

FARINGTON MOSS ST. PAUL'S C.E. PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

Update April 2017

Introductory Statement

We at Farington Moss St. Paul's CE Primary school are committed to meeting the needs of pupils with special educational needs and ensuring that they make progress. In line with our mission statement we aim to:-

"Provide a supportive environment in which all members have regard and respect for each other and for their own personal development."

At Farington Moss St Paul's we believe that all children should have the opportunity to access the curriculum, whatever their special educational need. Special educational needs is defined by the new Code of Practice as any pupil for whom the class teacher must devise interventions additional to or different from those provided as part of the school's usual differentiated curriculum.

- Children may have special educational needs either throughout or at any time during their school career. This policy aims to ensure that through early identification and careful curriculum planning the needs of all children are met.

In addition to the responsibilities of the Head teacher and SENCO, all other staff have responsibilities towards children with special educational needs. All teachers are teachers of children with special educational needs.

Aims

1. To identify children who have special educational needs.
2. To create an environment that meets the needs of each child.
3. To enable children with special educational needs to access all aspects of the school curriculum.
4. To make clear the expectations of everyone involved in the process.

Objectives

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:-

1. Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through the school.
2. Ensure good working relationships with parents, carers and the community.
3. Ensure that we maintain our support for local special schools who wish to integrate pupils with SEN into mainstream education.

Over the next twelve months our pupil related targets are:-

1. To continue to involve pupils in personal target setting.
2. To ensure that transition for SEN pupils is as smooth as possible by working closely with local high schools.
3. To work more closely with parents and playgroups on admission to St. Paul's to ensure children with special educational needs have appropriate support.
4. To ensure that appropriate, achievable targets are met for all pupils with special educational needs.

Over the next twelve months our parent related targets are:-

1. Work closely with Bursar and reception teacher to ensure that information regarding children with SEN is passed to SENCO.
2. Continue to maintain good relationships with parents by involving them as much as possible in their child's education.
3. To further support children and parents of children with emotional and behavioural problems by:-
 - working more closely with outside agencies, e.g. CAMHS and Golden Hill.
 - Ensuring that behavioural records are kept up to date and parents kept informed of progress.

Over the next twelve months our curriculum related targets are:-

1. Continue to ensure that the school offers a broad, balanced and differentiated curriculum that is accessible to pupils with special educational needs and promotes high standards of attainment and achievement.
2. To monitor TA files every half term to ensure that targets are being met.
3. Ensure that SENCO continues to liaise with all staff in order to identify needs and plan appropriate targets.
4. Continue to ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible and their progress is closely monitored.

Over the next twelve months our assessment targets are:-

1. To identify children with SEND in school.
2. To continue to track and monitor the progress of children with SEND using teacher assessment, LCC Tracker, advice and support from external agencies.
3. To ensure that there is high quality teaching and intervention for children with SEND.

Over the next twelve months our staff related targets are:-

1. Staff SEND audit to enable whole school staff to identify their CPD needs.
2. To audit SEND provision, resources and impact on learning.

3. Continue to ensure that the school liaises with special schools and outside agencies effectively to meet the needs of staff and pupils.
4. SENCO to continue to meet with TAs on at least half termly basis to update on pupil progress and ensure a consistent approach to recording progress. To monitor TAs work by collecting in pupil files on a half termly basis.

Over the next twelve months our liaison targets are:-

1. To continue to liaise with high school SENCOS.
2. To continue to liaise with external support agencies and specialist school placements.

Roles and responsibilities

The governing body has identified a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. At Farington Moss St. Paul's CE Primary School this role is undertaken by Mrs D McLean who will meet regularly with the head and SENCO Miss N Taylor. These three people will ensure the effective day to day operation of the policy and identify areas for development.

All staff are responsible for differentiating the curriculum for pupils with special educational needs and will monitor their progress, both in class and within the areas of the curriculum for which they are responsible.

Admissions

Pupils with special educational needs will be admitted to Farington St. Paul's in line with the school's admissions policy. The school is aware of the statutory requirements of the SEN and disability act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs. We will do our best to collect all relevant information and plan a relevant differentiated curriculum.

Access for Disabled

To ensure access for pupils and parents with disabilities the school is on one level. It has a ramp to one front entrance and ramps at the exits to the rear playground. Ceilings have been lowered and the classroom floors carpeted to reduced background noise. Blinds have been fitted to all classrooms to reduce glare. There is a disabled toilet near the staffroom. We respond to children's needs on an individual basis, purchasing equipment and resources as and when necessary.

