



Special Educational Needs (SEN) Policy

1 Introduction

1.1 At St Ives First school we value every individual and recognise that each child has equal right to access the curriculum. We provide a broad and balanced curriculum for all children. The National Curriculum and Early Learning Goals are our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

1.2 Children have Special Education needs if they have a learning difficulty which calls for special educational provision to be made for them; such needs can arise either throughout, or at any time during their school career

1.3 Our policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. It ensures that all children with special educational needs may be identified and assessed as easily as possible.

1.4 We adhere to the DfES 'Code of Practice', January 2002 and use the needs-led audit handbook criteria, to identify at which step a child should be placed on the code

2 Aims and Objectives

2.1 The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school.
- to ensure that parents are informed at all stages in their child's education and are informed as to how they may play a part in supporting their child's education

3 Educational Inclusion

3.1 At St Ives we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. Through appropriate curricular provision, we respect the fact that children:

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- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

3.2 Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 The role of the Special Educational Needs Co-ordinator is to:

- manage the day-to-day operation of the policy;
- co-ordinate the provision for and manage the responses to children's special needs with the class teacher;
- support and advises colleagues;
- maintain the school's SEN register;
- contribute to and manage the records of all children with special educational needs with the class teacher;
- act as the link with parents;
- maintain resources and a range of teaching materials to enable appropriate provision to be made;
- liaise with external agencies and other support agencies;
- monitor and evaluate the special educational needs provision and report to the governing body;
- carry-out annual SEN audit as required by CSA.

5 The role of the class teacher is to:

- Identify pupils with special educational needs and develop provision for those pupils, including relevant IEP's (Individual Education Plans) and Provision Maps.
- liaise with the SENCo and review individual pupil's progress;
- liaise with the CSA's support and educational departments; including external agencies,
- raise SEN for discussion at staff meetings as necessary to monitor the needs and provisions across all year groups;
- liaise with the parents of children with special educational needs;
- manage the class teaching assistants to support the needs of children with SEN.

6 The role of the governing body

1. The governing body has due regard to the Code of Practice when carrying out duties towards pupils with SEN.
2. The governing body;

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- secures the necessary provision for any pupil identified as having special educational needs.
- through the headteacher, ensures that all teachers are aware of the importance of providing for these children.
- consults the CSA and other schools, when appropriate,
- reports annually to parents on the success of the school's policy for children with special educational needs.

2.1 The governing body has a named governor to have specific oversight of the school's provision for pupils with SEN. This governor ensures that governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

2.2 The '**responsible person**' in the school for SEN is the headteacher. The headteacher ensures that all those who teach a pupil with a statement of special educational needs are to be aware of the statement.

7 The role of the parents

7.1 The involvement of parents is essential. Effective assessment and provision will exist when there is the greatest possible degree of partnership between parents, children and the school. Parents will be informed of staff concern and any action to be taken in support of their child at the earliest opportunity.

7.2 The school has high expectations on parents to support the needs of their children at home and will enter into good home/school dialogue to support parents as they support their children's needs. See 'Partnership with parents'

8 Assessment

If a child has an identified special educational need when they start school, the headteacher, SENCo and the child's class teacher will:

- use information arising from the child's previous education experience to provide the starting points for the curricular development of the child;
- identify and focus attention on the child's skills and highlight areas for early action to support the child within the class;
- use available curriculum assessment processes to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties;
- ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that the outcome of such assessment form the basis for planning the next steps of the child's learning through the IEP/Provision map.
- involve the parents in developing and implementing a joint learning approach at home and in school;
- provide the opportunity for all those involved in the child's education at school to discuss provision and progress.

