

BROMET PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

Rationale

The development of this policy is a result of our concern that we should acknowledge the special educational needs of our pupils, monitor those needs and employ strategies to meet them.

This policy has to be developed by teaching, non-teaching staff, parents and governors. It is intended to offer guidance about the identification and monitoring of special education needs.

It is intended to fulfil the requirements of the Education Act 1993 and 1996 which requires all schools to have a policy regarding special educational needs.

Philosophy

1. A child has a special educational need if he/she has a *learning difficulty*, which calls for *special educational provision* to be made for them. (Code of Practice 1:3)
2. We endorse the DCFS SEN Code of Practice view that all children have individual needs, but not necessarily a special educational need. This is based upon the understanding that a special need arises when children are experiencing *significantly* greater difficulty with their learning than the majority of children of their age. (Code of Practice 1:3a)
3. We believe in an inclusive education where all children, regardless of gender, race or religion and including those with special educational needs, should have their needs met.
4. We believe it is crucial that parents, pupils and schools work closely at every stage and that the views of parents and pupils are valued. The views of the child will be sought and taken into account.
5. We believe that children should not be treated as having special educational needs based solely on the fact that their language at home is different from that spoken in school. This is the view shared by the Education Act 1981. (Code of Practice 1:3)

6. We believe high expectations are appropriate for all children with special educational needs and that they can make progress even if only in very small steps.
7. We believe in the need to “nurture the aspirations of all children and help them to set goals” ECM (Every Child Matters)
8. We believe that maximum possible access to the National Curriculum and religious education must be maintained. (Code of Practice 1:5)
9. We believe a stimulating, caring, secure environment will promote enthusiasm for learning for the child with SEN. Consideration of the morale and self-esteem of the pupils is paramount.
10. We believe that expertise in meeting a child’s special educational needs should belong to all mainstream staff, supported where possible by Teaching Partners (TPs) and advice from the SENCo. We recognise and value the skills and expertise that outside agencies can offer and call upon them when necessary.

Procedures

Stages:

- Provision Mapping and Intervention
- Support Plan

Children with Special Educational Needs will be put on the school register of special educational needs according to the criteria set out in the DCFS SEN Code of Practice 2014.

The ‘four broad areas of need’ are:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Where external advice and professional outreach is required a child may be included in Support Plan in liaison with class teacher, professional and parents/carers.

- An EHC Plan

Teacher/ Head teacher/ or other responsible adult identifies a child experiencing difficulties using information from:-

- Pre- school report/ transfer records
- Informal observations
- Teacher assessment
- Early Years Foundation Stage results
- Standardised Key Stage 1 Test results
- Other specialised tests
E.g. PhaB (phonological assessment battery, a test for SpLD)
- The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme based on teacher assessment. This will detail provision **additional to** or **different from** those generally available for all pupils. They will detail targets, which are extra or different from those for most pupils. The child will be placed on the Schools' Provision Map and intervention will be tracked and monitored.
- Teaching Partner support will be available to the class teacher to be used in support of SEN children. (As school SEN budget allows)
- Child's work is monitored and reviewed and information gathered.
- Groups of children and individuals may work in locations outside the classroom to enable differentiated work to take place in more appropriate locations. Some individuals may require some specialised work on a withdrawal basis but it is generally inappropriate to withdraw children regularly and as a general principle a child's special educational need should be met in the classroom.

Continued considerable concern will result in an external view and advice being sought. This may be the Educational Psychologist, Specific Learning Difficulties specialist, Speech and Language Therapist, Advisers for Emotional Behavioural Difficulties (EBD), Physical difficulties, Autism etc. (Code of Practice 2014)

- Parents will be consulted and will be invited to meet the external adviser.

- SENCo co-ordinates the advice from these agencies and works with the classroom teacher and parents to formulate and update the SP.
- Class teacher and SENCo will follow the advice of the external adviser and put this into practice through the SP.
- As above, groups of children and individuals may work in locations outside the classroom to enable differentiated work to take place in more appropriate locations. Some individuals may require some specialised work on a withdrawal basis but it is generally inappropriate to withdraw children regularly and as a general principle a child's special educational need should be met in the classroom unless advised otherwise by an external adviser or the professional judgement of the teacher that the child will benefit from focused withdrawal.

