



*My Lord! Increase me in knowledge (20:114)*

## **Special Educational Needs Policy**

"All teachers are teachers of pupils with special educational needs".  
**(SEN Code of Practice on the Identification and Assessment of Pupils with Special Educational Needs - July 2001)**

### **Rationale**

Orchard Primary School is committed to providing an appropriate and high quality education. We believe that all children, including those identified as having special educational needs have a common entitlement to a broad and balanced academic and social curriculum that is accessible to them, and to be fully included in all aspects of school life.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, Learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school. We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.

We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. At Orchard we aim to identify these needs as they arise and provide teaching and learning contexts that enable every child to achieve to his or her full potential in an inclusive environment that prepares them for adult life and encourages them to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

'Every Child Matters' (DfES, 2004)

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

The Code of Practice 2001 states the following as a definition of Special Educational Needs:

“Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local educational authority.
- Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area.”

### **Aims and objectives**

We aim to:

- Ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- Ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs.
- Continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- Provide full access to the curriculum\* through differentiated planning by class teachers, Special Needs Coordinator (SENCo), and support staff as appropriate. (\*Except where disapplication, arising from a Statement occurs, disapplication is very rare, and we aim to offer the full curriculum to all our pupils.)
- Provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEN at **School Action** or **School Action Plus**.
- Ensure that all members of the school community perceive pupils with SEN positively, and that SEN and inclusive provision is positively valued.

- Enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- Involve parents/carers at every stage in plans to meet their child's additional needs.
- Involve the children themselves in planning and in any decision making that affects them.
- Liaise with other agencies as appropriate so that each child has the opportunity to reach their full potential.

## **Roles and Responsibilities**

We believe that everyone in the school community – governors, staff, pupils and parents has a part to play in achieving this:

The role of the governors is to:

- Establish a policy which fulfils the requirements of the Code of Practice (2002) on identification and assessment
- Secure appropriate resources
- Appoint a responsible governor
- Participate in appropriate training

The role of the Head Teacher is to:

- Ensure that the SEN policy is implemented in line with the requirements of the current legislation, and is fully addressed in the school's development plan
- Ensure that arrangements are in place to report on the use of the SEN funding to the governing body
- Ensure that systems are in place for setting, monitoring and reviewing SEN provision and reviews of statements of SEN

The role of the Inclusion Manager is to:

- Oversee the day-to-day management of all aspects of SEN
- Keep the Head Teacher and Governors informed
- Monitor the quality and effectiveness of SEN provision for pupils with SEN
- Oversee the day-to-day operation of the school's SEN policy
- Liaise with teachers to provide support and advice
- Manage the work of the special needs Teaching Assistants
- Oversee the records of all children with SEN
- Monitor the quality and effectiveness of provision for pupils with SEN
- Liaise with the parents of children with SEN
- Contribute to the in-service training of staff
- Liaise with external agencies
- Keep up to date with latest developments in SEN and inform

staff as necessary

The role of the staff is to:

- Act on the principle that every member of staff is responsible for meeting the needs of all pupils
- Work in partnership with the Inclusion Manager, the Special Educational Needs Co-ordinator (SENCo), pupils, parents and other agencies
- Participate in appropriate training

### **Partnership with Parents/Carers**

Orchard Primary School values working in partnership with all parents/carers. We believe that promoting a culture of co-operation between parents, school, the LA and others is important in enabling pupils with SEN to achieve their full potential.

Parents will be informed when their child has been identified as having SEN. They will also have the opportunity to be fully involved in the school-based response for their child and to understand the purpose of any intervention or programme of action.

### **Pupils**

Pupils play a part in this process by having their wishes about their own needs regularly sought and carefully considered. They are encouraged to participate in their learning by involving them at an appropriate level in discussions about their progress, including target setting and review arrangements.

### **Identification and Provision**

Class teachers are trained to provide a differentiated curriculum to cater for the needs of all children across the ability range within the class. This is achieved through the provision of adult support in the form of Teaching Assistants and Learning Mentors. The progress of all pupils is carefully tracked through on-going marking and periodic assessments. If evidence shows that a child is causing concern then the following procedure is applied:

- (1) The class teacher meets with the SENCo to raise concerns.
- (2) The SENCo and class teacher meet with the parents to discuss these concerns.
- (3) With the agreement of the parents the child is placed at the stage referred to in the Code of Practice as 'School Action'.
- (4) The provision required to support the child is highlighted on the provision map, a copy of which is made available for the parents. Full use is made of all available school resources.
- (5) The teacher and SENCo review provision termly. Parents are invited to attend. For some children, this level of support will need to be given for a longer period of time. Others will make sufficient progress for the level of support to be removed. If the termly review concludes that the child is still causing concern and that all school resources have been exhausted, then support from external agencies is sought (in consultation with the parents). This enhanced level of support is called 'School Action Plus'.

