

Special Educational Needs Policy

All children, at some time or other in their education, experience a degree of difficulty over some aspect of the curriculum. Smithy Bridge Primary School recognises that children need to be helped over such hurdles and that it should be safe for a child to make mistakes as this is the way we all learn.

For some children, aspects of learning in school are more difficult than for their classmates. In such cases, the staff will identify the nature of the difficulty and then arrange for the level of help that is required. This can then be addressed with the help of the appropriate resources.

The first stage is where the class teacher or parent notices that the child is having some difficulty at school and the teacher responds with appropriate support within the class under the guidance of the school's Special Needs Co-ordinator (SENCo). This may be sufficient to overcome the difficulty.

If this does not result in any significant improvement then other help is arranged from the learning support staff working within school. The parents are normally involved in discussion about what is to be done, as it is beneficial for the home to support the school in the programme of work.

If there are further difficulties, then advice is sought for from the Educational Psychologist, again with the knowledge and consent of the parents.

If these strategies have no long term benefit for the child, then school and parents will work for the long term support and a formal assessment of the child's learning difficulties may be needed in order to ensure the best resources possible are made available for the child. At this stage Rochdale Education Department and the Psychological Service will normally be involved.

Statement of Intent

*The purpose of education for all children is the same
But the help that individual children need in progressing
towards them will be different*

(Warnock Report 1978 – Chapter One)

Children with disabilities or learning difficulties are a minority in school and as such we need to make sure that their rights are addressed.

It is the responsibility of the Governors and the Staff of the school to ensure for ALL children an equal opportunity and access to a broad and balanced curriculum including the National Curriculum.

Our aim is to ensure that all children with Special Educational Needs receive maximum opportunities to develop their full academic, social and personal potential by fostering a caring and supportive environment which utilises all available appropriate resources.

All teachers are teachers of Special Needs Children. There should be great *emphasis* on **INDIVIDUAL** needs not special needs.

Our school's practice is to follow the Code of Practice as set down by the Department for Education and Skills in 2002.

Aims

To develop the potential of all children with special educational needs within a whole school approach that is committed to the provision of good quality education.

To offer a broad and balanced curriculum which is relevant to their needs.

To follow school procedures to identify, assess, record and develop programmes when required.

To work in an effective partnership with parents and the relevant support services.

To meet legal requirements when teaching children with special educational needs through good practice.

To encourage the participation of children with SEN in making decisions about their education.

Objectives

To ensure that class practice provides support for children with learning needs, sensory needs, behavioural difficulties and able and gifted children

To identify the specific requirements of children with learning difficulties at SCHOOL ACTION and SCHOOL ACTION PLUS levels as soon as possible and seek to provide effective provision.

To involve parents at the earliest possible stage to enable them to become involved in the process of support for their children throughout.

To have regular INSET for staff through staff meetings and Inservice days, to develop special education provision.

To hold regular meetings between SENCO, class teacher and support assistants, to monitor and review learning programmes, and to keep the school's staff up to date with the latest research and information on helping children's learning.

To develop and build on resources in school to support children and staff.

To ensure relevant links with other schools are supportive to the development of children with special educational needs.

To provide appropriate support within school for children assessed as having special needs.

To use Rochdale's additional needs service (RANS) plus other agencies and provide support in school from SEN co-ordinator and class teacher when relevant.

The Special Educational Needs **Co-ordinator**

The name of the SEN co-ordinator (SENCO) is Joanne Ramsbottom.

Responsibilities:-

- ❖ Overseeing the day to day operation of the school's Special Needs Policy.
- ❖ Liaising with, supporting and advising fellow teachers and managing support assistants.
- ❖ Co-ordinating provision for children with educational needs.
- ❖ Overseeing records of all children with special educational needs, in consultation with Head Teacher.
- ❖ Liaison with parents of these children.
- ❖ Contributing to in-service training of staff.
- ❖ Liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies, in consultation with the Head Teacher.
- ❖ Build up resources within school to aid effective teaching of such pupils.
- ❖ Ensuring that appropriate IEPs are in place, to set targets for improvements
- ❖ Monitoring SEN policy and setting dates for evaluation and review.

Arrangements for co-ordinating educational provision for pupils with Special Educational Needs

If a teacher is concerned about a pupil, he/she completes a Special Needs Identification sheet and notifies the SENCO who prioritises the needs of the pupils and allocates time and resources to support colleagues.

The role of support staff

At the present moment we provide support within school and also from various outside agencies, via the SENCO and local cluster of schools meetings.

