

CAVENDISH PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS POLICY

Reviewed and updated Spring Term 2009 by Anna Coleman, SENCO.
Date of next Review: Spring Term 2010.

INTRODUCTION:

Every child at Cavendish School is entitled to a broad and balanced curriculum. It is the duty of all members of staff to use their best endeavours to ensure that each child has access to the wider school curriculum and is fully included into the social and academic life of the school.

The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they may have special educational needs and require particular action by the school.

Teachers make provision, where necessary, to support children and thus enable them to participate effectively in curriculum activities. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This 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.

All staff are involved in the work of SEN and have been involved in the development of a whole school approach.

THE SCHOOL AIMS:

- to offer a broad, balanced, relevant and differentiated curriculum for all children;
- to identify and assess and provide for the Special Educational Needs of children,
- to monitor and evaluate the effectiveness of the action taken to address children's special educational needs;
- to foster a sense of self-worth, self-confidence and self awareness, enabling each child to maximise his/her inherent qualities and to develop a positive attitude to life;
- to maintain close co-operation and effective liaison between staff and pupils and parents as well as between school and external agencies.

THE SCHOOL'S SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR AND THE ARRANGEMENTS FOR CO-ORDINATING SEN PROVISION

The special education needs co-ordinator is:
Mrs Anna Coleman.

She is responsible for:

- the day to day operation of the school's SEN Policy and monitoring and evaluating its effectiveness;
- liaising with and advising fellow teachers and teaching assistants;
- co-ordinating provision for children with SEN and taking the lead in managing provision for pupils;

- monitoring the implementation of Individual Education Plans;
- overseeing and updating the records of all pupils with special educational needs;
- liaising with parents of children with special educational needs;
- liaising with external agencies including the educational psychology service and other support agencies, medical, social services and voluntary bodies
- managing a range of resources, human and material, to enable appropriate provision for children with special educational needs
- contributing to the professional development of all staff.

ADMISSIONS ARRANGEMENTS

All applications for admission to the school are dealt with in accordance with the LEA admissions criteria, regardless of whether or not the school considers it can cater for a child's special educational needs. When the admissions criteria are applied, higher priority may be given within an admissions category when special factors are considered. Such special factors could include a child's special educational needs.

If a child has a learning or behaviour difficulty or a disability for which specialist training or equipment is essential but not available within the school's resources, then the school will liaise with the LEA.

SEN SPECIALISM AND SPECIAL UNITS

The school has not had particular and repeated experience of any specific special educational needs, but has had varied experience of a wide range of special educational needs.

The school does not have any special units for specific educational needs.

SPECIAL FACILITIES RELATED TO ACCESS

Access to the school site and building is possible but difficult for users of wheelchairs. Movement within the school, between the classrooms and the hall, is restricted for wheelchair users.

The school has an adult assisted access toilet.

Sound proofing in Years 2, 3, 4, 5 classrooms has been developed to help pupils with hearing impairment.

Steps and changes of level within the school building have been marked to help pupils with visual impairment.

(See also Disability Equality Scheme and Accessibility Plan.)

ALLOCATION OF RESOURCES

The school's budget has an element designated for special educational needs. This is used to enhance staffing and buy resources for classroom support.

The provision for children at School Action and School Action Plus will be met by the school.

The LEA provides separate funding for children who have a Statement of Special Educational Needs.

The governing body, through the Finance and Premises Committee, monitors the expenditure of this funding to ensure:

- i) that it is fully committed to special needs provision and,
- ii) that it is used cost effectively to benefit the maximum number of children according to their specified need.

IDENTIFICATION AND ASSESSMENT ARRANGEMENTS AND REVIEW PROCEDURES

All our children are assessed when they join our school, so that we can build upon their prior learning.

The school identifies special educational needs as early as possible by gathering evidence through observations, assessments and written records. These relate to clearly defined indicators of the differing special educational needs that a child may have i.e.