The school uses the following model in line with the Code of Practice, to respond to children's special educational needs:

- **School Action:** At this stage, it is expected that all children will be monitored, their progress tracked and significantly differentiated learning opportunities will be provided. 'Where a child is identified with SEN, the class teacher should provide interventions that are additional to

or different from those provided as part of the school's usual differentiated curriculum and strategies'. (SENCOP 5:41)

- School Action Plus: The trigger for this stage could be that, despite receiving an IEP/Provision map and/or concentrated support under school action, the child continues to make limited progress and has ongoing difficulties which are not being met adequately. This stage includes external agency support and additional funding from the LA.
- Statement of SEN: Children with specific high order SEN may need to be allocated a Statement of Educational Needs. In such cases the LA will be involved alongside other professionals and outside agencies such as the Education Psychologist and SENSS in identifying children's specific and particular needs. A Statement of educational provision will then be reviewed on an annual basis with contributions from all parties involved in recommending future action.

9 Access to the curriculum

- 9.1 All children have entitlement to a broad and balanced curriculum, which is differentiated to enable children to:
 - understand the relevance and purpose of learning activities;
 - experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 9.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately and we use assessment to inform the next stage of learning.
- 9.3 Individual Education Plans (IEP's), which employ a small-steps approach, feature significantly in the provision that we make in school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special educational needs register at School Action Plus or who are statemented have an IEP. Children on School Action are on the School's SEN Provision map.
- 9.3 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

10 Partnership with parents

- 10.1 The school prospectus contains an overview of our policy for special educational needs and the arrangements made for these children in our school. The governors' annual report to parents contains an evaluation of the policy in action. A named governor takes a special interest in special needs.
- 10.2 At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

10.3 We have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention and we share the process of decision-making by providing clear information relating to the education of children with special education needs.

11 Monitoring and evaluation

11.1 The SENCo monitors the movement of children within the SEN system in school. The SENCo provides the staff and governors, with regular summaries of the impact of the policy on the practice of the school.

11.2 The SENCo is involved in supporting teachers involved in drawing up Individual Educational Plans for children. The SENCo and the named governor with responsibility for special needs also hold termly meetings.

11.3 The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The SENCo reports the outcome of the review to the full governing body.

We have reviewed this policy in line with the single equality seven strands: race/ethnicity, gender, religion/faith/belief, sexual orientation, transgender, age and rural isolation/ Exclusion/deprivation.

Signed (July 2012)

Chair Personnel & Curriculum Committee

Review July 2014

Annex A

ST IVES FIRST SCHOOL

**SPECIAL EDUCATION NEEDS
INITIAL ACTION PLAN**

Target	Strategy	Outcome	Timeframe	Achievement
Early identification of pupils with learning difficulties	Initial assessment by Reception teacher/staff of new children.	An idea of the size and complexity of task	Reception to monitor before identifying First term of each academic year. SEN review: Oct/Apr	Initial target completed
Interview involved parents	Gather information by involvement of parents & pupil	Additional relevant information.	In first term of each year at parent consultation	All parents & pupils consulted
Refer to any previous school/Pre-school notes/outside authority	Expand knowledge of individual cases	Clearer idea of requirement for each pupil	First term, but a continuing process where appropriate	All appropriate info. gathered
Devise a suitable action plan: School Action, School Action Plus, I.E.P. as appropriate	Class teacher/ TA, SENCo & external authorities as required	Plan addresses pupil's needs	By end of first term Twice yearly Oct/Apr	Initial plan in place by end of first term
TAs to provide small group support	Courses and some resources as required	Raised standards with SEN groups	Sept 08 ongoing	Resources/support in place
SENCo to audit parental views	Questionnaire	Raised awareness and knowledge of SEN issues and concerns	Spring 08	Feedback into action plan to improve provision
FOLLOW-UP ACTION				
Continuous monitoring of plan	Class teacher/TA & SENCo, include named governor	Record of changes in learning ability	Runs continuously while pupil is at St Ives	Up-to-date info.
SENCo consults staff, parents, outside authorities as appropriate	Review plan, including provision of resources/staff	Make changes as required, consider budget implications	Runs continuously	Agreement on any changes required

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SENCo reports to Governors and parents	To keep all informed	Governors kept up-to-date	As required but at least termly	All involved are informed
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