The support staff employed by school work with the children to assist them in accessing the curriculum, especially in the areas of literacy and numeracy. They work closely with class teachers and the SENCO and follow the targets set in each child's individual education plan (IEP).

Homework

Homework is sometimes given to re-enforce the SEN activities covered in school. E.g spellings.

Admission arrangements

Pupils are admitted to the school without reference to ability. However pupils with particular needs for which the school has no facilities or expertise, are referred to Rochdale LEA for appropriate support and placement.

Specialised facilities and staffing

2 Teaching Assistants who support the children on the SEN register on an individual basis or in a small group.

The SENCo continues to update knowledge and to disseminate current trends to colleagues.

School's policy for identification and provision for all pupils with SEN

1. The co-ordinator has a bank of resources and once the child has been identified as having a special need, the co-ordinator liaises with the staff and recommends and provides resources and support in differentiating work.. If more specific help is needed then some time with a Nursery Nurse, the SENCO or a support assistant is allocated.
2. In order to identify pupils with SEN, the Salford reading test is administered along with Young's spelling test. These, or similar, tests are administered to all pupils in December and July along with QCA and NFER tests at the end of each year. If a more detailed assessment is required, the Aston Index is used or the Educational Psychologist is consulted.
3. Every child follows the Smithy Bridge curriculum schemes of work but the work is differentiated to the needs of the individual.
4. Individual learning programmes, differentiated work and the provision of specialised help enables the children with SEN to be integrated within the school so that they can carry on with the school's schemes of work.
5. No child goes through a whole school year without having a special need identified and acted upon. An Individual Education Plan will be put in place in the classroom and the teacher will be differentiating the work set. Every child in every class should be working to his / her potential and is taking up their full entitlement to the National Curriculum.
6. If there are complaints concerning support for SEN, in the first instance they are addressed to the SENCo. The SENCo outlines procedures in relation to the Special Needs Policy, which has been ratified by the governors, and will assess what has been done for the child. If a child has not been identified as having a special need, steps will be taken to find out why they have not been identified and all the evidence will be looked at.

Resources for children with special needs.

See SENCO for current list

Criteria for identifying children with Special Needs.

- Adequate progress has not been made even though interventions have been tried which are additional to and different from the differentiated work in the classroom.
- Is READING AGE more than 1 year behind CA?
- Is SPELLING AGE more than 1 year behind CA?
- Is MATHS, number, spatial ability, significantly behind the rest of the class?
- Is BEHAVIOUR significantly affecting the progress of others?
- Any PHYSICAL problems significantly affecting educational progress?
- Any EMOTIONAL problems significantly affecting educational progress?

Early Years

Foundation stage - children aged 3-5 years.

During this time most children experience rapid physical, emotional, intellectual and social growth. By the end of the foundation stage it would be expected that most children will have achieved the Early Learning Goals in all 6 areas of learning.

Some may still be working towards these goals. Included in this group may be children with particular learning difficulties but it should not be assumed that children who are making slower progress must therefore have SEN.

Such children will need carefully differentiated learning opportunities to help them to progress and regular and frequent careful monitoring of their progress.

Where progress is not **adequate** it will be necessary to take some **additional** or **different action** to enable the child to learn more effectively.

(For a definition of adequate progress see 4.4 Code of Practice.)

The pupil record or profile for a child with SEN, should include information about:

- The child's progress
- Behaviour
- Information from the parents
- Information from Health and Social Services.

After collecting all relevant information, the system is the same as for children 5+, that is the child is included on Early Years action or Early Years action plus.

The time limits and procedures for Statutory assessment of children under compulsory school age, are the same as for children of school age.

Our learning environment provides....

There are many strategies teachers must consider when teaching children with special educational needs, these have to be employed prior to children being put on to school action.

The following are some examples.

Differentiation

Work in all areas of the curriculum and especially the core subjects, should be differentiated to match the individual needs of the pupil. This does not mean giving the same work all children and expecting lower standards from SEN children. The same high standards should be expected from all children but with work, which is appropriate to their level.

Small steps

Even the simplest task e.g. fastening buttons can be broken down into small steps. It is essential for all children who are experiencing difficulties in any area, not to be overawed with the whole task.. If a small step approached is applied then success and praise can be given at each stage, to build up a child's self confidence.

Teaching styles

Not every child learns in the same way and therefore teaching styles should always be taken into account when dealing with special needs children. These should be investigated before placing the child on the SEN register.

Experience

Wherever possible work should be related to a child's own experiences. This gives the child a starting point to which he/ she can relate. It can also ensure the work is pertinent to the child's needs.