- cognition and learning difficulties
- emotional, behavioural and social difficulties
- communication and interaction difficulties
- sensory and physical difficulties

Once a special educational need is clearly identified, the school will initially follow the two 'school based' stages, which are a continuous cycle of planning, intervention, evaluation and review. The individual pupil will be consulted, as appropriate, taking into account his/her level of maturity and understanding. Parents/carers will be consulted and informed throughout the process.

School Action

The class teacher consults the SENCO who takes lead responsibility for managing the pupil's special educational provision, may carry out further assessments and works with the pupil's teacher to draw up an Individual Education Plan, using the LEA recording sheets or the 'IEP Writer 3' program. The IEP will show the short-term target set for the child and the teaching strategies to be used. The school will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher has a responsibility to ensure that the IEP is followed. Reviews should be held each term, to which parents are normally invited and to which class teachers, support staff, parents and pupils may contribute. There should be at least two reviews before a move to School Action Plus is considered, if the child has made insufficient progress. A child may be 'fast-tracked' to School Action Plus in special circumstances. If good progress is made the pupil may be considered to no longer have special educational needs.

School Action Plus

The SENCO continues to take lead responsibility. The school will call upon external specialists to assess or advise and to help draw up an Individual Education Plan. Reviews should be held each term to which parents are normally invited and to which class teachers, support staff, parents and pupils may contribute. There should be at least two reviews at this stage. If good progress is made the pupil may move back to School Action.

If satisfactory progress is not made by this stage, external specialists will help the school to consider whether the pupil is likely to meet the criteria for Statutory Assessment by the Local Education Authority. If it is decided to refer the pupil for Statutory Assessment, all relevant papers will be forwarded to the LEA.

Statement After Statutory Assessment the LEA may decide to issue a Statement of Special Educational Needs or send a 'note in lieu'. If a Statement is issued, termly Individual Education

Plans continue to be drawn up and termly review meetings held. An Annual Review is held to consider the suitability of the Statement and whether it is still needed.

RECORD KEEPING

In addition to records kept on all children, the SENCO holds a central record to oversee the day-to-day management of special needs.

The class teacher keeps copies of the Individual Education Plans, and copies of other evidence relating to a child's need.

Copies of all paperwork relating to a child's SEN will be kept in the SEN resources room.

PROVISION FOR A BALANCED AND BROAD CURRICULUM FOR PUPILS WITH SEN

All children have access to a broad and balanced curriculum, which is differentiated to match the needs and Individual Education Plans of children with SEN.

Individual needs are met within the classroom setting on the whole (with some opportunities made for withdrawal of children) by differentiating the curriculum. Where support is involved (e.g. support teachers or teaching assistants), all adults will aim to work as a team, planning together and monitoring progress.

Teaching should place emphasis on independence and self-organisational skills, with avoidance of over-dependence on any support.

Classroom organisation will be such that it allows for individual differences, i.e. attention will be given to the appropriateness of the teaching style; the appropriateness of the grouping arrangements; the appropriateness of the style of discipline; the appropriateness of and the accessibility of resources.

Children are rarely exempted from the requirement of following the National Curriculum.

INCLUSION OF CHILDREN WITH SEN

All children with SEN join in the activities of the school together with pupils who do not have SEN.

All teachers plan for pupils' full participation in learning, and in physical and practical activities.

All staff have a responsibility for encouraging and monitoring the social inclusion of pupils with SEN.

(See also Inclusion Policy.)

PROCEDURES TO ENSURE IMPLEMENTATION OF THE SCHOOL'S SEN POLICY:

- regular monitoring to ensure prompt identification of a child's special educational needs (including Foundation Stage, when appropriate);
- effective assessment of a child's special educational needs;
- effective and appropriate provision for a child's special educational needs;

- effective recording and monitoring of the progress of a child with special educational needs;
- appropriate and effective use of outside support services and agencies.

