

Burton Salmon Community Primary School

Special Educational Needs (SEN) Policy

Introduction

This policy was reviewed and updated in December 2004 in line with the revised Code of Practice.

At Burton Salmon Primary School we provide a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, our teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

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.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

Aims of the SEN Policy

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 curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

Educational Inclusion

At Burton Salmon Primary School we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- 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.

Special Educational Needs

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. But children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

Many of the children who join us at Burton Salmon Primary School have already been in early education. In many cases children join us with their needs already assessed. However, all children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called School Action. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices, through Wave 3 Intervention Programmes. When the child on an occasion has been placed on School Action for an emotional and behavioural difficulty, difficulties in communication and interaction, or sensory or physical impairment, then Wave 2 interventions may be appropriate alongside other forms of support. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Co ordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

We will record, in an Individual Education Plan (IEP), the strategies used to support the child. The IEP will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term.

The Record of Resource Provision identifies the intervention, amount of time allocated, support levels and strategies used within the school. This will be reviewed on a termly basis in order to add and change information as required.

If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those used in School Action. This enhanced level of support is called School Action Plus and includes specific Wave 3 Intervention Programmes. External support services will provide information for the child's new IEP. The new strategies in the IEP will, wherever possible, be implemented within the child's normal classroom setting.

Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children at School Action and School Action Plus levels have an IEP.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LEA. A range of written evidence about the child will support the request.

Role of the SENCO

At Burton Salmon Primary School the named SENCO is Mrs. Delia Andrews. It is her role to:

- manage the day-to-day operation of the policy;
- co-ordinate the provision for and manage the response to children's special needs;
- support and advise colleagues;
- oversee the records of all children with special educational needs;
- act as the link with parents;
- act as the link with external agencies and other support agencies;
- monitor and evaluate the special educational needs provision, and report to the governing body;
- manage a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contribute to the professional development of all staff;
- monitor the movement of children within the SEN system in school;
- provide staff and governors with regular summaries of the impact of the policy on the practice of the school,
- meet regularly with Learning Support Assistant's (LSA's) to review Intervention Programmes and support further progress;
- responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

Role of the Teacher

At Burton Salmon Primary School our teachers respond to children's needs by:

- providing a broad and balanced curriculum, which is differentiated so that children understand the relevance and purpose of learning activities, through clear learning objectives;
- providing opportunities to experience levels of understanding and rates of progress that bring feelings of success and achievement;
- providing support for children who need help with communication, language and literacy;
- providing support for children within numeracy and all other national curriculum subject areas;
- planning to develop children's understanding through the use of all their senses and of varied 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.
- identifying the preferred learning styles of our children to inform planning and at times to develop individualised programmes, to cater for specific learning needs;
- providing quality first teaching for all children, known as Wave 1 Provision;
- providing small group intervention programmes for peers who can be expected to "catch-up" as a result of Wave 2 Interventions.

At Burton Salmon Primary School the teachers 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. 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.

Assessment

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The SENCO works closely with parents and teachers to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The LEA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this.

Partnership with Parents

At Burton Salmon Primary School we work closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

The school prospectus contains details of our policy for special educational needs, and the provision made for these children in our school. The Governors' Annual Report to Parents will contain an evaluation of the policy in action. Our named governor, Paul Drury, takes a particular interest in special needs.

We have regular meetings each term 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 educational needs.

Pupil Participation

At Burton Salmon Primary School we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages.

Children are involved at an appropriate level in setting targets in their IEP's and in the termly IEP review meetings. Children are encouraged to make judgements about their own performance against their IEP targets. We recognise success and celebrate it, as in any other aspect of school life.

Allocation of Resources

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Headteacher and the SENCO meet annually to agree on how to use funds directly related to statements. The SENCO draws up the resources bid when the school is planning for the next school improvement plan.

The Role of the Governing Body

At Burton Salmon Primary School the governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The

governing body ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.

The governing body has identified a governor, **Paul Drury**, to have specific oversight of the school's provision for pupils with special educational needs.

