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Headteacher: Mr Ian Waine

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Policy for Special Educational Needs

AIMS

Every pupil with SEN and disability in this inclusive school has the entitlement to fulfil his or her optimum potential. This is achieved by ensuring the well being of all pupils in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution and achieving economic and social well being. These outcomes are embraced in every aspect of school life: personalised teaching and learning approaches; access to ICT across the curriculum; flexible learning pathways and out of hours learning activities; support for emotional well being; flexible timetables; assessment for learning which engages pupils in having a say about their progress and SEN provision; and partnership with parents and carers, other schools, the local community and wrap around health care and service providers.

At Medstead Primary School we value all pupils equally and believe that all pupils should be offered full access to a broad, balanced and relevant education whatever their needs and abilities. Inclusion gives the opportunity for all pupils to achieve challenging academic standards and personal, emotional and social development. At Medstead we aim to remove barriers to pupil's achievement to ensure the best possible progress for all our pupils.

Definition of Special Educational Needs

The 1996 Education Act (section 312) states that;

‘Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them.’

Children have a *learning difficulty* if they have a significantly greater difficulty in learning than the majority of children of the same age or have a disability which prevents or hinders them from making use of educational facilities. These difficulties may be due to physical or sensory disability, emotional or behavioural difficulty, specific learning difficulties, speech and language problems or due to medical conditions.

Children do not have 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.



Roles, responsibilities and co-ordination of provision

Provision for pupils with SEN is a matter for the school as a whole.

The Governing Body

The school governors will ensure that:

- They are familiar with the SEN policy.
- The necessary provision is made for any pupil who has special educational needs
- Parents are notified of a decision by the school that SEN provision is being made for their child.
- They report to parents on the implementation of the school's policy for inclusion and Special Educational Needs
- The Governor for SEN works closely with the SENCo and is fully involved with SEN policy and development.

In doing so Governors will have regard for the SEN Code of Practice, the Disability Rights Code of Practice for Schools and the five outcomes for Every Child Matters.

The Headteacher

The Headteacher has responsibility for the day to day management of all aspects of the school's work, including provision for pupils with SEN. The Headteacher keeps the governing body fully informed and works closely with the school's SENCo. The Headteacher seeks out and shares best practice with the LEA and other schools.

The School Staff

Every teacher has responsibilities under the SEN Code of Practice and does their best to make reasonable adjustments to meet individuals' needs through first quality teaching.

- All teachers acknowledge that environmental and domestic factors can contribute to difficulties in learning
- All teachers, including Learning Support Assistants are involved in identifying, assessing and making provision for vulnerable pupils, those with SEN or who are disabled.
- All teachers with the involvement of LSAs and the SENCo will work with pupils to identify targets and write pupil's Inclusion Plans.
- LSAs will work in partnership with the teacher and SENCo to enable pupils to achieve targets set in their Inclusion Plans.
- Teachers and LSAs will review targets at least twice a year, with SENCo support.

The Special Needs CO-Ordinator

The SENCo is Liz Tilbury

SENCo responsibilities include;

- Co-ordinating provision for vulnerable pupils, those with SEN or who are disabled
- Maintaining the school register of pupils with SEN and oversee the records of all children with SEN
- Advising fellow teachers and LSAs and providing staff with SEN training
- Informing parents of pupils with SEN about their child's progress
- Liaising with a range of children's services and other outside agencies when appropriate
- Working closely with the governor responsible for SEN
- To monitor and evaluate SEN provision
- Meeting regularly with SENCos in other schools and attending HIAS SEN meetings in order to keep up to date with current local and national initiatives and to seek out and share best practice

The Teacher in Charge - Resource Provision Hearing Impaired (HI)

The teacher in charge (TiC) is David Brown

TiC responsibilities include;

- Co-ordinating provision for statemented pupils placed in the unit
- Managing resources to best meet the pupils needs
- Advising fellow teachers and LSAs and providing staff with SEN training
- Informing parents of pupils, within the unit, about their child's progress
- Liaising with a range of children's services and other outside agencies when appropriate
- Working closely with the governor responsible for HI
- To monitor and evaluate HI provision
- Meeting regularly with ToDs in other provisions schools and other professionals to keep up to date with current local and national initiatives and to seek out and share best practice

Admissions and inclusions

Admission arrangements for children with special educational needs are in line with Hampshire County Council Guidelines. Children with additional educational needs are considered for admission in line with Hampshire County Council admissions policy which has been adopted by the governing body.

