



Special Needs Policy

The Special Needs Policy has been developed as a result of discussion between staff and Governors, to reflect the new statutory Code of Practice and every Child Matters. This policy was approved at the Spring 2008 Meeting of the Governing Body. The policy will be reviewed in Spring 2010.

Introduction

The Special Needs Policy is part of the LA's Inclusion Policy and also supports the Statement of Inclusion in the National Curriculum.

The 1993 Education Act required the Secretary of State to issue a Code of Practice giving practical guidance to LAs and the Governing Bodies of all maintained schools on their responsibilities towards all children with Special Educational Needs (SEN). In January 2002 this was revised and the Code of Practice on the Identification and Assessment of Pupils with Special Educational Needs along with the Disability Rights and SEN Bill took effect.

This policy should be viewed in conjunction with all other school policies. This policy will come into effect from Summer 2008 onwards. The policy will be reviewed in Summer 2011

At Ambleside Primary School we uphold an inclusive admissions policy which is built on a whole community approach to special needs where staff, governors, parents and support services work together as a team co-operating, collaborating, and co-ordinating in all that they do so that it produces the best possible education for all children.

We believe that:-

- all children shall be given access to a broad, balanced and well structured curriculum including the National Curriculum suitable to their needs - by using a flexible approach
- all children are entitled to experience success;
- consideration of special educational needs crosses all curriculum areas and all aspects of teaching and learning;
- all special educational provision is more effective if pupils and parents are fully involved and informed;
- special needs practice is good practice that can be applied all pupils;
- the class teacher is responsible for meeting the special educational needs of pupils in their class, utilising the resources of the school
- any provision should relate to the individual needs of the pupil.

Interpretation of Special Educational Needs

A child has special educational needs if he/she has a difficulty that calls for additional provision to be made for him/her. The school considers the four following areas of SEN:

- Communication and interaction
- Cognition and learning
- Behavioural, emotional and social development
- Sensory and/or physical

Objectives of Special Educational Needs provision

- to identify, as early as possible, the individual needs of all pupils and make appropriate provision;
- to identify through Provision mapping the range of Special needs provision, the financial costs of the provision, how individuals and classes are supported and plan for future provision
- to provide Provision map or individual education plans (IEPs) for pupils with special needs and involve the parents and pupils in the planning and implementation process;
- to employ a flexible range of teaching strategies that are additional to and different from those generally made for their peer group.
- To recognise that some children will need "nurture support" either long or short term following a change in circumstances, bereavement and loss.
- to recognise gifted and talented children and to make provision to develop their potential.

Co-ordination of Special Educational Needs

The school has appointed a Special Educational Needs Co-ordinator Paul Shepherd.

The role of the SENCo within the school is to be responsible for:

- the day to day operation of the school's SEN policy;
- liaising with and advising school staff giving clear guidelines for procedure when needs identified;
- co-ordinating provision for pupils with SEN;
- maintaining the school's SEN register and overseeing records of all pupils with SEN;
- liaising with parents of pupils with SEN;
- contributing to in-service training of staff;
- liaising with external agencies including the Educational Psychology Service and other SEN support services, medical and social services and voluntary bodies;
- consulting with SENCos from other schools to ensure effective use of resources and the dissemination of good practice;
- managing a range of resources, human and material, linked to children with special educational needs;
- support and advice to colleagues and work as a team when preparing MSG bids
- monitoring and evaluating the special needs provision and provide reports to the governing body.
- The Head teacher has the overall responsibility for the day-to-day management of all aspects of the school's work including provision for pupils with special educational needs. They will keep the governing body fully informed and will work closely with the SENCo.

