



**COVE INFANT SCHOOL**

## **SPECIAL EDUCATIONAL NEEDS POLICY**

This policy is designed to provide a framework for all those working within the school on best practice with regard to meeting the needs of children with special educational needs.

### **Background**

This policy has been written in response to

The SEN and disability Act 1996 Section 312  
Disability Discrimination Act 1999  
Accessible Schools: Guidance DfES 2002  
Hampshire County Council Guidance  
Removing Barriers to Achievement  
Every Child Matters  
SENCO P Annex A 1999 School

### **Definitions**

'A child has a special educational need if they have a learning difficulty which calls for special educational provision to be made for them.'

A child has a learning difficulty if s/he:

- Has a significantly greater difficulty in learning than the majority of children the same age.
- Has a disability, which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority.

Pupils 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 pupils aged two or over, educational provision that is additional to, or otherwise different from, the educational provision made generally for pupils of their age in schools maintained by the LA, other than special schools, in the area.

*Education Act 1996 Section 312*

At Cove Infant school we believe that:

- All children are valued equally, regardless of their abilities and behaviour.
- All children are entitled to have access to a broad, balanced and relevant curriculum which is differentiated to meet individual needs.
- All children should, wherever possible, be fully integrated into the life of the school.
- Teachers should aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible.
- Parents have a valuable contribution to make towards their child's development and learning.

## **Objectives**

- To identify at the earliest possible time those children in need of additional learning support using school agreed screening procedures including: teacher assessment, national test results, norm referenced tests and information from parents and outside agencies
- To ensure that the children's needs are met effectively and efficiently
- To implement the recommendations of the SEN Code of practice with its staged process of identification, assessment and review procedures
- To provide appropriate support for those children who have been identified to ensure structured, differentiated programs of work to facilitate every child's access to a broad and balanced curriculum
- To involve the child and the parents throughout the process of target setting and reviewing progress
- To ensure that Individual Education Plans (IEP's) and targets set are monitored, reviewed and evaluated by the class teacher and the SENCo
- To obtain information from, and work closely with outside agencies to support the schools assessment of educational provision for children as appropriate

## **Roles and Responsibilities**

### **Class Teachers**

All teachers are teachers of children with special educational needs and as such play a key role in the initial identification of special needs. The class teacher is responsible for assessing and monitoring children's individual needs, progress and target setting. Therefore all teachers must be aware of the Code of Practice and the application of the schools SEN policy. Class teachers and Learning Support staff liaise closely with the SENCo for advice and support. The SENCo will act as a consultant and facilitator.

### **SEN Coordinator**

The SEN coordinator is responsible for:

- the day to day operation of the SEN policy and providing guidance in the area of special educational needs
- ensuring that appropriate Individual Education Plans are in place
- ensuring liaison between parents and outside agencies in respect of children with special educational needs

- consulting the LEA for advice and support and liaising with external agencies where appropriate
- co-ordinating the provision for children with special educational needs, maintaining the schools SEN register and overseeing the records on all pupils with special educational needs
- contributing to the in-service training of staff
- ensuring all children's needs are met and that they have equality of access to the curriculum

### **Headteacher**

The Headteacher has responsibility for the day to day management of special educational needs. The Headteacher ensures that the curriculum is relevant to all children by taking special educational needs into account in the writing and implementing of all policies throughout the school.

### **Governing body**

The Governing body has the statutory responsibility to ensure that the children's special educational needs are met.

The Governing body, in cooperation with the Headteacher, will determine the school's general policy and practice approach to meeting children's special educational needs. The Curriculum Committee will review the Special Educational Needs Policy and detail in the autumn term of each academic year.

The Governing Body have designated a governor with responsibility for special Educational Needs, details of whom are available from the school office.

In relation to SEN the governing body should make sure that:

- They are fully involved in developing and monitoring the schools SEN policy
- All governors, especially any SEN governors, are up to date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed.
- SEN provision is part of the school development plan.
- The quality of SEN provision is continually monitored.

*Para 1.21 DfEE Code of Practice*

### **Identification**

Primarily it is the class teacher who will identify a child with special educational needs. We recognise that early identification is a priority if we are to meet the needs of pupils with SEN. Teacher assessments take place each half term throughout the year and act as a continuing identification of children who are not making expected progress. Teachers fill out a 'Cause for Concern' form and discuss the issues with the SENCo who will then advise the teacher how to plan for the child's needs.

Identification is through:

- School records related to National Curriculum and Foundation Stage Curriculum progress
- Previous school or pre-school records and pupil profiles
- Parental information
- Teacher assessment and observation
- Phonic and key word checklists

- Medical information
- DEST (Dyslexia Early Screening Test)
- Foundation Stage Profile
- Salford reading Test
- Vernon spelling Test
- End of Key Stage 1 Assessment

The model of assessment in line with the Code of Practice is used to inform the SEN register, as is the criteria for School Action and School Action Plus. (See appendix 2)

The register is kept by the SENCo and identifies the number of children at each stage. Class teachers have their own SEN files which include their register, IEP's and information from external agencies.

### **Implementing the recommendations of the Code of Practice**

In school internal assessment:

For stages Early Intervention, School Action and School Action Plus please refer to Appendix 1 titled Special Educational Needs and Assessment Procedures within school.

Whilst external statutory assessment is being made the child should continue to be supported through School Action Plus.

### **Statutory Assessment**

The LA in liaison with the school, parents and other agencies will consider if a statutory assessment is regarded as necessary, the LA will collect evidence from all those concerned about the child's educational progress, health and welfare.