Resources

The governors will ensure that the needs of pupils are met by employing a SENCO. Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes. The governors will ensure that money is

set aside to develop resources in curriculum areas. In addition the governors will ensure that staff are kept fully up to date about SEN issues and undertake training. For example the school will use the standards fund for training teaching staff to meet the needs of individual pupils and to train TAs in areas which will help them to improve the support which they give to children with SEND.

Identification, Assessment and Reviews.

On Entry

When children are first admitted to school parents are asked if they have any concerns about their child. If a child has special educational needs which are apparent pre school the records are forwarded and acted upon by the Reception class teacher/SENCO. A low score on PIPs may indicate that a child has special educational needs.

Teacher Referral

If a teacher has a concern about a child they will inform the SENCO and the parents.

Curriculum and Assessment monitoring.

The class teacher will monitor the attainment and progress of pupils with special educational needs on a day to day basis. A central record of all assessments is kept and recorded by Mrs Parker the Assessment co-ordinator.

Movement between stages.

If a pupil fails to make adequate progress despite the additional support which the school gives over a twelve month period then support from external agencies can be sought on how next to proceed.

EHC reviews.

If a child has an EHC plan the school will review the plan, at least annually.

Curriculum

Children with special educational needs will have access to all areas of the curriculum via

- Early identification of needs.
- High quality teaching and support using a tiered wave approach.
- Tracking and monitoring of progress.
- Development of SEND provision in school further.

All children will be involved in the full life of the school. This includes going to church, trips, worship, swimming, productions, sports, clubs, homework, responsibilities and residential visits.

Success Criteria

Success will be judged by examining the following:

Movement on the SEN register
SATs results
IEP targets met

Staff views
Parental views
Pupil views
Adviser view- monitoring visits
Area Office
Complaints

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENCO and class teacher will take measures to improve the situation, meeting together with the parents.

If the concern cannot be satisfactorily dealt with at this stage it should be brought to the notice of the Head Teacher. If the Head Teacher is unable to resolve the difficulty the parents concerns should be put in writing to the SEN Governor, Mrs D McClean. The chair of governors, Mr. I Quinn will be involved after other avenues to resolve the situation have been exhausted.

Training

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the SENCO. The SENCO and Head will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition the SENCO will develop her skills through attending courses.

Literacy and Numeracy co-ordinators will attend any relevant courses and inform other staff. The Assessment co-ordinator will monitor results using assessment manager.

Non-teaching staff who support individual pupils and groups of pupils need to have a wide range of curriculum and special educational needs knowledge. This will be regularly updated by attending relevant courses.

Outside agencies including health services.

The school will work with and enlist the support of outside agencies in order to meet pupil needs.

Parents

The school believes that parents play a vital role as part of the team supporting a child with special educational needs. Parents will be kept informed of progress through:

Informal meeting with the class teacher,
Parents' Evenings
Review meetings
By letter
Sharing results of assessments.
Via pupil IEP and passports.

Role of the Co-ordinator

Special Educational Needs is managed by the SEN Co-ordinator (SENCO), who is responsible for:-

- The identification of children with SEND needs in school.
- Tracking and monitoring the progress of children with SEND.
- Ensuring that there is high quality teaching and intervention for children with SEND.
- Developing the SEND provision in school further.

Resources.

Resources are updated and extended as finance allows. Some children may need to be provided with resources to meet the requirements of an EHC.

Resources are stored centrally in the SEN cupboard.

Assessment, Recording & Reporting.

All pupils are assessed following the whole school policy guidelines. If a child is not making expected progress the class teacher may feel that there is cause for concern. These concerns will be discussed with the SENCO and parents will be involved in discussions. The class teacher will closely monitor his/her progress and intervention strategies will be put in place. Further assessment may be needed if, despite intervention and differentiated work, the child still fails to make progress.

The SENCO may request the services of an outside agency for advice and assessment. The advice of an Educational Psychologist may be requested.

Equal Opportunities

Children, irrespective of ability, race or gender may be considered to have special educational needs. Provision should be made to ensure that the needs of all children, whether physical medical or educational, can be met, so that they can access the curriculum as fully as possible.

Work will be differentiated and the curriculum adapted to match pupil needs.

Inclusion.

We are committed to inclusion of all children and are prepared to work alongside outside agencies and liaise with parents to allow children to be integrated into our school.

Through appropriate curricular provision, we respect the fact that children:

1. Have different educational and behavioural needs.
2. Require different strategies for learning.
3. Need a range of different teaching approaches.

Role of the Governing Body

The governing body will follow the Code of Practice when carrying out its duties towards all pupils with special educational needs.

The SEN Governor is Mrs D Mclean.

This policy will be reviewed annually.

Date: May 2017