



# Little Reddings School policy

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# **LITTLE REDDINGS PRIMARY SCHOOL**

## **SPECIAL EDUCATIONAL NEEDS POLICY**

### **And Guidelines for Practice**

#### **Rationale**

Little Reddings Primary School is here to provide a stimulating, secure and happy environment, where everyone aspires to excellence and our children can achieve their full personal potential in all they do. We are committed to offering an Inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access to all. All children with SEN are valued, respected and equal members of the school. As such, provision for pupils with SEN is a matter for the school as a whole.

#### **Aims**

- To ensure that children with special needs are identified accurately and that their progress is monitored and reviewed effectively and on a regular basis
- To identify and respond early to pupils' special educational needs
- To involve parents, professional staff and children, where appropriate when writing the Individual Education Programme (IEP). This collaborative approach will determine how those needs are to be met, and continuously reviewed, in order to ensure that the child continues to progress
- To create an environment in which all children feel valued and confident in themselves, and are able to organise and evaluate their own learning
- To provide learning activities that enables all pupils to make progress and experience success at a rate appropriate to the individual
- To ensure equal opportunities for all children, as set out in the school's Equal Opportunities Policy, while acknowledging that some children will need more provision to achieve their full potential in all areas of the curriculum. This includes those children who are specially gifted
- To provide learning activities that enables all pupils to make progress and experience success at a rate appropriate to the individual

## **Implementation of the Special Needs Policy**

All pupils are entitled to a balanced and broadly based curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. Each child is encouraged to be independent, self confident and to reach their full potential. The school will follow the model for S.E.N. as recommended in the 2001 Code of Practice. The five stages are - Whole school/class based strategies, School Action, School Action Plus, Referral for Statutory Assessment and Statement of S.E.N.

### **Whole school/class based strategies**

The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation which may include short term support from the class LSA in the first instance, with direction from the class teacher.

- a differentiated curriculum in all areas
- realistic and relevant targets set for all pupils
- access to advice and development through the SENCO and the school development plan
- tracking progress through NC results and other tests including participation in appropriate catch-up classes through literacy or numeracy programmes
- implementation of a whole school policy for emotional and behavioural difficulties
- a differentiated environment to support physical and/or sensory difficulties;
- regular parental involvement through meetings
- Strategies set out in our “Learning for All Provision Map”

### **Criteria for placement at School Action**

If a child’s difficulties are not sufficiently responsive to the intervention provided by the class teacher or the school, as listed above, then a combination of additional help may be required. The triggers for intervention through School Action could be the teacher’s concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities:

- makes little or no progress in his/her identified area of need;
- is working at NC levels significantly below those designated for his/her chronological age in specified areas of the curriculum, especially numeracy and literacy;
- presents persistent emotional and/or behavioural difficulties which are not ameliorated by a range of positive whole school behaviour management strategies as explicitly outlined in the school behaviour policy;
- has sensory and /or physical problems and continues to make little or no progress despite the provision of specialist equipment or resources;
- needs a higher level of intervention than that provided through a social skills focussed curriculum.

### **Nature of intervention at School Action.**

The SENCO, with other staff, should decide on the action needed to help the pupil to progress in the light of earlier assessments, without the need for regular or ongoing input from external agencies.

School based intervention may be a combination of:

- group plan or I.E.P
- different learning materials
- special equipment
- use of information technology
- group or individual support
- support for curriculum planning/differentiation
- additional planning and monitoring time
- a range of management strategies and/or alternative arrangements based on specialist advice
- a range of teaching approaches
- staff development and training

### **Criteria for placement at School Action Plus**

The triggers for intervention through School Action Plus could be that, despite receiving an individual programme and/or concentrated support under School Action, the child or young person:

- continues to make little or no progress in areas of need against specific, measurable, achievable, relevant and time limited ( SMART ) targets;
- continues to work significantly below chronological age in specific areas of the curriculum especially numeracy and literacy;
- has emotional and/or behavioural difficulties which substantially and/or regularly interfere with their own learning and that of the class group despite having an individualised behaviour management programme;
- has sensory and/or physical needs and requires additional resources or specialist advice;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

### **Nature of intervention at School Action Plus**

The SENCO and class teacher, with other specialist staff, will decide on the action needed to help the pupil to progress in the light of earlier assessments.

If the SENCO and the external specialist(s) consider that the information gathered about the pupil is insufficient, and that more detailed advice should be obtained from other outside professionals, then the consent of the child's parents will be obtained.

### **Access to the Wider Curriculum**

In addition to the statutory curriculum the school provides a wide range of additional activities. These include a range of musical, creative and sporting activities/ clubs etc. Pupils with SEN are actively encouraged and supported to join in and benefit from these activities.

### **The Teaching Staff**

ALL teachers are teachers of children with Special Educational Needs, and actively seek to adapt the curriculum to meet their needs. All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEN, and are actively involved in the review process.

### **The SEN Designated Teaching Assistants (TAs)**

The designated SEN TAs work with the SENCo/ SEN Manager in providing support for children with Special Educational Needs across the school, liaising with class teachers, maintaining records of the children they work with, and attending reviews and meetings as requested.

### **Parent/ Teacher Partnership**

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success. Parents will receive formal and informal feedback meetings about their child throughout the year, through termly review meetings, parent's evenings and annual reports.

### **Pupil Participation**

Pupils with SEN often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes including the setting of learning targets and contributing to IEPs. This will be achieved through a variety of different approaches as appropriate to the age of the child. These include:

- Pupil interviews
- Questionnaires
- Self-evaluation (pictures, written answers)
- Surveys
- Pupil set targets

### **Special Facilities at Little Reddings Primary School**

- There is a Special Needs room, where a large variety of resources are available for use in the classroom
- Ramps and widened door opening throughout the main school building to ensure complete wheelchair access
- Ramp to Nursery and floors levelled
- There are two disabled toilets for disabled pupils, an adapted one in KS1 and one in KS2
- There is a wheelchair lift in KS2

**Admission Arrangements**

Admission arrangements are the same for all children regardless of SEN. However it is obviously important for parents to fully inform the school of any SEN at the earliest opportunity.

See Admissions Policy

**Liaison with other schools**

Little Reddings has close links with Meadow Wood School for the physically and neurologically impaired.

The school also has close links with the secondary schools in the area, and ensures that all necessary records and special needs documentation are passed on to the appropriate person in the child's new school.

**Complaints Procedure**

The arrangements for dealing with complaints about the school's special educational needs provision are the same as for any other area of the curriculum (please refer to the school's complaints procedures).

.Reviewed Sept 2010