



We aim to provide access to learning opportunities for all pupils, irrespective of gender, ability cultural or ethnic background. With each child having a unique combination of abilities we need to be fully aware of the diverse needs of children and the importance of a differentiated programme of study matched to their individual capabilities.

### **Definition of Educational Special Needs**

Any pupil at some stage within their school career may develop an individual educational need that differs from the majority of their peers. The definition of Special Educational Needs (SEN) for the purposes of this policy will be:

“ A child has a SEN if they require special educational provision in order to access the curriculum and/or achieve their full potential. This provision will include learning difficulties, extending exceptional abilities and those with emotional and behavioural difficulties (EBD).”

Most SEN will arise due to one or more of the following contributory factors: -

- General learning difficulties –cognitive and learning
- Exceptional abilities
- Specific learning difficulties
- Social, emotional and behavioural difficulties
- Physical and Sensory
- Speech and language
- Specific medical conditions

### **Aims**

- To promote positive working practices by staff for all pupils.
- To include pupils fully in learning.
- To provide all children with a broad, balanced, coherent and relevant curriculum
- To improve the educational outcomes for all pupils with SEN.
- To actively involve parents and pupils in the learning process

### **Objectives for the management of Special Educational Needs**

- To maintain a process of screening and early identification of SEN.
- To adhere to the statutory requirements specified in the Code of Practice 2002 and to continue a staged model of assessment.
- To develop a system of record keeping for each stage of the assessment procedure.
- To inform and involve parents in the education support programme for their child.
- To fully involve children in their support programme.
- To co-ordinate resources of teaching materials and publications available to staff.
- To provide training to staff as appropriate
- To maintain liaison between SENCO, other agencies and class teachers.
- To have liaison between teachers and support staff for short term planning and review purposes.
- To review, evaluate and revise the SEN Policy on a regular basis.
- To have an appointed Governor for Special Educational Needs.

## **Identification and Assessment of Pupils with SEN**

Approaches to screening and identification of SEN:

### **Formal**

- Nursery and Reception aged children will be assessed using the four themes of the EYFS for guidance.
- End of KS1 and KS2 SATs results (teacher assessment and test results).
- Results of other tests used in school (Salford Reading, Vernon Spelling, NFER Non Verbal Reasoning Tests in Year 3, QCA Non Statutory Assessments for Years 3, 4, 5).
- Criteria descriptors in the Dorset LA Inclusion booklets.
- The Boxhall Profile for SEBD need.

### **Informal**

- A parent may register concern
- Observation by class teacher
- Evaluation and ongoing teacher assessment.
- Assessment will need to identify strengths as well as weaknesses and should be part of the normal classroom routine. A bank of evidence needs to be collected and recorded.

## **Provision for Children with Special Educational Needs**

The LEA delegated budget provides funding for staff levels, teacher release time and equipment. Provision currently includes a SENCO with release time, support staff in all classrooms, small class sizes, training, teacher release time, secretarial hours and specific resources.

### **Co-ordination of SEN within the School**

- The SENCO works with class teachers with regard to children entering school with a special educational need.
- The SENCO liaises with staff about the outcomes of discussions with external agencies.
- The SENCO maintains individual pupil records, which are located in the small office and are treated as confidential files.
- The SENCO co-ordinates the work of other agencies within the school.
- Class teachers maintain working records of SEN children and forward these to the SENCO annually.
- A register of children is maintained and an audit is produced annually.
- Children with SEN will mostly be taught within their classes for the literacy and numeracy however it is sometimes appropriate to withdraw a small group for a specific learning programme. (e.g. ALS, Derbyshire, Speech and Language, Catch Up)
- Teachers assume responsibility for children with SEN within their classes and liaise with the SENCO regarding the progress of children.
- Strategies for pupils with social, emotional and behavioural needs will be written into a child's I.E.P. in consultation with the teacher i/c SEBD Base.
- An annual review of all children with statements takes place, attended by the SENCO, staff, external agencies and parents.

## **Evaluation**

The SENCO provides a written evaluation annually. This indicates the effective delivery of programmes to pupils with SEN. The headteacher contributes information from the CatchUp reading programme. The Orange Files are used annually by class teachers to monitor pupil progress in reading, writing and mathematics. Use is made of Fischer Family Trust Data and DfES PANDA Reports to evaluate the progress of children at the end of KS2

## **Liaison with Parents**

The school places great emphasis on liaison and consultation with all parents of children with Special Educational Need. At the earliest stage parents are informed verbally by the class teacher and a record of any liaison is kept. From Stage 'School Action' when Individual Education Plans are implemented, copies will be given to parents with advice in regard to support at home. Resources are available for use at home, in liaison with the class teacher and/or SENCO. Parents will be updated regularly by the class teacher of their child's progress. Parents will be involved in any referrals made to external agencies such as SENSS or Educational Psychologist.

## **Liaison with External Sources**

The SENCO or teacher i/c SEBD Base will be involved in liaison with external agencies. The Child Protection staff member will liaise with external agencies and inform teachers and the SENCO as appropriate.

## **Access for physically disabled pupils.**

Although most parts of the building and grounds are accessible some parts are not. An accessibility audit has taken place. The school is working with the LA in regard to the matters raised.

## **Transfer Arrangements for pupils.**

At the end of Key Stage 2 liaison between schools takes place. Where a child leaves during the primary phase records are forwarded to the new school from the headteacher in consultation with the SENCO.

## **Arrangements for Parental Complaints.**

A policy is in place, which covers complaints from parents. There is initially an informal stage where parents contact class teachers who inform the SENCO. If matters remain unresolved the headteacher is contacted. The complaint becomes formal when the parent writes to the Chair of Governors.

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