The role of the teacher

- To help the children feel safe, happy and enjoy being in school, where they feel valued and value others.
- To make their classrooms stimulating places with lots of practical activities and first hand experiences
- To use flexible groupings, co-operative learning situations which give the opportunity for all children to take part in a broad curriculum.
- To use all forms of assessment available to them particularly PIVATS so that tightly focussed support can be provided.
- To inform any other adult working with children on how best to support the child and the targets they are working to both long term (toolkits, IEP or Provision map) or short term (for that lesson).
- To take responsibility SEN in their classroom and to be part of a shared and collective approach to SEN although as class teacher we will:-
 - Read the child's file where appropriate
 - Advise parents of any concerns
 - Identify child's needs and skill levels
 - Develop, implement and review any IEP in conjunction with appropriate TA's
 - Monitor and assess progress and maintain appropriate records
 - Plan and liaise with support staff working with SEN children
 - Maintain a classroom based file with class SEN records

The role of the teaching assistant

- To work in collaboration with the class teacher in delivering individually tailored learning, be it in working with a child who has MSG support, a group or an individual.
- To work in collaboration with the class teacher helping children with their toolkits, IEP or Provision maps. To know and understand the targets they have been given. Support the children's understanding of both how they can achieve those targets and how successful they have been in achieving those targets.
- To liaise closely with the classroom teacher, discuss and track the progress of the children in the class. (For School action children via a PIVATS profile)

We at Ambleside Primary believe that to enable teachers and teaching assistants to gain a proper understanding of the full range of ability in the class it is imperative that both teacher and teaching assistant works with the full range of abilities found in the classroom. Only if a teaching assistant is timetabled to work with a child who has MSG will they work solely with that one child, the benefits in terms of the building of a relationship and in depth knowledge of the child being the more important factor

Outline of the Graduated response

Raising a concern

- Teacher seeks advice through the completing of a concerns form which is then passed on to the SENCo
- Teacher and SENCo discuss strategies already used with child and possible alternatives.
- Teacher and or SENCo talk to parents about the concern and ask parents if they can help in identifying the reasons for a change in learning patterns or behaviour and how they can support school in helping their child.

- If teachers and parents agree that the interventions identified are additional to or different from the school's differentiated curriculum and strategies then this triggers School Action. The triggers for intervention through School Action will be concern, underpinned by evidence.

'School Action could be further assessment, additional or different teaching materials or a different way of teaching and it might sometimes, but not always, be additional adult support. Teachers use Individual Education Plans (IEPs) to record the different or additional provision to be made for the child, teaching strategies, short-term targets for the pupil, success criteria, and what they have achieved.'

Code of Practice 2002

What happens at School action

Information can be gathered from the class teacher, TA or SENCo, any professional working with the child in health or social services with the parents' agreement.

The SENCo can

- Recommend further assessments needed.
- Plan future support with class teacher.
- Monitor and review any action taken.

The Teacher can

- Plan and deliver an individualised programme.
- Work with the child on a daily basis.

The SENCo and or teacher can

- Consult with parents about plans
- Inform parents about progress

School Action might include the use of

- different learning materials
- special equipment
- Individual or group support
- Staff development or training in alternative strategies
- Planning interventions and monitoring progress
- Seeking advice from LEA support team

At Ambleside Primary all children have a toolkit which lists the objectives there are currently working on. Children at School action should be supported via the toolkit unless it is not appropriate for them to be so. If a child is unable to cope with multiple objectives then key ones can be picked out from the toolkit and these can be the focus for the next term or their can have an IEP written for them. An IEP or a GEP will detail three or four short term S.M.A.R.T. targets. AN IEP or GEP is to be reviewed at least every term. IEP's is to be discussed with parents and the child (if possible) when drawn up and at review meetings. If the child continues to make little or no progress in learning or behaviour, the school will need to seek advice from outside agencies. This becomes School Action Plus.

'School Action Plus is where School Action has not helped the child to make adequate progress, and the school asks for outside advice from the LEA's support services, or from health or social work professionals. This could be advice from a speech and language therapist on a language programme or an Occupational

Therapist's suggestions or a medical diagnosis and report giving recommendations as to how to work differently with the child in class. It might be information about the child's home circumstances that explains the changes in the child's behaviour and attitudes to learning which can then help the school to work with others to resolve the situation.'

