

Braywood CE First School



Special Education Needs and Disability Policy

'From tiny acorns, mighty oak trees grow, watered and nurtured by God.'

Definition of Special Educational Needs

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

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age.
- have a disability that 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.
- are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

At Braywood we adhere to the SEN Code of Practice which sets out guidance on policies and procedures aimed at enabling pupils with special educational needs to reach their full potential, to be included fully in their school communities and make a successful transition to adulthood. We have a good record for successfully including children into our setting in order to meet their special educational needs.

Aims and objectives

Our aims are:

- to create an environment that meets the special educational needs of each child.
- to enable all children to have full access to all elements of the school curriculum.
- to ensure that the special educational needs of children are identified, assessed and provided for.
- 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 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.

The ethos of the school is that every child has the opportunity to succeed. We are concerned with the uniqueness of each individual child and their capacity to develop in every aspect of school life.

Inclusion

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations for all our children and 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 whether they have special educational needs, disabled or are gifted and talented.

We respect the fact that children:

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

Roles and Responsibilities

Provision for children with special educational needs is a matter for the school as a whole – teachers, the governors, all staff, parents and the children themselves all have important day-to-day responsibilities.

The class teacher and SENCo are initially responsible for identifying and assessing individual special needs.

Role of the SENCO/Headteacher is to

- 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
- acts as the link with parents
- acts as 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, human and material, to enable appropriate provision for children with special educational needs
- contributes to the professional development of all staff

All teachers are teachers of children with special educational needs. Fundamentally we feel that every child deserves a personalised learning experience and is entitled to a curriculum appropriate to their needs. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

Interventions

At Braywood the Headteacher is the SENCo and we have three high level teaching assistants who support her role with the children in KS1 and KS2. It is their role to monitor the children's progress on a day to day basis with the class teacher and to constantly report back to the Headteacher.

Means of identification:

- Slow progress/difficulty in learning
- Parental concern
- Concern of outside agencies e.g. G.P., Health Visitor etc.

- General classroom behaviour
- Foundation Stage Profile
- Internal tests such as spelling / reading tests
- General difficulties with work, organisation, concentration, motivation
- Using external assessments – e.g. IPSS, Speech and Language, Educational Psychologist, Cognition and Learning etc.

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

Provision

At the heart of the work of every primary school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

The teachers will be responsible for the daily management of the children's work. They will ensure differentiation is in all areas of the curriculum and also allocate the use of the teaching assistant's time where appropriate. Children with special needs may be taught individually, in a small group or as part of the whole class. Teaching assistants will give learning support in the classroom alongside the class teacher. Teachers and support assistants are well trained and can confidently support most educational needs. We have 5 specifically trained teaching assistants in the area of dyslexia, autism, emotional literacy, speech and language and fine/gross motor skills.

The RBWM Cognition and learning team regularly support our teachers in class with early morning catch up groups. Pupils who are struggling are offered 'catch up and keep up' groups in class and one-to-one tuition after school. We have a dedicated educational psychologist, speech and language therapist, occupational therapist and the LEA and Health provide additional services to support range of more specific educational needs.

Children's progress is tracked throughout the school through our provisional mapping grids which are formally reviewed every term and informally monitored all the time. Children are identified as action/action plus or statement needs and a programme of work is identified through our provisional mapping meetings. This intervention can take many forms from additional work in small groups or on a one-to-one basis through to specific professional support and training. Once a professional is involved strategies used are documented in a variety of reports and test data. All pupils on our SEN register are tested at the beginning and end of the year (in addition to class data) which highlights the children's progress and needs.

Catch up and Keep up

When a class teacher or the SENCO identifies a child with special educational needs, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. This will be called Wave 1.

Involvement of a professional

At this stage external support services, will usually see the child so that they can advise teachers with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. These interventions will be implemented, at least in part, in the normal classroom setting.

Statutory Assessment of Special Education or Education, Health and Care Plan

Where a request for a statutory assessment is made by the school to an LEA, the child will have demonstrated significant cause for concern. The LEA will need information about the child's progress over time, documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

This information may include:

- individual education plans for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant attainment in literacy and mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the child. involvement of other professionals such as health, social services or education welfare service.

Statutory assessment involves consideration by the LEA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary.

Individual Education Plans and Personal Educational Plans

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when IEP is reviewed).

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents.

The IEP will be reviewed at least twice a year and parents' views on their child's progress will be sought. The child is central to this process and they are involved in setting the targets.

Annual review of a statement of special educational needs

All statements must be reviewed at least annually with the parents, the pupil, the LEA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

Monitoring and Evaluation

The Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with SEN. The governing body does its best to secure the necessary provision for any pupil identified as having SEN. A specific governor has an oversight of the school's provision and has regular meetings with the Headteacher in order to report back to the full Governing Body.

This policy is reviewed annually in the light of new legislation, the needs of the individuals and the school.