ARRANGEMENTS FOR CONSIDERING COMPLAINTS

The school works to develop a positive relationship with parents but if a parent is unhappy with anything the school does:

- i) the child's class teacher or the SENCO will listen to and give consideration to any concerns;
- ii) the involvement of the Headteacher is offered as and when necessary;
- iii) If a parent is not satisfied with the way the school handles a concern, the governing body will consider the complaint, in line with the School Complaints Policy.

ARRANGEMENTS FOR SEN TRAINING

The SENCO monitors training needs within the school.

The school releases the SENCO to attend appropriate courses.

The school releases staff to attend appropriate courses.

All staff are given regular advice by the SENCO on how to identify, assess and meet special educational needs.

EXTERNAL SUPPORT SERVICES

Children are discussed at termly SEN Planning meetings at the school when arrangements may be made for external agency assessment.

The school receives a time allocation from the Educational Psychology Service to assess or advise on a child who is at School Action Plus.

The school is able to refer children to the Teaching Support Service for assessment and advice. They will consider:

Learning Difficulties
Emotional and Behavioural Difficulties
Physical Difficulties
Speech and Language Difficulties
Hearing Impairment
Visual Impairment.

ARRANGEMENTS FOR PARTNERSHIPS WITH PARENTS

The school will consult with and inform parents of any matters related to their child's SEN.

The school will take account of the wishes, feelings and knowledge of the parents at all stages and record and act upon parent's concerns.

The school will provide information on the range of support available for children with SEN within the school and the LEA and will make every endeavour to provide information on local and national voluntary organisations, which might provide information advice and counselling.

The school makes arrangements for teachers to be available to see parents on a regular basis.

INVOLVEMENT OF PUPILS

The school will involve pupils in identifying their difficulties, setting targets, agreeing strategies, and in monitoring and reviewing progress.

The extent of pupils' participation, e.g. at review meetings, may be determined according to their age, ability and past experiences.

LINKS WITH OTHER MAINSTREAM AND SPECIAL SCHOOLS AND TRANSFER ARRANGEMENTS

At the time of transfer to another primary school relevant records are passed on to the receiving school.

At the time of transfer to secondary school, relevant records are passed on to the receiving school and, where appropriate, direct contact is made with the receiving school's SENCO and/or other relevant staff.

At the time of transfer to our school all relevant records are read by the class teacher and any relevant information regarding a child's special need is passed on to the SENCO.

At the time of transfer to a special school all relevant documents are passed on to the school.

LINKS WITH HEALTH AND SOCIAL SERVICES/ WELFARE SERVICES/ VOLUNTARY ORGANISATIONS

If the school suspects that a child's difficulty is related to a medical condition, disability or developmental delay, having obtained the consent of the child's parents the school will consult with the school nurse or the child's GP.

In appropriate cases the school will inform and liaise with Social Services and the Education Welfare Services, to register concerns about a child's welfare and to put into practice the procedures related to child protection issues.

MONITORING AND EVALUATION

The SENCO and the Headteacher hold regular meetings to review the work of the school in Special Educational Needs.

The SENCO and the Special Educational Needs governor hold termly meetings.

The school reports to the Full Governing Body through the named SEN governor.

PERSONNEL**Spring 2009****Cavendish Support Staff:****SENCO and SEN Teacher**

Anna Coleman

Teaching Assistants

Tracy Betterton (Learning Mentor)

Helen White

Tina Southgate

Kelly Beauchamp

Clare Cassy

Nursery Nurses

Rosemary Fincham

Sangita Talukder

Lisa Robinson

Cavendish SEN Governor

Adrienne Moyce

Outside Agency Support :**Educational Psychologist**

Katherine Pugh (Maternity Leave)

Teaching Support Service:**Head of Service**

Jenny Capstick

Learning Difficulties

Caroline Walton

Behaviour Difficulties

Andy Bloor

Communication and Social Difficulties

Caroline Buckle

Physical Difficulties

Margaret Harper

Hearing Difficulties

Penny Allen

Visual Difficulties

Lesley Davey

Speech and Language Therapist:

To be decided