

SPALDING SPECIAL SCHOOLS FEDERATION SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

SCHOOL STATEMENT

Within the Spalding Special Schools Federation we aim to meet the definition of Special Educational Needs (SEN), as stated in the code of practice. Special educational provision means; educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in school. At any point in their school life a child or young person may have Special Educational Needs.

This policy ensures that curriculum planning and assessment for our children with their varied special educational needs takes account of the type and extent of the difficulty experienced by the child or young person.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child or young person with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child or young person as required and make appropriate provision based on their identified needs.

AIMS

- To create an environment that meets the special educational needs of each child
- To ensure that special educational needs of children are identified, assessed and provided for
- To make clear the expectations of all partners in the process
- To identify the roles and responsibilities of staff in providing for children's special educational needs
- To enable children to have full access to all elements of the school curriculum
- To ensure that parents are able to play their part in supporting their child's education
- To ensure that our children have a voice in this process

EDUCATIONAL INCLUSION

Within our federation we aim to offer excellence and choice to all our children and young people, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our community. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

Teacher and support staff respond to children's needs by:

- Providing support for children who needs help with communication, language and literacy
- Planning to develop children's understanding through the use of all their senses and of varied experiences
- Planning for children's full participation in learning and in physical and practical activities
- Helping children to manage their behaviour and to take part in learning effectively and safely
- Understanding the difficulties faced by our children resulting from their diagnosed conditions and needs
- Helping individuals to manage their emotions, particularly trauma or stress and take part in learning

All children who join us have already been in some form of education. In most cases children join us with their needs already assessed. All children are assessed when they enter our school (see assessment policy), so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

An Individual Education Plan (IEP) will be developed following a period of assessment. The IEP will show the short and medium term targets set for the child and the teaching strategies to be used. These will link closely to outcomes agreed within the child's EHCP. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place three times a year.

If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being requested. In most cases, children will be seen in school by external support services. External support services will provide information for the child's new IEP. The new strategies will, wherever possible, be implemented within the child's normal classroom setting.

All of our children have a statutory EHCP review three months after their arrival at the school and annually thereafter. This includes reports on their progress in all subject areas.

The role of the SENCO/Head of Site is to:

- Manage the day to day operation of the policy
- Co-ordinate the provision for and manage the responses to children's special needs
- Support and advise colleagues
- Oversee the records of all children with special educational needs
- Act as the link with parents
- Act as the link with external agencies and other support agencies
- Monitor and evaluate the special educational needs provision and report to the governing body
- Manage a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs
- Contribute to the professional development of all staff

The role of the Governing Body:

The governing body has due regard to the Code of Practise when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs.

ALLOCATION OF RESOURCES

The SENCO/Head of Site is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school above that within a standard classroom situation. The Executive Headteacher informs the governing body of how the funding allocated to support special educational needs has been used.

ASSESSMENT

We recognise that the identification of a child's needs can be made by a number of people including GP, Health Visitor, previous teacher / educator, parent.

- The class teacher, Assessment Coordinator and the SENCO/Head of Site assess and monitor the children's progress in line with existing school practices. This is an ongoing process.
- The SENCO/Head of Site works closely with parents and teachers to plan appropriate programme of support.
- The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO/Head of Site can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

ACCESS TO THE CURRICULUM

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that bring feelings of success and achievement

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately and we use assessment to inform the next stage of learning.

Individual Education Plans, which employ a small steps approach, feature significantly in the provision that we make in school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. The PIVATS assessment tool is used to support teachers to identify the finely graded steps required for progression.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we don't withdraw children from the classroom. There are times though when to maximise learning, we ask children to work in small groups, or in a one-to-one situation outside the classroom.

PARTNERSHIP WITH PARENTS:

The federation works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

We are in regular telephone contact with the parents of all our children with special educational needs. Parents are encouraged to take part in our parent support groups, coffee mornings and to visit the school when they would like to.

PUPIL PARTICIPATION:

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of the school and relates particularly to the election of the school council and their involvement in the school decision making.

Children are involved at an appropriate level in setting targets in their IEPs and in reviews. Children are encouraged to make judgements about their own performance against their IEP targets through on-going target reviews in lesson time and commented upon in the home school book, where used. We recognise success here as we do in any other aspect of school life.

MONITORING AND REVIEW:

The SENCO/HEAD OF Site monitors the movement of children within the SEN system in school. The SENCO/Head of Site provides the Executive Headteacher with regular summaries of the impact of the policy on the practice of the school.

The SENCO/Head of Site is involved in supporting teachers involved in drawing up IEPs for children. The SENCO/Head of Site and the Executive Headteacher hold regular meetings to review the work of the school in this area.