

Birchfield Community Primary School Special Educational Needs Policy

Birchfield values the abilities and achievements of all its pupils, and is committed to providing the best possible learning condition for each pupil.

Introduction

- Birchfield provides a broad and balanced curriculum (basic entitlement) 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 action to be taken by the school.
- These requirements are likely to arise as a consequence of a child having special educational needs. At Birchfield 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 the curriculum and assessment activities.
- 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.
- 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 at Birchfield may not have special 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 identified needs.

Aims and objectives

- 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 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 curriculum;
- to ensure that parents are fully informed of their child's progress and able to be fully supportive of their child's education;
- to ensure that our children are involved in the process.

Educational Inclusion

At Birchfield we have high expectations of our children, and we aim to provide excellence and enjoyment through our curriculum to all. We endeavour to achieve this through the removal of barriers to learning and participation. We intend all children at Birchfield to feel valued. Through appropriate curricular provision we respect the fact that children:

- have different educational 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.

This policy builds on section 5 (curriculum inclusion) contained within the schools policy on Curriculum which recognises the entitlement of all pupils to a broad and balanced curriculum and reinforces the need for teaching which is fully inclusive.

Special Educational Needs

A child has special educational needs if he/she has learning difficulties which calls for special educational provision to be made. All children may have special educational needs at some time in their lives. Children have a learning difficulty if:

- **they have a 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.**
- Many of the children who join us have been in early education and their needs may have already been assessed. All children are assessed as they enter our school, so that we can build on prior learning. This information provides a starting point for the development of an appropriate curriculum.
 - All staff are responsible for identifying children who may have special educational needs and early identification is considered a priority.
 - The SEN code of practise advocates a graduated response to meeting the needs of children with special educational needs. When it becomes clear that a child is failing to make appropriate progress within **Provision For All** additional support will be provided. This level of support is called **School Action**. Interventions will be offered that are different to or additional to those provided through in the classroom basic entitlement. School Action intervention can be triggered through concern that despite differentiated teaching pupils:
 - make little or no progress, despite targeted teaching of weakness;
 - demonstrate difficulty in developing literacy or numeracy skills;
 - show persistent emotional/behavioural difficulties which are affected by behaviour management strategies;
 - have sensory/physical problems and despite the provision of specialist equipment make little progress;
 - experience communication and/or interaction difficulties and despite experiencing a differentiated curriculum makes little or no progress.
 - We will record, in an Individual Education Plan (IEP) the strategies used to support the child. The IEP will show short term targets set for the child and the strategies to be used. It will indicate the outcomes which are recorded at review as well as the date for when this review will take place.
 - At Birchfield the class teacher and SENCo meet termly to review children's IEP targets. The teacher will discuss the details of the IEP with the child in class. A copy of the targets will be sent home to parents and they are offered an opportunity to meet with either the class teacher and/or SENCo to discuss any questions or concerns.
 - The class teacher remains responsible for working with the child on a daily basis but planning a more individualised programme which will be detailed in the IEP may include interventions will be supported by the SENCo or outside agencies.
 - If the IEP review, or liaison between class teacher and SENCo identify a need for support from outside agencies parents are consulted immediately. In most instances external support agencies will see a child at school.
 - If despite School Action support concerns remain then **School Action Plus** can be considered. An Annual Review will be held at which parents, the SENCo and any outside agencies involved with a child will meet. The Annual Review forms the body of the application for School Action Plus funding. Applications are submitted annually in March. However if a child joins the school mid-year a request can be submitted in October. In some cases such as medical an application can be put to the complex panel at any point during the academic year. Those children successful in attracting further funding will move to School Action Plus.
 - Twice a year at Birchfield SEN Consultations are held. The SEN Consultation is an opportunity for the SENCo and Head Teacher to meet with members of the outside agencies, including Learning Support Services, Educational Psychology and Behaviour Support. Progress of children currently at School Action Plus will be discussed. There is also an opportunity to raise concerns for children at School Action. In these instances the school, despite implementing an IEP and significant interventions, may not feel it is adequately meeting the needs of the child and can request additional support in a range of forms.
 - If despite an individualised programme a child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the local authority. Requests for statutory assessment may also be made by a parent or by referral by another agency.

The Role of the SENCo

At Birchfield the 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;
- oversees the records of all children with special educational needs;
- liaises with parents of children with special educational needs;
- liaises with external agencies and other support services;
- monitors and evaluates special educational needs provision, and reports to the governing body;
- manages human resources to enable appropriate provision to be made for children with special educational needs;
- contributes to the professional development of staff.

The Role of the Governing Body

The governing body;

- has due regard to the code of Practise when carrying out its duties toward all pupils with special educational needs;
- does its best to ensure that the provision for SEN children is made and that it is of a high standard;
- ensures that a responsible person is appointed to communicate to all involved with teaching children with a statement of special educational needs are fully informed of this statement;
- ensure that children with special educational needs are fully involved in school activities;
- will be involved in developing and subsequent reviews of the SEN policy;
- will report to parents on the school's special educational needs policy;

Allocation of Resources

The SENCo 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. The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed. The headteacher and SENCo meet annually to agree how to use funds directly related to children in receipt of School Action Plus funding.

Access to the curriculum

- All children are entitled 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.
- 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 form the next stage of learning.
- 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 SMART targets we ensure that children experience success.
- At Birchfield we support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times, however, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Partnership with Parents and children

- At Birchfield we work closely with parents and recognise that they have much to contribute to our support for children with special educational needs. We encourage an active partnership through an on-going dialogue with parents.
- Parents evening meetings are held twice a year. Parents of children with special educational needs are invited to meet with the SENCo as well as their child's class teacher to discuss their child's progress.
- At Birchfield we encourage children to take responsibility and have a key role in their learning. This is part of the culture of our school and relates to children across the school.
- Children are encouraged to make judgements about their own performance against their IEP targets.

Monitoring and reviewing

- 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.
- The SENCo is involved in supporting teachers involved in drawing up Individual Education Plans (IEPs) for children. The SENCo and the headteacher hold regular meetings to review the work of the school in this area. The SENCO and the names governor with responsibility for special needs, Sue Parry, hold termly meetings.
- The governing body reviews this policy annually.

Sian Biggs – SENCo
Sue Parry – SEN Governor
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