. Learning activities include maths interventions, Literacy and Numeracy groups, speech and language therapy, dyslexia support and sensory room sessions.

11 Partnership with parents

- 11.1 The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home–school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.
- 11.2 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 particular interest in special needs and is always willing to talk to parents.
- 11.3 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.

12 Pupil participation

- 12.1 In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages.
- 12.2 Children are involved at an appropriate level in setting targets in their ILPs and in ILP review meetings. Children are encouraged to make judgements about their own performance against their ILP targets. We recognise success here as we do in any other aspect of school life.

13 Monitoring and review

- 13.1 The SENCo/Inclusion Manager monitors the movement of children within the SEN procedures in school. The SENCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- 13.2 The SENCo/Inclusion Manager is involved in supporting teachers in drawing up Individual Educational Plans (IEPs) 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 needs also hold termly meetings.
- 13.3 The governing body reviews this policy annually and considers any amendments in the light of the review findings.

SEN governor: *Dee Charnley*

Headteacher: *Sarah Beard*

Inclusion Manager: *Lynette Mincher*