

## **Policy of Special Educational Needs**

At Beaver Road Primary School we aim to meet the needs of all the pupils. Each one of our pupils will be entitled to a broad and balanced curriculum within a caring environment, in which all pupils can develop and achieve success and grow towards their full potential regardless of ability, culture, race or gender.

In addition to this, every child in this inclusive school has an entitlement to fulfilling their potential. This will be achieved by ensuring the wellbeing of all pupils in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving social and economic wellbeing.

### *Mission Statement*

*'There are no invisible children at Beaver Road'*

**The aims of our SEN policy are to ensure that:**

- We meet the needs of all pupils, in particular those with special educational needs so that they are given full and equal access to a broad and balanced curriculum.
- We identify and assess children with SEN as early as possible.
- We ensure that all procedures for identifying children with SEN are known by everyone.
- We continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- We maintain regular contact with parents at all stages of support and work in partnership with them to meet the targets set for their child.

- We ensure that records follow the child through school which are clear, factual and up to date.
- We raise staff awareness and expertise through INSET.
- We maintain close links with the support services, other schools and agencies.

## **Outcomes**

### **The class teacher will:**

- Identify and record concerns regarding pupils' difficulties on the 'Record of Concern' form as part of ongoing performance which has been monitored.
- Differentiate the curriculum according to the pupils' needs.
- Notify the SENCO of any concerns.
- Meet with the SENCO to discuss progress and to decide whether to place the pupils on the special educational needs register.
- Inform parents of the intention to place the pupil on the Special Needs Register and invite them to discuss concerns and action to be taken with the support of the School SENCO.
- Devise and revise, in consultation with parents, targets for the pupils' IEPs.
- Supervise and direct Teaching Assistants to support children within the classroom.

### **The SENCO's responsibilities (according to the 2002 Code of Practice) include:**

- Maintain and update the School's Special Educational Needs Register.
- Work with the School Leadership Team in overseeing the day to day operation of the School's SEN policy.

- Liaise with, monitor and support the completion and review of IEPs, providing support and guidance for fellow teachers.
- With SLT, help facilitate the delivery of IEPs and intervention programmes by the class teacher, teaching assistants and learning support assistants.
- Advise SLT on the provision for all children with SEN.
- Liaise with and support staff who are working with children with severe and persistent difficulties in accordance with the DDA scheme.
- Coordinate and attend SEN reviews.
- Liaise with parents regarding their children's SEN needs - establish a good working relationship with them.
- Organise paper work for statement applications.
- Liaise with outside agencies including: Speech and Language Therapist, School Nurse, Occupational Therapists, Support Teachers, Educational Psychologists, local special schools, Carol Kendrick Centre (CAMHS) and Traded Services.
- Advise SLT on resources and provision using the agreed budget.
- Contribute to in-service training for staff.
- Disseminate good practise in inclusion across the School in relation to the DDA Scheme.
- Establish and maintain contact with the named SEN Governor.

**The Governing Body of Beaver Road will ensure that;**

- The set Special Educational Needs Policy is in line with the requirements set out in the Code of Practice for children with Special Educational Needs.

- In conjunction with the Headteacher, ensure appropriate resources are in place to support the Special Educational Needs and Inclusion Policy.
- Access to the policy is readily available to all staff including supply staff.
- The policy is articulated and consistently applied.
- The SEN records are maintained and kept up to date.
- The success of the SEN policy and any changes made are detailed in its Annual Report to Parents.

### **Stages of Identification and Assessment**

#### **School Action (A)**

The trigger for school action is where there is concern, (underpinned by evidence) that a pupil is making little or no progress in spite of receiving differentiated learning opportunities within the classroom.

- The class teacher will identify the pupils who have SEN.
- The class teacher will devise interventions additional to and different from those provided as part of the school's usual differentiated curriculum.
- The class teacher will plan and deliver the IEP with the support of a TA where appropriate.
- The SENCO will monitor and review the action taken on a termly basis.
- The SENCO will also be available to help and support each class teacher will implementation of the IEP into their planning.

### **School Action Plus and Intensive School Action (A+)**

The trigger for school action plus where despite receiving an individualised programme the child continues to make little or no progress over a long period of time. The child will be working below that of expected national curriculum levels. Children at school action plus may also have underlying emotional and behavioural issues, sensory, physical and communication and interaction difficulties.

- The SENCO and Class Teacher, in consultation with parents, will seek advice from external services.
- The Class Teacher and SENCO are provided with advice and / or support from the outside specialists.
- The Class Teacher and SENCO will use the Matrix of Additional Needs to help identify level of need and support needed.
- The Class Teacher and SENCO will ensure that additional or different strategies to those at school action level are put into place and added to the IEP.
- The SENCO and Class Teacher will monitor and review action taken.

### **Statutory Assessments:**

For a very small minority of pupils, progress through Intensive School Action Plus may not provide adequate or even appropriate support. In these cases our School will;

- Consult parents/carers, Class Teacher and involved outside agencies and will make a request for Statutory Assessment.
- In this period, while the LA is considering the request, the pupil will remain supported on School Action Plus.

**Statement of Special Educational Needs:**

Once a statement of special educational needs is in place our School will;

- Follow the procedure for the school based provision.
- Supervise pupils' timetable, to accommodate the hours allocated to the pupil from a support worker.
- Will make sure that IEPs are prepared and review meetings take place.
- Will also plan an Annual Review to include the parents and further reviews as necessary.

## Appendix A

Special Educational Needs Coordinator: Jaina Mistry  
Special Educational Needs Governor: Ruth Sheldrake  
External Agencies: Occupational Therapist  
Speech and Language Therapist  
Educational Psychologists  
Specialist Speech Therapist from CK Unit  
Primary Learning Support Service  
Behavioural Support Service  
Traded Services

## **Appendix B**

### Index of Terms

SEN - Special Educational Needs

SENCO - Special Educational Needs Coordinator

ECM - Every Child Matters

INSET - In-service Training

DDA - Disability Discrimination Act

IEP - Individual Education Plan

CAMHS - Children's and Adults Mental Health Service

## Appendix C

Teachers concerned about a pupil or pupils in their class should therefore, as a first step in response to concern, consider the following questions:

- Is differentiation adequate for all pupils in all subjects?
- Are teaching assistants in year groups skilfully deployed in the support of low-achieving pupils?
- Are suitable resources available to meet the needs of all pupils within the classroom environment?
- Are issues regarding low self esteem, often experienced by low achievers taken into account?
- Are you aware of the type of learner the pupil is?
- Do lessons planned take into account of children's learning styles?
- Am I able to identify the particular area of special need experienced by the individual pupil?
- Does my planning, in particular in literacy and numeracy, take sufficient account of the individual learning targets of individual pupils?