The LA will decide if the degree of the child's learning difficulty or disability requires the LA to determine the special educational provision necessary to meet the child's educational needs. If the LA does need to determine the special educational provision then a statement will be written. The school is required to fulfil the objectives detailed in the statement and is supported financially by the LA in the case of a Low Incidence Statement.

The LA will initiate the annual review and the Headteacher will ensure all necessary arrangements for the meeting and reporting are made. The review is undertaken to monitor and assess the child's progress in light of the statement provision. All parties involved with the child are invited to attend. The date of the review can be brought forward if it is felt necessary. The LA will conclude the review by making appropriate recommendations.

The LA can amend a statement of educational needs or cease to maintain the statement.

### **Individual Education Plans (IEP's)**

The class teacher with support from the SENCo where necessary, writes the IEP for each child identified with special educational needs in their class. The IEP will focus on no more

than three individual targets to match the child's needs. The IEP should be discussed with the child and the parent.

The IEP is a working document and is kept in the SEN file in the classroom, the SENCo also has a copy. The IEP's are reviewed regularly throughout the school year, at least once a term. Parent's views should be sought and they should be consulted as part of the review process. Wherever possible, the child should take part in the review process and be involved in setting the targets.

### **Reviewing, Monitoring and Evaluating Special Educational Needs**

The class teacher is responsible for reviewing the child's IEP and setting new targets in relation to their progress as appropriate. The SENCo will advise and support teachers where needed, particularly if a child has a Statement of Need or is at School Action Plus. In some cases outside agencies are involved in measuring success and moving goals forward.

Assessment for learning strategies are woven into the teaching and learning framework of the school and daily assessments of children's learning informs daily planning.

Teachers and LSA's discuss pupils' progress and adapt programs of support accordingly. Specific targets on IEP's are shared with all staff, children and parents who help in the process of evaluating progress and measuring success.

In addition the SENCo will:

- Evaluate the progress of each child against the provision provided for their need.
- Monitor the programs of support being delivered.
- Feedback any key points of the monitoring to the class teacher and LSA.

### **Curriculum Access**

All children have access to a broad and balanced curriculum. Class teachers will ensure that work is differentiated in order to meet the child's needs. Children who have a Statement of Need will be taught within the provision made for them.

### **Outside Agencies and Support Services**

The school utilises external support agencies when necessary. This may range from an informal request for advice for pupil assessment, advice relating to IEP targets and further provision, to a formal application for assessment. Training will be sought when necessary. The external support agencies include the following:

Educational Psychologist  
Education Welfare Officer  
School nurse  
Speech and Language Therapist  
Physiotherapist  
Occupational Therapist  
Teacher Advisor for Hearing Impairment  
Teacher Advisor for Visual Impairment  
Teacher Advisor for Physical Difficulties  
Behaviour Support Management Team

Outside agencies can be contacted through the SENCo or the Headteacher. Parents will always be informed of, consulted with and involved in any discussion with external support agencies.

## **Parental Involvement**

The class teacher will inform parents of their child's special educational need with support from the SENCo as appropriate. They will be invited to provide support at home and to attend regular review meetings where their views will be recorded. Their child's progress will be reported to the parents at Parent/teacher interview evenings and at other times as appropriate. Wherever possible the parents will be encouraged to make regular contribution to the implementation of the IEP for their child.

If a parent has any concern regarding the SEN provision for their child, they should in the first instance contact the class teacher and then the SENCO.

## **The Child's Involvement**

Children who have been identified as having a special educational need are involved as fully as possible in the process of setting and reviewing their targets. We also encourage each child to identify their strengths and look for ways to use these to support them with their targets.

Children's views are included in their annual statement reviews either in writing, or by pictures or in person as appropriate.

## **Integrating SEN pupils within and beyond the school**

As a school we will ensure that all pupils with special educational needs join in the activities of the school together with all children, so far as is reasonably practical and compatible with the efficient education for the children with whom they are educated and the efficient use of resources.

The SENCo will communicate with all necessary schools and agencies to ensure all those involved with the child are aware of their needs and rate of progress.

The school has a disabled toilet and a ramp to allow access over the steps at the front of the building. The Governing Body regularly reviews the Access Plan.

## **The Disability and Discrimination Act in Schools**

As a major part of Equal opportunities legislation the Disability Discrimination Act (1999) in schools means that it is unlawful to discriminate against a disabled person for a reason connected with their disability. Discrimination occurs when any person in or connected with the school is treated less favourably than someone else.

For all schools the areas of the Act that are most relevant are related to employment, the provision of services through education to children and their parents/ carers, and the school's use as a community building. Schools must also make 'reasonable adjustments' to recruitment practices, to policies and procedures and to buildings to ensure they do not discriminate in the way they are implemented. To ensure full access to the services offered schools must provide auxiliary aids, e.g information in different formats if the communication need of the parent/ carer or the child requires this.

Where physical barriers prevent people from accessing the services of the school the service should be provided by other reasonable means.

This school is fully committed to the above statement and will make all reasonable adjustments to provide inclusive education and services for all those involved with the school.

See also Policy on Equal Opportunities in the Curriculum

Date proposed: 24 June 2010  
Date ratified: 24 June 2010  
Review due: June 2011

## Appendix 3

### Waves of Intervention Model (Primary National strategy)

#### **Wave 3**

Additional, highly personalised interventions  
e.g Sidney, Wave 3 maths,  
precision teaching  
(likely to have IEP's)

#### **Wave 2**

Additional interventions to  
enable children to work at  
age related expectations or  
above e.g Booster groups,  
ELS ALS (usually short  
term)

#### **Wave 1**

Inclusive quality first  
teaching for all.  
All teachers to ensure an  
inclusive approach **and**  
environment