The SEN governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

Monitoring and Review

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

Aligning The SEN Code of Practice with the Intervention

The SEN Code of Practice describes a “graduated response” to the identification of special educational needs. The National Literacy Strategy and the National Numeracy Strategy assume 3 “waves” of support for children. These may be mapped onto the graduated response as follows:

Wave 1

The effective inclusion of all children in a high-quality literacy hour and mathematics lesson (quality first teaching).

Wave 2

Small-group intervention (for example booster classes; LEA or school-based programmes; NLS and NNS intervention programmes) for children who can be expected to “catch up” with their peers as a result of the intervention. Wave 2 interventions are not primarily SEN interventions, and where they are delivered without modification within the designated year group, there is no need to place the children on School Action. Children included in Wave 2 interventions may on occasion, however, already be at School Action or School Action Plus. This will be where they have special educational needs such as emotional and behavioural difficulties, difficulties in communication and interaction, or sensory or physical impairment, for which they are receiving other forms of support.

Wave 3

Specific targeted intervention for children identified as requiring SEN support. *Children receiving Wave 3 support will always be placed on School Action, and on School Action Plus if an external agency is involved in assessment, planning and review.*

Burton Salmon C.P. School

Name:

IEP agreed by: teacher

SENCO:

School Action/School Action Plus:

Pupil:







Parent:

Date:

Others:

Review Date:

MY INDIVIDUAL EDUCATION PLAN

Things I find difficult 	My targets 	What do I need to do? 	Who's going to help me and when? 	When will I take it home? 	How did I get on? 

Signed: Teacher:

SENCO:

Headteacher:

Pupil:

Parent:

Other(s)

Burton Salmon C.P. School

Headteacher:

SENCO:

Record of Provision

Name:

D.O.B.:

Class:

Year:

Group:

Stage on:.....

Academic Year	Term	Curriculum And Teaching Methods	Assessment And Planning	Human Resources	Grouping For Teaching Purposes	Additional Resource And Funding Source

Glossary of Terms Relevant to Special Educational Needs in Education

ADHD, ADD

Attention deficit disorder / attention deficit hyperactivity disorder: Difficulties in sustaining attention and controlling impulses, and in the case of ADHD, hyperactivity. Pupils exhibit chronic and persistent difficulties responding to classroom tasks and often have low self-esteem.

Annual Review

The review of a statement of special educational needs which an LEA must make within 12 months of making a statement or, of the previous review. The child's parents or carer, a teacher responsible for the provision of the child's education and a representative of the LEA must be invited to attend.

Asthma

Condition in which the air passages in the lungs become narrowed making it difficult to breathe. Sudden narrowing produces an asthma attack. Staff need to understand the condition, the need for access to medication and what to do in the event of an attack.

Autism, Aspergers Syndrome

Impairment in the development of social relationships, communication skills and imagination. Pupils often demonstrate a rather limited awareness of the intentions or moods of others and have difficulty transferring skills or coping with change.

Cerebral Palsy

A group of movement disorders resulting from damage to the developing brain, the extent of motor impairment varies widely. Vision, hearing, speech articulation and intellectual functioning may be affected. Increased risk of epilepsy.

Cystic Fibrosis

Life-threatening inherited disorder in which the body produces a thick, sticky mucus that affects the lungs and digestive system in particular.

Disapplication

Removal or lifting of a programme of study, attainment target, assessment, or any other component of the National Curriculum, including entire subjects through relevant regulations.

Diabetes

A condition in which the amount of glucose (sugar) in the blood is too high because the body is unable to use it properly. School staff need to be aware of the causes and symptoms of hypoglycaemia and what action to take, children with diabetes must be allowed to eat regularly during the day. The timing of mealtimes is important and may include eating snacks during class time.

Down's Syndrome

People with Down's Syndrome have 47 instead of 46 chromosomes. This results in disruption of the growth of the embryo and a degree of developmental delay in the child.

Dyslexia (Specific Learning Difficulties or SpLD)

A distinctive pattern of learning difficulties particularly associated with the acquisition of reading and spelling strategies. Reading and writing attainments are significantly below the standards pupils achieve in other areas.