Code of Practice 2002

What happens at School Action Plus

Along with outside agencies, the SENCo will need to review the interventions already implemented and those involved could include

- Class teacher
- LEA support teacher
- Health or social service professionals
- Literacy and Numeracy co – coordinators

They can consider

- Strategies tried
- Targets set
- Any progress made

At Ambleside Primary School all children who are School Action Plus and are supported via MSG will have a Provision map. A Provision map is very similar to an IEP in that it will detail three or four short term S.M.A.R.T. targets. A Provision map also outlines how much one to one support a child receives and what times of the day this happens. A Provision map is to be reviewed at least every term. A Provision map is to be discussed with parents and the child (if possible) when drawn up and at review meetings. If a child is moving from School Action to School Action Plus then a Provision map or IEP can be written to include new targets, new strategies and any specialist assessments from those involved with the child or from other specialists such as the Educational Psychologist. The agreement of the parents must be obtained before doing this. Other practical details will be included as in School Action and this is the point where an MSG bid may be made. The parents and child should be involved in discussions.

Information about the School's Policies for the Identification, Assessment Provision for all pupils with S.E.N . Identification, Assessment and Review Procedures

Pupils with special educational needs are identified as early as possible from various sources: pre-school settings, teacher assessment, parental concern, Individual Literacy assessment, National Curriculum assessments (SATs), reading tests (NFER) and previous school records/reports. The information forms the basis for planning a differentiated programme to meet a recognised need.

The Code of Practice sets out three graduations of intervention to be followed. These graduations are seen as a continuous and systematic circle of assessment, planning, intervention and review.

Monitoring children's progress and nature of intervention.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers will need to consult with the SENCO to consider what else can be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the

particular class. The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment.

This may include:

- different learning materials or special equipment;
- some group or individual support;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies;
- access to LEA support services for one-off or occasional advice on strategies or equipment.

Statutory assessment

A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where a request for a statutory assessment is made by the school to an LA, the child will have demonstrated significant cause for concern. Statutory assessments involves consideration by the LA, working co-operatively with parents, the child's school and as appropriate, other agencies, as to whether a statutory assessment is necessary. The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to issue a statement outlining the SEN provision. All statements must be reviewed at least annually with the parents, the pupil, the LA the school and professionals involved.

Access to the Curriculum & Integration

The school aims to keep children identified as having special needs in their own classroom following the normal curriculum wherever possible. Special needs will be considered within all areas of curriculum development. The class teacher or TA'S can support the children within the classroom or to maximise learning, withdraw the children for individual work or to work in a group of other children with similar needs. Withdrawal groups are time-tabled to ensure that access to a broad curriculum is not denied. The SENCo can provide advice to class teachers to help them differentiate the curriculum for all pupils, especially pupils with special educational needs. Teaching strategies can include flexible grouping, use of ICT, independent access to resources, opportunities to record learning in a variety of ways.

Integration of pupils with SEN

All pupils are valued members of our school and are offered equal opportunities. We aim to recognise the strengths of all pupils and build on these to nurture respect and esteem for oneself and each other in all areas of the curriculum. We have expectations for all pupils in line with our behaviour policy.

Basic Information about School's Special Education Provision

The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. There is a governor who has a specific role to monitor and report on this provision. The nominated governor, Mrs. Mair closely with the SENCo so that reports to the governing body are up to date.

Evaluation of SEN Provision

Special Educational Needs will appear as an agenda item at each full meeting of the Governing Body. The Governing Body will be advised by the SENCo, the Head and the SEN Governor and if necessary will instigate an action plan to address any perceived problems. The Governors will evaluate the success of the policy each year and report on this to parents at the Annual Parents' Meeting. The SEN Governor will be responsible for

- monitoring the progress in general of children with special educational needs.
- liaising with the Head teacher and the SENCo prior to reporting to the Governing Body.

