

Glapton Primary and Nursery School Special Educational Needs Policy

The beliefs of Glapton Primary and Nursery School are based on the values derived from the DFES Special Educational Needs Code of Practice 2001. The Code of Practice defines children with Special Educational Needs (SEN) in the following way.

Children have special educational needs if they have a *learning difficulty*, which calls for special educational provision to be made from them.

Children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or**
- b) have a disability which 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 education authority**
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.**

Children must not be regarded as having a learning difficulty solely because of the language or form of the language of their home is different from the language in which they will be taught.

Special Educational Needs Code of Practice 2001, DFES, p6

We adopt a whole school approach to SEN with parents aware of the SEN Policy which gives regard to the definition of Special Educational Needs defined in the Code of Practice. The Code of Practice defines the areas of need as

- communication and interaction**
- cognition and learning**
- behaviour, emotional and social development**

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| <ul style="list-style-type: none">• sensory and/or physical. |
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Special Educational Needs Code of Practice 2001, DFES, p85

Principles

At Glapton Primary and Nursery School we are committed to providing inclusive educational experiences for all children within the school in accordance with our Equal Opportunities Policy.

- We believe that all children benefit from mixing with a wide variety of children and adults.
- We actively seek to include children from all cultures and backgrounds, including disabled children and those with Special Educational Needs.
- We value and respond to the feelings and opinions of our children.
- Children with Special Educational Needs have a right to a broad and balanced curriculum and to be educated alongside other children.
- We believe that our parents/ carers have an essential role to play in supporting their child's learning.

Aims

- To work closely with parents, keeping them informed about their children's learning and encouraging them to work in partnership with school.
- Whenever possible, to share learning objectives with all children, including those with those Special Educational Needs, to involve them in evaluating their progress and in setting new targets.
- To ensure that teaching methods, resources and learning goals are adapted to meet the individual needs of the child.
- To identify children with Special Educational Needs as early as possible and to support their learning.

Working in Partnership with Parents

We are committed to working alongside and in partnership with the parents of the children at our school. We will involve them and discuss with them the progress of their child's education. This is especially important in the case of children with Special Educational Needs. Parents' views and opinions will be sought and taken account of when planning provision for their children. Parents of children receiving Early Years Action Plus or School Action Plus support will be invited to review meetings and contribute to their child's Individual education Plan.

Admission Arrangements

The admission of children with Special Educational Needs is in accordance with the LEA admission policy.

The school requests funds from the Mainstream Support Grant funding where children are supported at School or Early Years Action Plus.

SENCO's Name and Role

Our Special Educational Needs Co-ordinator (SENCO) is Sarah Mills. In addition to the shared day to day management of our special needs policy she is responsible for:

- Advising class teachers and supporting them in the production of Individual Education Plans.
- Sharing the managing of provision for pupils at Action or Action Plus.
- Advising teachers on updating and overseeing pupil's records / reports.
- Working with parents of children with Special Educational Needs.
- Liaising with external agencies and local schools. This may include MSG work when and where appropriate.
- Assist the monitoring, maintenance and evaluation of the success of the school's SEN Policy. Assist monitoring,

maintenance and development of SEN resources and SEN budget.

- Assist the production of SEN annual 3-year action plans.
- Share the responsibility for documentation of this work including an annual report to the governors as detailed in the Code of Practice.

The Role of the Head Teacher with regard to SEN

The Code of practice says the Head Teacher's has:

responsibility for the day-to-day management of all aspects of the school's work including provision for children with SEN. The head teacher should keep the governing body fully informed and also work closely with the schools SEN co-ordinator.

Special Educational Needs Code of Practice 2001, DFES, p15

The Role of teaching staff with regard to SEN

The Code of Practice says that teaching staff should:

be involved in the development of the school's SEN policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN

Special Educational Needs Code of Practice 2001, DFES, p15

In addition the Code of Practice states:

The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

Special Educational Needs Code of Practice 2001, DFES, p15

The Role of the School Governors with regard to SEN

The Code of Practice says the school's governing body must:

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensure that where the 'responsible person' - the head teacher or the appropriate governor - has been informed by the LEA that a pupil has special educational needs, those needs are made known to all who are likely to teach them
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs

- consult the LEA and governing bodies of other schools, when it seems necessary or desirable in the interests of co-ordinated special educational need provision in the area as a whole
- ensure that a pupil with special educational needs joins in the activities of the school together with pupils 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 and the efficient education of the pupils with whom they are educated and the efficient use of resources
- report to parents on the implementation of the school's policy for pupils with special educational needs
- have regard to (the) Code of Practice when carrying out its duties toward all pupils with special educational needs
- ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Special Educational Needs Code of Practice 2001, DFES, p11

Glapton's Special Needs Governor is Elaine Martin.

The Role of the Teaching/Care Assistants with regard to SEN

Teaching assistants should:

be involved in the development of the school's SEN policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN

Special Educational Needs Code of Practice 2001, DFES, p15

The teaching assistants are shared between the Year groups

And are involved in:

- Helping children to meet their IEP targets.
- Support classes in whole class lessons.
- Support small groups to meet the class objectives.
- Work with individual children to aid literacy and numeracy skills.

