

**Castlethorpe First School**

**Special Educational Needs (SEN)  
Policy**

## **Castlethorpe First School Special Education Needs (SEN) Policy**

### **Mission Statement**

At Castlethorpe First School the staff and governing body are committed to equal opportunity for all pupils irrespective of race, gender, disability or special educational need. We recognise not only that all children have particular individual needs but also the importance of being sensitive to individual needs to support, and encourage personal achievement within the school environment and wider community so that each child achieves their full potential.

We aim to provide for children with Special Educational Needs (SEN) in accordance with the:

- Children Act 1989
- Education Act 1996
- Disability Discrimination Act 1991
- Disability Discrimination Act 2005
- SEN and Disability Act 2001
- SEN Code of Practice and Toolkit 2002
- Every Child Matters, Children Act 2004
- Community Cohesion Education Act 2006

Our policy for providing for children with SEN in accordance with the guidelines set by the DfES Code of Practice on the Identification and Assessment of Special Educational Needs 2001. Our aim is to ensure that the needs of every child are being met and that those needs are made known to all who are likely to teach them.

The code starts with the assumption that every classroom in every school should be delivering a differentiated curriculum. This means that a wide range of needs will be catered for by the actions of the classteacher, the resources available to that classteacher and the curriculum planning that the teacher undertakes for all pupils.

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

The Education Act 1996, and SEN and Disability Act 2001 provide the definition of SEN, and the legal basis for assessing and meeting the needs of children with special educational needs. The Act defines that a child has a learning difficulty if:

- He/she has a significantly greater difficulty in learning than the majority of children of their age,
- He/she has a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of their age in schools within the area of the local authority.
- He/she is under the compulsory school age and is, or would be if special educational provision were not made for him, likely to fall within paragraph (a) or (b) when of or over that age.
- We are equally concerned for the needs of the more able, which are addressed through the gifted and talented handbook.

The legislation defines a child who has such a learning difficulty as being a child with special educational needs, which are defined as follows '*a child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.*' It also states that a child with '*a disability, which prevents or hinders them from making use of education facilities*', amounts to a learning difficulty if it calls for special educational provision to be made.

*A special educational provision* is defined as a provision that is additional to or otherwise different from that normally available in the area to children of the same age.

### **Aims and Objectives**

We aim to provide additional support and resources necessary for children with special educational needs to access and benefit from a broad, balanced, relevant and differentiated curriculum, including the National Curriculum and its Strategies for Literacy and Numeracy.

In order to do so children may be identified as having special educational needs prior to starting school, or at any time during their school life. Such needs may be of a short term or long term nature and may be identified in many ways including

- Preschool - external agencies e.g. Health visitors, GPs, social services, parents
- School age children - parents, school staff, school doctor/nurse, social services, other schools

The special educational need(s) could mean that a child has difficulties with some or all of the work in school such as -

- reading, writing, number work or understanding information;
- expressing themselves or understanding what others are saying;
- difficulty making friends or relating to adults;
- behaving properly in school;
- organising themselves; or
- have sensory or physical needs which may affect them in school.

Once a child has been identified as having SEN we are committed to taking action to maximise the child's access to the curriculum. Teachers are required to discuss and record their concerns as and when they occur, and this will be done in accordance with the 'Code of Practice' established at Castlethorpe School. In every instance where School Action is required this will be recorded. We recognise that the process by which children and parents become aware of the special need is important, and must be handled sensitively. We invite parents/guardians to school to discuss any concerns we may have about their child and to agree any Individual Educational Plans (IEP). These meetings are minuted to show the discussion that took place, the outcomes and any action agreed. Parents/guardians are asked to sign these minutes whenever possible. The minutes, records and any other correspondence relating to a child's SEN are kept in the SEN file.

#### **School Action is when**

- the teacher needs to provide interventions that are in addition to those provided by the school's differentiated curriculum.
- C.T in consultation with parents may decide to seek support from SENCO
- an individualised programme may be produced
- some specialist support may be sought from outside

#### **School Action Plus**

School Action Plus is when there has been little progress despite having received an individualised programme and concentrated support.

- Outside services are likely to be contacted. They may be advisory or provide additional assessment
- Parents continue to be fully informed
- Requests may be made for statutory assessment.

#### **Statement**

Statement provision is where intervention at School Action Plus has been unsuccessful.

- request for statutory assessment must be completed
- additional teaching assistant hours and other resources may be provided by the LEA

review of the statement and the child's progress is held annually and parents are kept fully informed

### **Categories of Special Needs**

The following categories of need are considered to be applicable where they have an impact on a child's ability to learn.

#### **1. Physical Disabilities**

This can include children who have problems with health, hygiene and motor development.

#### **2. Social, emotional and behavioural difficulties**

This includes children who have behavioural problems and difficulties forming relationships.

#### **3. Intellectual/cognitive/language development**

A child in this category is identified as being one who has significantly greater difficulty in learning than the majority of children of the same age or whose individual rate of progress gives cause for concern.