If the external adviser and the school consider additional support is necessary the school will apply for Exceptional Needs Funding from the LA or an ECH Plan.

Application for a statement of EHC Plan

The head teacher considers referring the pupil for an EHCP assessment if the pupil's progress is not satisfactory after acting on the advice of the external adviser on the Support Plan and the pupil meets the rigorous criteria set out in the DFS Code of Practice.

Previous SP's and records from school and external professionals inform application for EHC assessment to the LA.

Evidence will include assessment data, medical history where relevant, reports from external professionals, Foundation Stage Profile assessment and KS 1 SATs results as well as views of parents and pupils.

SEnCo, class teachers, external agencies, parents and pupils, where appropriate contribute to all stages of the application.

Maintenance of an EHCP

The initial EHCP is written in conjunction with LA SEN Officer, Parents and Professionals. SENCo/INCo/ Head teacher/ Teacher/ Parent maintain the Plan and SP. The provision is annually reviewed and the child's progress is discussed, in liaison with other schools at transfer time.

Provision mapping

All intervention strategies are closely monitored by the school SENCo/INCo via provision mapping. The school's Intervention Strategies Coordinator (ISC) keeps up to date records and progress notes on the children who are receiving Wave 2 support, and the class teachers alongside class TPs keep notes on children who carry out Wave 3 interventions. Impact on levels of attainment of intervention strategies are monitored by the SENCo/INCo.

ROLE OF SENCO/INCO:

Policy: -

Consultation, development, auditing, monitoring, evaluating and distributing.

Staff: - Advice and support.

- Assessment, differentiation, teaching strategies, resources (including Computing)
- Record Keeping – SP's/ INSET/ provision mapping and impact of intervention strategies

Co-ordination

- Maintaining a register and individual files
- Advising Class Teachers on the best way to manage their time with their Teaching Partner
- Making referrals to relevant agencies
- Maintaining the resources central store and advising staff when new resources become available
- Developing ICT techniques (in conjunction with using SIMs as a database for SEN information)
- Responsibility for pupil records at transfer time
- Attending cluster SEN meetings and Exceptional Needs Funding meetings

- Seeking advice from outside agencies e.g. behaviour support

Parents

- Attend/ co-ordinate SP review meeting with parents, if thought necessary by parents, Class Teacher or SENCo/INCo.
- Distribute information about SEN issues
- Develop home/school schemes where necessary for individual pupils

Governors

- Liaison with governors responsible for SEN
- Prepare SEN bids for finance committee
- Submit report for governor's termly meeting
- Contribute to school development plan (SIP)

Miscellaneous

- Co-ordinate links with Educational Psychologist, Advisory teachers and External agencies
- Co-ordinate EHCP procedures

Computing

- Promote Computing as self help technique in classroom management
- Assess new software for administration and pupils

RESOURCES

Funding

All LA schools have delegated money from the authority to run their own affairs according to the individual school's needs. A proportion of these funds are given for special needs. This is allocated according to a formula based on the number of free school meals, the Foundation Stage assessment of pupils when they first enter school and the SATs results.

Exceptional Needs Funding

The school is part of a group of schools who meet regularly to discuss children whose needs cannot be met from the funds the school already has in place. An application for Exceptional Needs Funding can be made through the group meeting; all paperwork about the child MUST be taken to the meeting in order for the application to be forwarded to the District Support Group (DSG) for consideration.

Admission Arrangements/ Facilities

Bromet has a fully inclusive policy and makes every effort to accommodate and resource children with disabilities or special needs. Bromet aims to provide an environment in which all abilities receive the right to "enjoy and achieve as well as make a positive contribution" as highlighted in the Every Child Matters report

Next Review Summer 2016

Glossary

SENCo	Special Educational Needs Co-ordinator
INCo	Inclusion Co-Ordinator
TP	Teaching Partner
SIP	School Improvement Plan
DCFS	Department for Education & Skills
NFER	National Federation for Education Research
SEND	Special Educational Needs and Disability
SP	Support Plan

EHCP	Education Healthcare Plan
ICT	Information Communication Technology
LEA	Local Education Authority
ECM	Every Child Matters