- (6) When a child is moved onto the 'School Action Plus' stage, the class teacher and SENCo are provided with advice and support from outside specialists. Additional or different strategies are put in place and recorded on the provision plan, a copy of which is given to the parents. Individual Education Plans are used for children with exceptional, truly individual needs where low levels of progress have been achieved over a significant period of time, or when a multi-agency approach is needed.
- (7) Where a child is unable to access the National Curriculum after considerable internal and external help then, in consultation with parents, the Head Teacher and SENCo will request a statutory assessment from the LA. This may lead to a Statement of Special Educational Needs.
- (8) A child who has a statement will continue to have arrangements as for School Action Plus, and additional support that is provided using the funds made available through the statement.
- (9) An Annual Review is held to review the appropriateness of the provision and to recommend to the LA any changes that need to be made, either to the statement or funding arrangements for the child.

### **Teaching arrangements for pupils with SEN**

For the most part, children identified as having SEN will have strategies within their provision plans implemented in the normal classroom setting, alongside their peers. Those who are requiring support with basic reading, spelling and mathematical skills may, at times be withdrawn for individual or group tuition by a teaching assistant.

The teaching arrangements for pupils with a statement will be determined by their statement of special educational needs.

### **Allocation of funding**

Funding for support given to pupils with SEN is provided by the LA through the SEN audit and the amounts allocated in the school budget. The special needs budget will be used to access resources, support staff and where necessary, adjustments to the school environment in order to allow pupils access to the curriculum and fulfil their development potential. The Head Teacher and Inclusion Manager will manage the funds.

### **Provision Planning**

The planning of provision for pupils with SEN is done through provision mapping. These indicate how resources are being utilised to meet needs. A range of support is available to pupils with SEN within Orchard Primary. The school is able to cross reference types of provision with financial outputs, including resources and staffing, along with time costs.

### **Admissions Policy**

This policy takes full account of the Special Education Needs and Disability Act 2001. Within the admissions policy, the aim of the school is to meet the needs of the child of any parent who wishes to register at the school. In the case of pupils with a Statement of Special Educational Needs, the Inclusion Manager will work closely with the LA

named officer in coming to a decision about the most appropriate provision for the pupil. No pupil can be refused admission solely on the grounds that s/he has special educational needs.

## **Outside Agencies**

Orchard Primary maintains strong links with outside agencies that provide valuable support for the pupils with SEN. Access is available to a school nurse and doctor if there are any medical concerns about individual pupils. Use is made of Child and Adolescent Mental Health Service, Speech and Language Therapy, Occupational Therapy and learning assessment facilities provided by the NHS. The school also uses a Literacy Specialist Teacher and the Pupil Referral Unit. In addition, the Larkhall Autistic Unit Outreach Service provides advice, as does the Visual Impairment Service and the Hearing Impairment Service.

The Educational Psychologist attends school on a regular basis to agree a programme of support. This may involve:

- Carrying out assessments and reviews for children with statements
- Supporting the SEN provision
- Providing support and advice for parents and staff training

The Inclusion Manager, in collaboration with the INSET Coordinator will give consideration to the needs of staff (class teachers, support staff) with respect to training in SEN. The Inclusion Manager will assist in the provision of training teaching and non-teaching staff, forming links with the LA and other schools to devise and share training opportunities.

The governors will give high priority to training on special educational needs responsibilities, assessment and provision when drawing up their own plans for governor training.

