



MONKS ELEIGH CEVC PRIMARY SCHOOL

From our Mission statement:

Monks Eleigh CEVC Primary School seeks to create a distinctive Christian community where everyone is respected and valued. We strive to provide a safe, happy and healthy environment where all children are able to learn because they are supported and encouraged to achieve their potential.

Special Educational Needs Policy

Introduction

Monks Eleigh School provides a broad and balanced curriculum for all children. 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 pupils diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

Special needs may be identified as: -

- General learning difficulties
- Specific learning difficulties
- Emotional and behavioural difficulties
- Physical difficulties including mobility and motor skills
- Hearing difficulties
- Visual difficulties
- Speech and language difficulties
- Multiple difficulties

At Monks Eleigh School it is our policy to give each child equal opportunity to achieve their full potential, educationally and socially. As a school we aim to be aware of each child's individual needs and to identify children who are experiencing particular difficulties either transitory or long term.

Our policy is consistent with recommendations made in the DfES Code of Practice 2001.

At Monks Eleigh School we have a whole school approach to special needs with all staff sharing involvement and responsibility. Teachers take into account any requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

Aims and Objectives

As a school we aim to:

- Create an environment that meets the special educational needs of each child;
- Ensure that the special educational needs of children are identified, assessed, provided for and monitored;
- Make clear the expectations of all partners in the process;
- Identify the roles and responsibilities of staff in providing for children's special educational needs;
- Enable all children to have full access to all elements of the school curriculum;
- Ensure that parents are able to play their part in supporting their child's education;
- Ensure that our children have a voice in this process;
- Create for all children a desire to learn, confidence to try and satisfaction with success.

Educational Inclusion

In our school we aim to offer excellence and choice to all our children 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 school 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.

Special Educational Needs

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age;
- They have a disability, which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

Identification, Assessment, Provision and Monitoring.

All children are assessed when they enter school 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.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called *School Action*. The child's class teacher will arrange appropriate support and work in partnership with the child's parents.

The Special Educational Needs Coordinator (SENCO), if not already involved, will become involved if the teacher and the parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

We will record in an Individual Education Plan (IEP) the strategies used to support the child. The IEP will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned date for a review.

If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases children will be seen at schoolboy external support services.

This may lead to additional strategies or strategies that are different from those used in *School Action*. This enhanced level of support is called *School Action Plus*. External support services will provide new information for the child's new IEP. The new strategies in the IEP will, wherever possible, be implemented within the child's normal classroom setting.

Where external support Agencies make a written report the school will ensure that parents receive a copy.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LEA. A range of written evidence about the child will support the request.

Roles and Responsibilities

The Governing Body

The Governing Body has a due regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs and will:

- Appoint a governor to closely monitor the schools work on behalf of children with SEN;
- Determine the policy and approach to provision for the children with SEN;
- Be fully involved in developing and monitoring the schools SEN policy;
- Keep up to date with and knowledgeable about the schools SEN provision including how funding, equipment and personnel resources are deployed;
- Ensure the quality of SEN provision is continually being monitored.

At Monks Eleigh School the SENCO is currently Mrs Claire Coster.

The Governor responsible for SEN is Mrs. Verity Turrall.

The Head teacher / SENCO will:

- Have responsibility for the day to day management of the schools work including the provision for children with special educational needs;

- Be closely involved in the strategic development of the SEN Policy and provision to raise the achievement of children with SEN;
- Keep the Governing Body fully informed of SEN in school;
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child;
- Oversee the records on all pupils with special educational needs including collating the necessary evidence for the SEN audit and/or requests for statements;
- Liase with and advise fellow teachers
- Manage learning support assistants where they have a specific role for a child;
- Liase with external agencies including the LEA's support and Educational Psychology Services, health and social care and voluntary bodies;
- Sustain effective teaching through close analysis and assessment of pupil's needs, by monitoring the quality of teaching and standards of pupils' achievements, and by setting targets for improvement.

Teaching and Non-Teaching Staff

All teaching and non-teaching staff will be involved in the development and implementation of the SEN Policy and be aware of the school's procedures for identifying and making provision for pupils with SEN.

All staff will provide the Head teacher/SENCO and parents with up-to-date copies of individual programmes of support for children with SEN.

Allocation of Resources

The Head teacher and SENCO are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The Head teacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

The Head teacher, SENCO and SEN Governor will meet annually to review how to use funds directly related to statements.

Assessments

At Monks Eleigh School we firmly believe that early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The SENCO works closely with parents and teachers to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

The LEA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this.

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 our school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible we do not withdraw children from the classroom. There are times however when to maximise learning we ask the children to work in a small group or in a one-to-one situation outside the classroom.

Partnership with Parents

The school 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.

The school prospectus contains details of our policy for special educational needs and the arrangements made for these children in our school. A named Governor takes a particular interest in special needs and is always willing to talk to parents.

We have regular meetings at least termly to share the progress of special needs children with their parents. We inform the parents of any outside intervention and we share the process of decision making by providing clear information relating to the education of children with special educational needs.

Pupil Participation

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets in their IEPs and in the IEP review meetings. Older children are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

Monitoring and Review

The SENCO monitors the movement of children within the SEN system in school.

The SENCO is involved in supporting teachers involved in drawing up Individual Education Plans for children and regularly reviews the work of the school in this area. The SENCO and the named Governor with responsibility for special needs also meet regularly.

The Governing Body reviews this policy annually and considers any amendments in the light of their annual review findings. The SENCO reports the outcome of the review to the full Governing Body.

Signed

Mrs. Jane Taylor (Headteacher)

Mrs. Verity Turrall (Special Needs Governor)

Mrs. Alison Russell (Chair of Governors)

Date: September 2010