

ORCHARD LEA JUNIOR SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY



This policy applies to all staff at Orchard Lea Junior School.

Date Reviewed: January 2015

Date Ratified:

RATIONALE

At Orchard Lea Junior school we believe that the 'Every Child Matters' agenda places the care of all pupils as its central core. All children are valued equally, regardless of their abilities and behaviour, and all children are entitled to have access to a broad, balanced and relevant curriculum of formal and informal activities, including the National Curriculum which is differentiated to meet individual needs. Support and guidance should enable all pupils to take full advantage of the educational opportunities offered, and to have high but realistic expectations of themselves.

AIMS

We aim to:

- a) Identify as early as possible areas of difficulty where support is required, and areas of strength which can be built upon
- b) Identify through internal assessment procedures when referral to external agencies is appropriate
- c) Promote self-esteem and to encourage independent learning
- d) Encourage open and honest communication between school and home
- e) Show awareness and sensitivity towards children who have been identified as having special needs, and their parents

OBJECTIVES

1. Identify and assess special needs as soon as possible, whether of a temporary or longstanding nature
2. Follow the three 'waves' model of support
3. Enable children with special needs to access, as far as possible, all areas of the National Curriculum
4. Implement 'The Graduated Approach' set out in The Code of Practice 2014. Where a pupil is identified as having SEND, action will be taken to remove barriers to learning and put effective special education provision in place. SEND support should take the form of a four-part cycle – assess, plan, do and review. Through this cycle, actions should be revisited, refined and revised to ensure the pupil is making progress.
5. Plan, implement and review individual education programmes in support of pupils, teachers and learning support assistants
6. Use external agencies to add to the school's identification and assessment arrangements
7. Build staff confidence in the identification and assessment of special needs, and in using a variety of teaching strategies, through in-service training
8. Provide facilities for the physically disadvantaged should it become necessary

IMPLEMENTATION

Assess-Plan-Do-Review

The Code of Practice's 2014 'Graduated response model' for identification of children with special needs is used as follows throughout the school:

- Normal classroom monitoring, including teacher assessment and monitoring of progress, attainment and behaviour.
- Drawing on the school's expertise, including use of specific interventions where required.
- Consistently reviewing the effectiveness of support and interventions on the progress of pupils.
- Consulting outside agencies
- Evaluating the need for additional support
- Formal assessment by the Local Education Authority

The school tracks closely the achievement and attainment of all pupils and the Special Educational Needs (SEN) Register is revised each term as necessary.

Allocation of Resources

- To ensure that the budget for special needs is at least the minimum to be spent on human resource
- To evaluate the staffing requirements for special needs to inform the School Improvement Plan
- To ensure that children at SEN support, and those with education, health and care plans (ECHP's) are allocated resources commensurate with their needs as far as possible
- To provide carefully graded resource material for supporting groups and individuals.

Integration of SEN Children

High quality teaching, appropriately differentiated for individual pupils is the first step and responsibility in responding to possible special educational needs

Identified children are integrated, as far as possible, into all classroom activities, ensuring access to a broad, balanced curriculum. The activities where necessary are differentiated to meet children's needs, and individual programmes of work are introduced which state clearly the provision made to ensure that pupils learn alongside their peers.

Individual Education Plans (IEPs) are drawn up for each pupil on the SEN Register and are reviewed at least termly. IEP targets are shared with pupils and parents.

Monitoring the Success of the SEN Policy

Effectiveness of the policy is demonstrated in the early diagnosis of children who have a significantly greater difficulty in learning than the majority of children of the same age or of those whose physical abilities prevents or hinders them from making full use of the educational facilities provided.

Early identification is based on the Key Stage 1 Standard Attainment Tests, teacher assessment, individual testing and parental and pupil input.

Success is monitored through the effective implementation of Individual Education Plans and using a variety of criteria which include:

- An increase in reading and spelling quotients, ascertained through testing
- An improved understanding of mathematical concepts enabling the child to progress through subsequent stages of the maths curriculum. Further assessment using the Sandwell assessment may also be used.
- An improvement in a child's ability to learn independently, demonstrated by his/her increasing self-help skills
- An improvement in pupils' social skills and emotional well-being. This might be monitored through use of the Boxall Profile.
- Greater fluency in writing ascertained by a comparison between subsequent pieces of written work
- An increase in parental involvement resulting in improved liaison between home and school, by discussing progress at least once a year, with the parents of children at SEN support
- Progress towards meeting IEP targets
- Progress in National Curriculum levels of achievement (including the 'P' levels where appropriate)

Staffing

Many of the staff have considerable experience of teaching children with special needs and are very supportive of the less experienced.

The SEN Co-ordinator offers help to staff and individual children according to their needs. She also has responsibility for co-ordinating the provision for each child and liaising, as necessary, with outside agencies.

Teaching Assistants give significant support within the classrooms. Emotional Literacy Support Assistants (ELSA) provide specific emotional support.

The school Parent Support Advisor supports identified children and their families.

Nurture Leaders give significant social and emotional support within the school nurture group for identified children.

In-service training for Teachers and Teaching Assistants is achieved through visits from Hampshire Support Services and through attending day courses, twilight sessions and residential courses.

Cluster group meetings for SENCOs, ELSA's and Nurture Leaders are held regularly to discuss the latest information and provide support.

Partnership with Parents

Each term parents receive a copy of their child's IEP which may be discussed with school. This states the provision for supporting their child and the targets to be achieved.

Regular coffee mornings are held for parents of children with additional needs. These are attended by the school SENCo and Parent Support Advisor.

Parents are encouraged to work with us, taking an active part in their child's learning.

Parent contact is usually on an informal basis, when parents are invited in, or request a meeting, to discuss any problems that have arisen.

Should the child's progress be a serious cause for concern, the school will seek permission to involve the external support services.

If there should be cause for complaint, parents are advised to follow the school's Complaints Policy available from the school office.

The partnership with parents, once established, is maintained and fostered for the exchange of information resulting in the mutual benefit of all concerned.

The successful implementation of this policy for Special Educational Needs is monitored by the Governor responsible for SEN.

Linked Policies

This plan will contribute to the review and revision of the following related school policies:

- Disability Equality Policy
- Accessibility Policy
- Equal Opportunities Policy
- SEN Information Report