Involving Children in their Learning

Children who are capable of forming views have a right to receive and make known information, to express an opinion and to have that opinion taken into account.

Whenever possible children's opinions and views will be sought. They will be encouraged to be involved in setting their learning targets and in evaluating their progress. Their strengths and difficulties will be taken into account when planning their learning.

Facilities and Access

At Glapton we have the following facilities to cater for a range of physical needs:

- a disabled toilet in the infant building.
- a changing room with a changing bed.
- a wheelchair ramp outside the infant building.
- The capacity to organise resources to meet pupils individual needs wherever possible.

The governing body is aware of the need to plan to provide facilities to allow the widest possible inclusion of pupils with range of physical needs.

Identification, Assessment and Review Procedure (The Graduated Approach)

The school follows a graduated approach as recommended in the DFES Special Educational Needs Code of Practice 2001.

Class Teachers will monitor, through observation and assessment, all areas of the pupils' development. Any concerns raised will be discussed with parents. These concerns will be recorded on concern forms and passed to the SENCO. Further observations or assessments will take place and information will be shared. It may be necessary to seek further information with parents consent e.g. School Nurse or Doctor.

If concerns are confirmed then the appropriate level of SEN provision will be agreed i.e. Monitoring, Action or Action Plus. Children in the Foundation Stage (Nursery or Reception) are

put on Early Years Action or Early Years Action Plus. Children in Years 1-6 are put on School Action or School Action Plus.

School or Early Years Action

- An Individual Education Plan (IEP), identifying interventions that are additional to or different from those provided as part of the usual curriculum will be completed by the class teacher with the support of the SENCO.
- Parents will be sent a copy of the IEP and asked to comment.
- Pupils' views and preferences are sought where appropriate.
- Progress towards IEP targets will be reviewed at least once a term, this will be monitored by the SENCo.
- Outside agencies may be asked to suggest strategies to support progress towards IEP targets.

School or Early Years Action Plus

- Outside agencies e.g the Inclusive Education Service, Speech Therapy Service or Behaviour Support Service have regular and ongoing involvement in writing IEP targets and monitoring progress towards these targets.
- In some cases outside agencies may work directly with a child.
- SENCo, class teacher and parents work together to agree an IEP, which includes advice from outside agencies. The IEP will identify interventions which are additional and different from those at School or Early Years Action.
- The SENCo will make arrangements to review the child's progress with the parents, class teacher and on some occasions outside agency representatives at least once a term.

Resources

A wide variety of resources are allocated to and amongst children with special educational needs.

There are many toys and equipment in the nursery and throughout school. When purchasing new equipment we consider the needs of all children.

Some children with special educational needs may benefit from extra adult help. Every effort is made to secure additional funding from the Inclusion Support Grant or other agencies, should this be considered necessary.

Inclusion strategies and arrangements for curriculum access.

Children with special educational needs will be fully included in all aspects of school and nursery. Teachers' differentiate their planning appropriately to ensure that all children are meeting objectives to a lesson. Differentiation for children with special educational needs may include using tape recorders or computers to record work. They also will use methods of diagrams, pictures and models to show understanding.

When planning school outings or special events their needs will be considered and arrangements will be made for them to be included.

Links with external agencies

There may be occasions where we need to seek advice from outside agencies. We will discuss this fully with parents before contacting any agencies.

We respect and value outside agencies and work co-operatively with other professionals, sharing information.

Staff development and training

We recognise the importance of ongoing training and staff are encouraged to attend training on special educational needs either in house or by attending courses provided by external agencies. Any information gathered by the SENCO will be made available to all staff.

Complaints procedure

We value the partnership between parents and staff and our aim is to create a supportive environment for discussion.

However if any parent feels the need to complain, they can complain first to the class teacher or SENCO. These complaints will then be addressed by the Head teacher and/or the governing body.

This procedure is documented in the complaints procedure, which is also documented below.

Procedure for Complaints

There is a procedure agreed by the Local Education Authority for dealing with any complaints about the school curriculum and other related issues.

A copy of the full complaints' procedure is available for reference in school. The procedure provides:

a) that there should normally be a preliminary informal discussion with the Head Teacher or other appropriate school staff to see if the complaint can be resolved without recourse to the formal procedures.

b) that if the complaint cannot be resolved informally the complainant should write either to the Clerk of the Governing Body, whose address is available at the school, or to the designated officer in the Education Authority, who is the Senior Assistant Director (Operations) in the Education Department, Sandfield Centre, Sandfield Road, Lenton, Nottingham. NG7 1QH.

If a formal complaint is to be lodged, the Head Teacher will provide the complainant with copies of the relevant documents explaining the arrangements for considering the complaint in more detail.

Arrangements for reviewing, monitoring and evaluating the effectiveness of this policy

The effectiveness of our policy will be reviewed annually by seeking the opinions of parents and staff. Amendments will be made to ensure it reflects our current practice and any local or national developments.

Review: Spring 2004