## **Monitoring and evaluation of the policy**

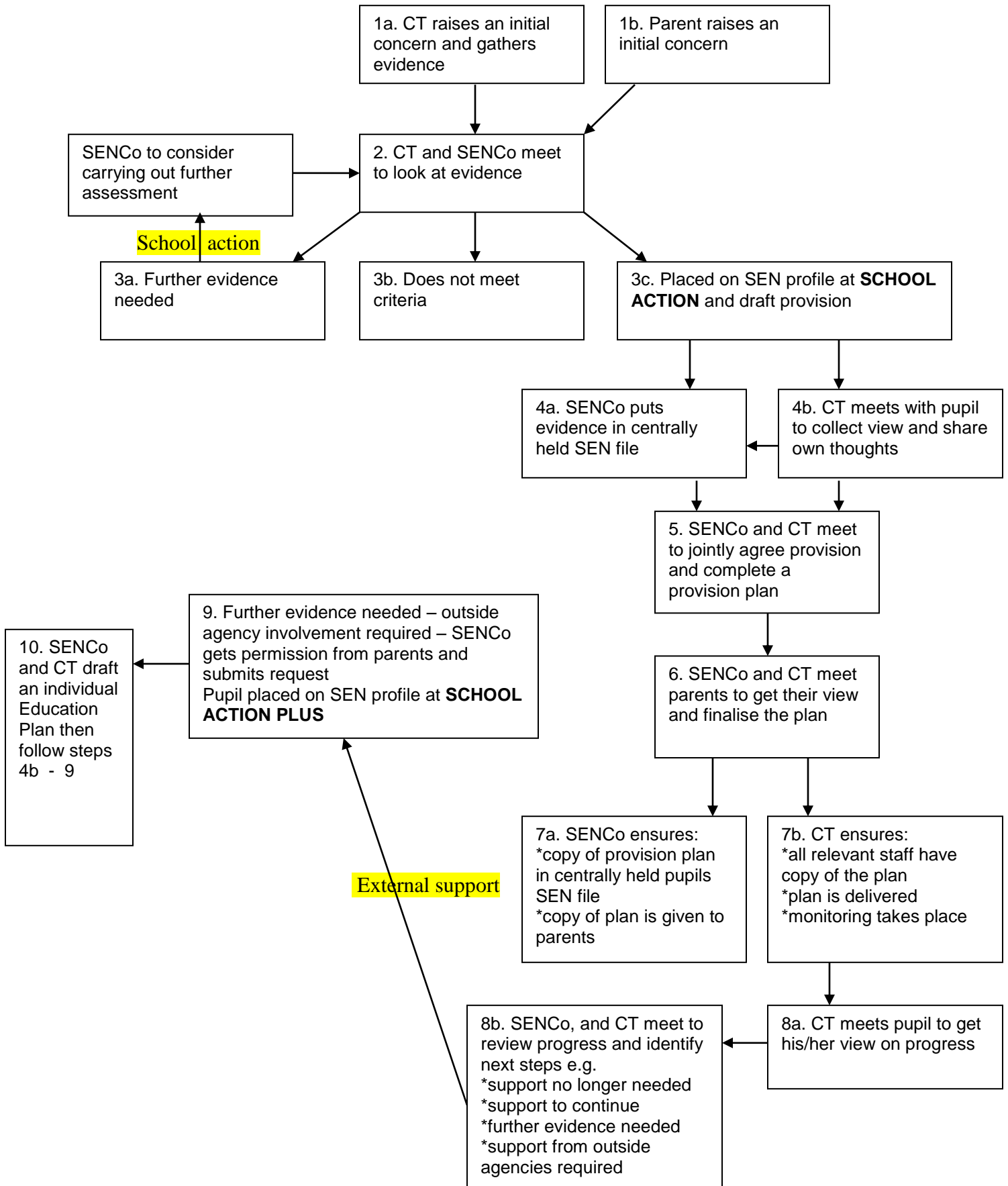
It is the role of the Inclusion Manager to monitor the effectiveness of the policy on a day-to-day basis. There is a responsible governor whose role is to oversee the implementation of the policy. The success of the school's SEN policy and provision is evaluated through:

- Monitoring of classroom practice by the Inclusion Manager, subject coordinators and the senior management team
- Analysis of pupil tracking data and test results for individuals and groups
- Value-added data for pupils with SEN
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- Monitoring of practice and procedures by the SEN governor
- Analysis of data provided by the LA and information provided by the school link advisor
- The School Improvement Plan, the school Self Evaluation Form

In doing this, we would be asking whether pupils of all abilities are achieving their best. The policy and/or provision will, where necessary, be revised in the light of these evaluations

# APPENDIX 1

## SEN procedures flow chart



## APPENDIX 2

### Categories of special educational needs

The new Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas.

- Communication and interaction
- Cognition and Learning
- Behaviour, emotional and social development
- Sensory and/or physical

#### Cognition and Learning Needs

- Specific Learning Difficulty (SpLD)
- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)

#### Behaviour, Emotional and Social Development Needs

- Behaviour, Emotional and Social Difficulty (BESD)

#### Communication and Interaction Needs

- Speech, language and Communication Needs (SLCN)
- Autistic Spectrum Disorder (ASD)

#### Sensory and/or Physical Needs

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)



## APPENDIX 3

### Glossary of relevant abbreviations

- **ASD** - Autistic Spectrum Disorder
- **BESD** - Behavioural, emotional and social difficulties
- **CAF** – common assessment framework
- **CAMHS** - Community & Adolescent Mental Health Service
- **CT** – class teacher
- **DDA** - Disability Discrimination Act
- **EP** - Educational Psychologist
- **EWO** - Education Welfare Officer
- **HI** - Hearing Impairment
- **IEP** - Individual Education Plan
- **LA** – Local Authority
- **LAC** – Looked After Child
- **MLD** - Moderate Learning Difficulties
- **P Scales** - Assessment tool for pupils working below Level One of National Curriculum
- **PMLD** - Profound and Multiple Learning Difficulties
- **PRU** - Pupil Referral Unit
- **SALT** – Speech and Language Therapy
- **SEN** - Special Educational Needs
- **SENCO** - Special Educational Needs Coordinator
- **SENDA** - Special Educational Needs & Disability Act
- **SLD** - Severe Learning Difficulties
- **SMART** - Specific, Measurable, Achievable, Realistic, Timely (in relation to targets)
- **VI** - Visual Impairment