



## St Thomas á Becket CE (Aided) Primary School

### Special Educational Needs

Policy agreed	11 February 2016
Policy published	
Next review date	February 2019
Approved by	FGB - free to determine review period
May delegate to committee, individual governor or head teacher	
Policy linked with:	Accessibility Plan

#### **Aims**

We believe in providing every possible opportunity to develop the full potential of all children in a caring Christian environment. Our aim is that all children with special education needs participate in activities compatible with the efficient education of other children and the efficient use of resources. All children will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their children's education.

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

Children have special educational needs if they have a learning difficulty which calls for special education provision (beyond the scope of normal classroom differentiation) to be made to them or if they are gifted and talented. 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, which prevents or hinders them from making use of education facilities or a kind generally provided for children of the same age in school.
- Children are deemed gifted and talented if they are working at above the expectations for their year group i.e. beyond the expectations of the year ahead or Consistent with the level of two years ahead.

## **Special educational provision means:-**

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

## **Objectives**

The objectives of the SEND provision are:

- To identify and monitor children's individual needs at the earliest possible stage so that their attainment is raised.
- To plan an effective curriculum to meet the needs of children with special education needs and ensure that the targets set on My Support Plan are specific, measurable, achievable, realistic and time related.
- To involve children in the identification and review of the targets identified in their My Support Plans.
- To work in close partnership with parents/carers of children who have special education needs.
- To raise the self-esteem of children having special educational needs acknowledging the progress they have made.
- To ensure that all who are involved with children are aware of the procedures for identifying, supporting and teaching them.
- To monitor the progress of children with SEN.
- To work with the LA to develop Education and Health Care Plans when appropriate.

## **Supporting Special Educational Needs:**

### **Identification and assessment arrangements and review procedures**

The school follows the guidance contained in the Wiltshire Indicators of Provision Document. This recommends a graduated approach.

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

- ❖ Communication and Interaction
- ❖ Cognition and Learning
- ❖ Behavioural, emotional and social development
- ❖ Sensory and/or physical

## **Arrangements for co-ordinating provision for children with special educational needs.**

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school. However, where there is unsatisfactory progress, the class teacher will consult the SENCO.

### **Concern**

Where a possible SEN is identified the child will be noted as concern. A concern sheet will be completed identifying concerns, actions and a review date

### **My Support Plan**

If despite additional targeted support progress is not being made it may be necessary to make provision which is additional to, or different from, that which is already provided. It may be that the child:-

- Makes little or no progress even when teaching approaches are targeted to their particular needs.
- Shows signs of difficulty in developing skills in literacy or mathematics.
- Shows persistent signs of emotional or behavioural difficulties, which are not addressed through the behaviour and discipline approaches, used in school.
- Has physical or sensory problems and despite specialist equipment still makes little or no progress.
- Has communication and/or interaction difficulties which leads to them making little or no progress.

The teacher and Senco will review the strategies and approaches that are currently being used and the way these might be developed. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class this will be addressed through a My Support Plan.

We will seek additional information from the parents, and in some cases, outside agencies, who may be involved with the child. When we have all the available information we will consider with the parents and the child the next strategy for action. This will involve negotiating and discussing a My Support Plan with the child, parents, teacher and SENCO. Children will normally be involved in discussing, constructing and reviewing their own My Support Plans..

A My Support Plan will provide for:-

- Short-term targets.
- The teaching strategies.
- What provision we will make.
- How we will judge progress (success criteria).
- Any outcomes after a review.

All My Support Plans are reviewed regularly with parental consultation.

For some children it will be necessary for them to spend time in individual or small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified in their My Support Plans. This may be delivered by the teacher or teaching assistant and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. The SENCO will oversee this provision to ensure it meets the objectives of this policy. Teaching Assistants (TAs) work in close co-operation with the class teacher and help to facilitate the implementation of the My Support Plan.

The Teaching Assistant will work in the classroom or quiet area either with individuals or in a small group, to help them organise, discuss or carry out a task.