#### **4. Gifted and Talented children**

A child in this category is identified as having exceptional abilities in one or more areas of the curriculum. We keep a register of Gifted and Talented pupils, and provide additional opportunities for them to develop.

#### **5. Speech**

Children may have speech difficulties alone or they may experience them together with difficulties in category 1 - 4.

### **Individual Education Plans (IEPs)**

Teachers will only record the IEP that is additional to or different from the every day lesson plans, which are part of the curriculum. The IEP is devised in consultation with the parents/guardian and involves the child where possible. It is designed to meet short-term targets with agreed teaching strategies employed and provisions to be used and put in place.

The IEP will be reviewed at least termly. Parents/guardians and the child are encouraged to actively participate in the decision making process and the setting of learning targets. Their views are sought on the SEN provision made for them, and this coordinate partnership approach enables the school, parents/guardians and the child to achieve success by attaining the targets set.

## **Roles and Responsibilities of the School**

The person with overall responsibility at Castlethorpe First School is the Head teacher. The Special education Needs Co-ordinator (SENCo) is Julie Baldwin. Her responsibilities include

- day to day operation of the SEN policy
- undertaking Professional Development and training as appropriate
- overseeing the SEN records of all pupils identified as having special needs and ensuring that these are updated at regular intervals
- maintaining the School's SEN register
- updating the school's policy as and when is necessary in consultation with school staff and governors

## **Responsibilities of Class Teachers**

Class teachers are responsible for:

- managing the provision, reviews and records for children
- in partnership draw up an Individual Education Plan for child where required and carry out reviews
- in partnership, attend meetings with interested parties to review children's progress and decide upon the next course of action to be taken
- collecting evidence of progress against any individual targets and keeping records of assessment
- liaising with learning support assistants, parents and external agencies as required
- planning activities and sessions for support staff to undertake with children and ensuring that the children are being supported in an appropriate way which promotes independent learning
- ensuring that children have access to lessons by planning tasks and providing account of the child's IEP in planning lessons
- celebrating the work of children with SEN equally with that of others
- using management strategies to raise children's self esteem and minimise disruption

## **Responsibilities of Learning Support Assistants**

Where funds permit, Learning Support Assistants are allocated to individuals or groups of children. The time given to each child or group of children is dependent upon the level of special need and the point at which the child is registered.

We ensure that Learning Support Assistants:

- are kept informed about the individual needs of children with whom they work and the strategies agreed to provide for those children
- are responsible for undertaking activities as directed by the class teacher
- are responsible for keeping brief records of a child's progress, contributing to the preparation of appropriate materials and liaising with the class teacher
- undertaking training as required
- are fully aware of the school's SEN policy and their role within it.

### **Responsibilities of Support Staff**

We ensure that lunchtime supervisors and the secretary are informed about the individual needs of children with whom they come into contact. We deal with this sensitively and use our judgement in the level of information given:

- lunchtime supervisors and the secretary know how to alert staff to difficulties they notice
- they understand that they need to undertake their responsibilities in line with the school policy.

### **Responsibilities of the Governing Body**

The Governing body will seek to ensure that best possible provision for children with SEN at Castlethorpe School. All Governors are aware of their responsibilities for SEN. The Head teacher includes a section on SEN in her report to Governors. Catharine Turner is the nominated Governor for SEN. The nominated Governor makes termly visits to evaluate the SEN provision with the Senco. The Governing Body evaluates the success of the education for pupils with SEN using the following criteria:

- the existence of accurate, up to date record keeping
- the progress made by children on the SEN register measured as APS on a Termly basis.
- inclusion of SEN issue in the School Improvement Plan
- feedback from staff and parents

### **Admission Arrangements for Pupils with SEN**

Milton Keynes Council determines admission arrangements. Castlethorpe School does not refuse admission to children with SEN within the area traditionally served by it, nor does it discriminate against children outside of that area on the basis of their SEN.

## **Access Facilities**

The school is built on one level facilitating easy movement for children with physical disability with specifically designed access from the school playground. The school has a disabled toilet.

## **The Effectiveness of the SEN Policy**

Staff, governors and parents/guardians will measure this policy's effectiveness.

### **Criteria for success**

The success of the system can be measured in terms of the following criteria:

- Effectiveness of identifying and meeting the needs of the children
- Accurate records of identified children on the register
- IEPs which are realistic and well defined
- The children do not perceive themselves to be 'different' or 'failing'.  
Work must be based on small, achievable targets with in-built success which will raise self esteem
- Every child feeling valued by adults and other children
- Parents and the school working together in partnership

## **INSET Provision**

INSET will be provided, where appropriate and available, to help each member of the teaching and support staff and governors to work effectively with SEN children and conform to their statutory duty.

## **Allocation of Resources**

Resources (including human resources) will be allocated from the school budget allows. This may include providing additional classroom support for children with SEN and funding the Early Literacy Support where a teaching assistant works with a group of children from year 1 for 20mins/day for a blocked number of weeks.

Date of policy: May 2011

Review date: May 2013