Allocation of resources

The Head teacher informs the governing body of how the funding allocated to support special educational needs has been used.

Complaints Procedure

There is a comprehensive Complaints Procedure drawn up by NCC. The arrangements define three levels at which a complaint could be considered. These are:-

- informal level - with school teacher or with the Head teacher
- formal complaint to the Governing Body
- formal complaint to the L.E.A.

Parents will be made aware of any information, advice and guidance in relation to the SEN of the child so that they can make appropriate, informed decisions.

Information about School's Staffing Policies and Partnerships with Bodies beyond the School

Staff Training

All teaching and non-teaching staff and governors are aware of, and attend as appropriate, relevant in-service training courses. Support to all staff is given by the SENCo. The SENCo attends training courses and feedback is given to staff. When appropriate, school in-service training for SEN will involve other schools and support agencies.

Support Services and Other Agencies

Outside agencies are available for advice and School Action level of intervention but their involvement may become more direct at School Action Plus level. The services of the following agencies may be sought for advice, support, materials and equipment.

- Learning and Cognitive Service
- Communication and Interaction Service
- Education Psychological Service
- Behaviour support Service
- The School Medical Service
- Speech and Language Support Service
- Physical and Sensory Impairment Support Services
- Place 2 be
- MALT

- Occupational Therapist

Parental Involvement

- i) Parents are involved at all stages of planning for provision and reviewing progress of pupils with SEN. Regular meetings are held involving the pupil, his or her parents, teacher, SENCo and support staff whenever possible. We welcome parental participation and support for all our pupils and see parents as valuable partners in the provision for pupils with SEN. Their contribution at all stages of intervention is a necessary part of the individual programme drawn up for each pupil. Concerns from parents are important and a pupil's teacher will act upon them and keep the parent informed.
- ii) The pupil is, where appropriate, involved in planning and agreeing targets to meet their needs.

Links with Other Schools

Where children with SEN transfer to another school appropriate advice will always be given to the receiving school. KS2 transition arrangements are discussed in detail with the receiving school. The SENCos from schools within the family group meet once a term to discuss current issues.

Health and Welfare Support Agencies

The Health and Welfare Departments, like voluntary organisations working for children with SEN can be contacted directly by the SENCo. The SENCo liaises regularly with the Education welfare service, Social Services and various Health services when in need of information when compiling records for individual children. The SENCo is also able to access support and advice from MALT when ever the need arrives. There are a number of Parent support groups which can also be accessed on request.

School Specialisms

All staff have experience of working with children of varied abilities and needs.

Admission Arrangements

Ambleside Primary School follows admission arrangements as laid down by NCCC and its site is suitable for children with physical difficulties.

Building Accessibility

The recent purpose built school site is very suitable for children with physical disabilities. We have three toilets for the disabled. The site has a one level entrance and doors wide enough to enable wheelchair access. All classrooms entrances to school are on the same level as outside so access is good. We have also turned one of our rooms into a Sensory room The school has a Disability access plan which is monitored, reviewed and updated once a year. The school procedures are in line with the LA strategic plan.

Resources

Funding for SEN is allocated by the LA to enable the school to fulfil its statutory obligation. The Head teacher uses much of this to provide appropriate SEN staffing,

but an element of funding is delegated to the SENCo for resources and to address training needs of him/herself and other staff.

Racial Equality & Equal Opportunities Statement

All children have equal access and inclusive rights to the curriculum regardless of their age, gender, race, religion, belief, disability or ability. We plan work that is differentiated for the performance of all groups and individuals. Ambleside Primary School is committed to creating a positive climate that will enable everyone to work free from racial intimidation and harassment and to achieve their full potential. Policies are available on each of these that expand on this further.

Review

- This policy will be reviewed in the Spring term 2011

Please note: This policy links to the Disability Inclusion and Child Protection Policies.