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENCO will make the necessary arrangements and inform parents accordingly. These agencies may include the local learning support team, speech therapist, behaviour support team, social services and health professionals. Any or all of these agencies may be involved in the construction, delivery or review of targets set in children's My Support Plan in order to ensure children's attainment is raised.

Staff will be trained in specific areas identified to enhance support for SEN.

### **Education and Health Care Plan (EHCP)**

Where, despite significant targeted intervention, the child still makes little or no progress in the areas identified, we will discuss with the parents of the child and the need for us to approach the LEA to request an EHCP.

This may or may not result in the LA an EHCP. Where a child has a EHCP we will carry out an annual review which parents, child, outside agencies, SENCO, and where possible, the class teacher, will be invited to attend.

### **Gifted and Talented**

At St Thomas à Becket CE (Aided) School we are committed to an ethos of high expectation for all and we aim to develop the full potential of each child. As with other special needs, we will identify individual strengths through ongoing observation, testing, professional judgement, collation of evidence and discussion with parents and child.

Where children are identified as working at Above the expectations for their year group i.e. beyond the expectations of the year ahead or Consistent with the level of two years ahead they will be included on the Gifted and Talented register and an outline of how their needs are to be met will be made.

It is usually possible with mixed age classes for very able pupils to be challenged by working with children from a higher year group, through the differentiation and extension activities provided for these children. This may be the method referred to on the register. Where children are in the highest year group in the class (and this always happens in Year 6) more specific teaching and learning provision will be identified.

## **Roles and responsibilities**

### **Governor's role**

The governing body of a community, voluntary or foundation school must:

Do its best to ensure that the necessary provision is made for any child who has special educational needs:

- Ensure that where the 'responsible person' – the Head teacher or the appropriate governor – has been identified or been informed by the LEA that a child has special educational needs, those needs are made known to all who are likely to teach them or work with them in school.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs.
- Consult the LEA and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special education provision in the area as a whole.
- Ensure that a child with special education needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources.
- Report to parents on the implementation of the school's policy for children with special education needs (via School Website).
- Have regard to the Special Educational Needs Code of Practice when carrying out its duties toward all children with special education needs.
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEN Policy.
- They are up-to-date and knowledgeable about the school SEN provision, including how funding, equipment and personnel resources are deployed.
- The quality of SEN provision is continually monitored by SEN Governor.
- Value for money review of our Special Educational Needs funding.

### **SENCO**

Currently the SENCO role is being supported by staff from Holy Trinity School. The SENCO at Holy Trinity is assisting Mrs Lisa Meredith and they are responsible for co-ordinating the provision of special needs throughout the school. This will involve:

- Day to day operation of the special educational needs policy.
- Providing advice to staff and liaising with them on the completion of My Support Plans.
- Working alongside staff in assessing children's needs and ensuring that children make progress.

- Overseeing and maintaining specific resources for special education needs.
- Liaising with outside agencies.
- Contributing to the in-service training of staff.
- Monitoring, evaluating and reporting on provision to the governing body in conjunction with the designated responsible person.
- Managing teaching assistants.
- Liaising alongside the class teacher with parents of children with special educational needs.
- Ensure good transition between schools for children with SEN to ensure transition is as smooth as possible.

**Admission arrangements**

Normal admission arrangements apply as per the school policy. We strive to be a fully inclusive school. All children will be treated accordingly to their needs in line with the school’s policy for equality and opportunity. No child will be denied admission because of his or her creeds, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access, the governors will make every effort to ensure the child’s needs are fully met. If a child is transferring into school with an Education and Health Care Plan or has been receiving extra support in their previous school, the continuation of this support will be negotiated with the LA to ensure their needs can be met. St Thomas à Becket School abides by the In Year Fair Access Protocol.

Any variation to the above will need to be agreed by the full governing body.

**Complaints procedure**

If parents or carers have a complaint concerning provision for their child they should initially attempt to resolve this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCO/Head Teacher. Should the matter still be unresolved the parents should contact the SEN Governor on the Governing Body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the LA and/or Secretary of State.

<p><i>Signed:</i> .....</p> <p><i>Position:</i> .....</p>
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