Special Provision

The school has a resource base for 8 statemented pupils whose predominate need is hearing impairment. The unit has two Teachers of the Deaf and a staff of Communication Support Workers (CSWs) and LSAs. The unit provides a Total Communication approach, in line with Hampshire County Council Policy, ensuring that the support package created around the child, best meets their needs. Within the school, every effort is made to ensure pupils are fully included in all aspects of daily school life.

Objectives in making provision for pupils with SEN

- To identify an individual's needs for special educational provision as early as possible
- To ensure the most appropriate provision is in place through careful assessment and monitoring
- To develop self esteem and self confidence in learners in order for them to successfully deal with the challenges in life
- To foster the development of positive relationships in order to achieve mental and emotional well being
- To set challenging targets for improvement and raise achievement for all pupils
- To foster positive attitudes to learning and development of skills in order to increase pupils' ability to work independently
- To provide equal access for all pupils to a broad and balanced curriculum which is differentiated to meet individual needs and abilities
- To ensure that all pupils have equal access to extra curricular activities
- To inform parents of their child's special needs and recognise that partnership with parents plays a key role in enabling pupils to achieve their potential
- To ensure that learners express their views and are fully involved in decisions that affect their education
- To promote effective partnership with outside agencies through close liaison and co-operation when appropriate
- To promote links with educational settings, including specialist schools and colleges, sharing skills and best practice

- To ensure that all staff regularly receive SEN training

Identification and assessment of pupils with SEN

The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation (first quality teaching).

The school endeavours to identify children who have a special educational need as early as possible. Evidence will be collected through the usual assessment and monitoring arrangements or as a result of observations and discussions between staff and parents /carers.

The class teacher will consult with the SENCo to establish whether additional and/or different provision is necessary. The area and level of need will be identified using the graduated approach method embedded in the Code of Practice (see appendix a). Hampshire Advisory Criteria for SEN will be used to support decisions. Pupils identified will be recorded on the SEN register. This will be updated termly following a review of pupils' progress.

Advice and support from outside agencies will be obtained if appropriate. These may include the Educational Psychologist, Behaviour Support Team, Occupational Therapist, Speech and Language Therapist, teacher advisors, specialist teachers and EMAS for children with English as an additional language. There is also liaison with and involvement from health and social care agencies when necessary.

Provision for pupils with SEN

Following assessment an appropriate type and level of provision will be identified to meet the pupils need.

The 1996 Education Act (section312) defines special educational provision as:

‘..educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special.’

Provision may involve adjustments made to the environment, teaching style, resources and curriculum or it may be in the form of structured programmes (interventions) that pupils follow, either in a small group or on a 1:1 basis. All planned interventions are detailed on a provision map (attached in appendix b). Provision may also involve the use of outside agencies listed above.

Provision that is additional to or different from that available to all will be recorded on an Inclusion Plan. This may be an Individual Education Plan (IEP), Pastoral Support Plan (PSP) or an Individual Behaviour Management Plan (IBMP). (see appendix c)

An Inclusion Plan will detail:

- Targets that are set for the pupil. These will be specific, measurable, achievable, realistic and time related (SMART)
- Strategies to be used
- Success and/or exit criteria
- When the Plan is to be reviewed
- Role of the parent and child

Pupils will be involved in identifying targets and Inclusion plans will be recorded in a 'pupil friendly' format. This will be accessible to the pupil and those working with the pupil.

Inclusion Plans will be shared with parents and carers during consultation sessions and their views will be taken into account in planning and delivering their child's education.

Pupils who have Inclusion Partnership Agreements (IPA) or statements of SEN will have an inclusion plan. In addition their progress and the support outlined will be reviewed annually and a report provided for the Local Education Authority.

Reviewing Pupil's Progress

SEN pupils will have their progress reviewed termly and it will be shared with appropriate parties. Decisions regarding the range, type and intensity of further support will be based on progress made. Progress reviews will identify targets for the pupil's inclusion plan. Pupils will be involved in these decisions where appropriate.

Monitoring and evaluation of SEN

- The SEN policy is reviewed regularly by the SENCo, Headteacher, ToD, teaching staff, learning support staff and School Governors.
- The SENCo will monitor SEN provision through observation and discussions with staff and pupils. Outcomes will be taken forward by the whole staff.
- The governor for SEN will meet regularly with the SENCo in order to discuss SEN outcomes and is involved in planning and development.

This policy should be read in conjunction with:

Accessibility Plan Policy
Admissions Policy
Attendance and Punctuality Policy
Behaviour Policy
Child Protection Policy
Complaints Procedure Policy
Inclusion Policy
PSHE and Citizenship Policy
Teaching & Learning Policy

Policy to be reviewed: **January 2012**