Language

Care should be taken to use appropriate language when introducing a lesson or task. Account should be taken of any child for whom English is not their first language and using words, which are beyond the grasp of any child with special educational needs, should be avoided. Many children also find it difficult to remember more than two requests or instructions at once, so time should be given to breaking down instructions as and when they are required, rather than being given all at once.

Repetition

Many children will need instructions repeated. There are several reasons why a child may not grasp the facts initially and repetition helps lessen frustration.

Reinforcement

It is essential that once a child has grasped a concept it is not then forgotten. Regular reinforcement is required.

Concentration

Many children with SEN frequently have a low level of concentration. Sessions should be short and concise with a break in activity if required, to bring the child back on task later with renewed concentration. Children should not be expected to work for a full session on one activity where interest cannot be maintained.

Aims

It helps when planning for children with SEN if the teacher has one clear aim. The chances of success, with several aims in mind, are limited.

Rewards

Rewards can and should be given for the smallest success. Rewards do not always have to be tangible, quite often a smile, physical contact or other sign of pleasure is acceptable to the child. There are also the more obvious school rewards such as a sticker or certificate in the Friday morning assemblies. Most children enjoy working towards a reward.

Encouragement

Constant verbal encouragement and praise will give the child immediate feedback and show that the teacher or support assistant is interested in what he / she are doing.

Practical

Quite often children remember concepts if the work is practical, hands on or based on a game. The child then has something visual to remember which does not include a great deal of reading or recording.

Patience

It is important to remain patient with children with SEN. Having a sense of humour is also a valuable asset. Learning should be fun and enjoyable for the child to encourage participation and avoid the pupil becoming frustrated and angry which only adds to the child's learning difficulties and lowers their self-esteem.

And finally....

...the views of the child should be sought and taken into account.

Recording and reporting.

Ongoing records will be kept to record the achievement of targets within the National Curriculum subject areas. Records will describe progress in accordance with the individual targets specified in the IEP. All the relevant forms will be completed by the school to monitor, review and evaluate development at each stage and make it accountable. Every child identified on the schools special needs register, has a file containing their IEP and evidence of assessment and significant achievement which is dated and annotated.

The development of individual pupils is shared and reported to parents in review meetings and progress is reported in the Standard Assessment Tests at the end of Key stage 1 and 2. The school has two parents' evenings to share with parents the progress of their children and to assess and identify any future learning or behaviour targets. A school Record of Achievement, recording the overall development of each pupil in all subject areas, is sent home every July.

The Head teacher will continue to report on the development of special educational provision to the school Governors at the termly meeting in order for all Governors to be aware of this school issue.

The SENCO will meet from time to time with the designated Governor to review and monitor the provision of special needs in the school.

Annual reviews are important to reassess whether the Statement of Special Educational Needs is a current assessment of the pupil's needs and requirements. It may be necessary after discussion with all parties to amend the Statement to match the current needs and provision. The Head teacher will ensure that all children in the school with Statements, will have an annual review.

Evaluation and monitoring.

The SENCO will monitor the implementation of the policy as an on going process with all staff. This will be done through INSET and regular meetings held, to discuss the progress of individual children on the school's special needs register. These meetings will occur termly and lead to a review of each child's IEP.

The SENCO together with the Head teacher will have a planning meeting each autumn term with the school's designated Educational Psychologist.

National Literacy and Numeracy Strategy's Three Waves

Wave One

- Effective inclusion of all pupils in a high quality Literacy or Numeracy Hour. This is shown by the teacher in the classroom planning but not necessarily delivered solely by the teacher but in conjunction with teaching assistants.
- Pupils may be at any point on the “graduated response”, i.e. differentiated work, School Action or School Action Plus.

Wave Two

Small group intervention (Early Literacy Support, Additional Literacy Support, Further Literacy Support, intervention programmes, booster classes etc) for children who can be expected to “catch up” with their peers as a result of the intervention.

In other words children who do not have special educational needs related to learning difficulties in literacy and numeracy. This also means that these children are not on School Action, except those who are on for emotional difficulties, behaviour, communication and interactive difficulties or sensory or physical impairment for which they are receiving other forms of intervention.

Wave Three

- This is specific targeted intervention for children identified as requiring SEN support.
- Provision here is likely to draw on specialist advice.
- It may involve the adjustment of learning objectives and teaching styles and/or individual support.
- It aims to reduce gaps in attainment and facilitate greater access to Waves One and Two.
- Children receiving Wave Three support will always be placed on School Action and School Action + if an outside agency has been involved.