Dyspraxia (developmental co-ordination disorder or DSD)

Difficulty in the planning and co-ordination of motor tasks. There is a wide variation of difficulties from fine motor skills affecting handwriting and drawing to gross motor skills with problems in PE and games or with the planning and co-ordination of speech. Self confidence, social relationships and behaviour can also be affected.

EBD (emotional, behavioural and difficulties or behaviour, emotional and social development)

This broad term encompasses students who may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, display immature behaviour or present challenging behaviour arising from other complex special needs.

Education Supervision Order

An order LEAs can apply to ensure a pupil receives efficient full-time education suited to his or her age, aptitude, ability and any special educational needs, and that sufficient support, advice and guidance are provided to the parents.

Epilepsy

An established tendency to recurrent seizures. Seizures affect individuals differently but all are caused by a brief malfunction in the brain's biochemistry. Medication can cause the pupil to be drowsy or over-active. Seizures need to be understood and well handled by adults and other children.

Glaucoma

Increased pressure inside the eye.

Glue Ear (See Hearing Impairment)**Hearing Impairment**

There are two main types of hearing impairment:

Conductive (glue ear) - fluctuating levels of hearing during childhood which can affect language acquisition and general progress at school. Can lead to label of unco-operative, lazy or inattentive if undetected.

Sensori-neural - hearing loss due to damage to inner or middle ear. Different forms of aid may be used. The acoustics of the room, level of background noise and position for class and group work need to be taken into account by the teacher.

Hyperactivity (See ADHD)**Inclusion**

System of education that embraces all pupils, taking into account the diversity of pupils' needs.

IEP (Individual Education Plan)

A working document for all teaching staff recording key short-term targets and strategies for an individual pupil that are different from and additional to those in place for the rest of the group or class.

MLD - moderate learning difficulties SLD - severe learning difficulties

Speech and Language Difficulties

Overarching term that describes a range of difficulties that can be observed in the acquisition of language and communication, affecting a pupil's ability to access education.

SpLD (See Dyslexia)**Statement**

Document produced by LEAs following multiprofessional assessment and contributions from parents or carers, specifying the precise nature of the pupil's assessed difficulties and educational needs, and the special or additional provision that would be made in order to meet that pupil's needs. Statements must then be reviewed at least annually.

Targets

Specific objectives in an Individual Education Plan, on the path to long term goals.

Visual dyslexia

Poorly defined term referring to the visual problems sometimes associated with dyslexia
Some pupils can find reading difficulties eased by the use of coloured filters or lenses

Visual Impairment

General term for problems related to vision. Teachers should be aware of the indications that a pupil may have a visual impairment.

Compiled by Tessa Knott.

Bibliography

The following texts have been used to compile this brief glossary:

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A Framework for Meeting Children's Needs

← LEA SUPPORT AGENCIES & OTHER AGENCIES →	Planning		Action		Review		
	Information, evidence for LEA		R.S.A. from school parent Another agency		Areas of need: Communication and interaction Cognition & learning Behaviour, emotional & social development		
			STATEMENT				
	Planning		Action		Review		
	New I.E.P.		Consultation: Specialist SENCO Class Teacher Curriculum co-ordinator Literacy co-ordinator Numeracy co-ordinator		Specialist assessment		
	New targets		SCHOOL ACTION PLUS		Range of teaching approaches materials, equipment		
	Planning		Action		Review		
	Group/individual support		Evidence information Record keeping I.E.P. SENCO + class teachers		Learning Environment		
	Staff Development Training		SCHOOL ACTION		Curricular, pastoral & behaviour arrangements		
	Planning		Action		Review		
	Observation & assessment		Responding to parental concern Ethos Differentiation SENCO overcoming barriers Sustaining effective teaching		Learning environment		
	Measured against N.C., Num & Lit strategies		EARLY IDENTIFICATION		Curricular, pastoral & behavioural arrangements		
	← PUPIL PARTICIPATION/PARTNERSHIP WITH PARENTS →						

Framework to support SEN policy showing Burton Salmon Primary School's response and actions at early stage in identifying and responding to special education needs.