

Milburn Primary School

SEN Policy

March 2011
Last Reviewed date
November 2014



Introduction

Special Educational Provision means any different or additional support than that generally made for children of the same age. What that provision might be depends upon the level and type of need; it might be specific work differentiated (adapted) in class, additional adult support in class, physical adaptations to the learning environment, support from an outside specialist such as an occupational therapist or a structured behaviour management programme.

Milburn School provides a broad and balanced curriculum for all children, which is differentiated to meet individual needs and abilities. In their planning, teachers set suitable learning challenges and respond to children's diverse learning needs, thus enabling them to participate effectively in curriculum and assessment activities.

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.

Aims

The aim of this policy is:

- to enable children with special educational needs to be identified as early as possible
- to create an environment that meets the special educational needs of each child.
- to ensure all children have equal access to a broad, balanced and differentiated curriculum.
- to implement any measures deemed necessary for a child to access the curriculum
- to encourage children to develop confidence and self esteem, and to recognise the value of their contributions to their learning.
- to make clear the expectations of all partners in the process and provision of special needs.
- to provide the resources necessary for a child to access the curriculum.
- to identify the roles and responsibilities of staff and governors in making provision for children's special educational need.

- to ensure parents are kept fully informed and are involved in effective communications about their child's needs.

Educational Inclusion

At Milburn School, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- learn at different rates;
- need a range of different teaching approaches and experiences;

Teachers respond to children's needs by:

- providing support for children who need help in all curriculum areas where needed;
- planning to develop children's understanding through the use of all senses and 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;

This policy ensures that teaching arrangements are fully inclusive. The majority of students will have their needs met through normal classroom arrangements and appropriate differentiation. This may include short-term support such as the Early Literacy and Additional Literacy support, or Springboard maths programmes.

Roles and Responsibilities

At Milburn School, provision for children with special educational needs is the responsibility of all members of teaching and non-teaching staff.

- Nancy Lees, the Special Educational Needs Co-ordinator (SENCO), is responsible for
- day-to-day operation of the SEN policy. Her main duties are:
- co-ordinating provision for with special educational needs.
- supporting and advising fellow teachers and learning support assistants.
- managing a range of resources and teaching materials for SEN provision.

- overseeing the records and documentation of all children with special educational needs.
- overseeing liaison with parents of children with special educational needs.
- contributing to the in-service training of staff.
- keeping herself informed of new procedures and requirements.
- reporting to the Governing Body.
- liaising with external agencies where required
- monitor the writing and up keep of IEP's
- keeping track of provision by updating the provision map and SEN register

The Governing Body does its best to secure the necessary provision for any child identified as having special educational needs. The governors ensure that all teachers are aware of their responsibilities towards children with special educational needs.

The Governing Body has agreed with the LEA admissions criteria, which do not discriminate against children with special educational needs. The admissions policy has due regard for the guidance in the Code of Practise.

Identification, assessment and review for children with SEN

The progress made by all children at Milburn Primary School is regularly monitored and reviewed. The school does not identify children as having special educational needs unless we are taking action that is additional to, or different from that which goes on in the classroom as part of our differentiated approach. However children who underachieve are tracked through our tracking system. This identifies those felt to be underachieving enabling possible interventions to be considered to meet the needs of the children. These are reviewed on a termly basis.

The school follows a five stage model to respond to children's special educational needs:

Stage 1: the class or subject teacher identifies and consults with the SENCO;

Stage 2: the SENCO takes the lead in gathering information and coordinating the provision in school;

Stage 3: the teacher and the SENCO are supported by outside agency involvement;

Stage 4: the LEA considers the need for statutory assessment and may order multi-disciplinary assessment;

Stage 5: the LEA may issue a formal statement of special educational needs.

Additional support at Stage 2 is provided through Early Years Action/School Action, where Early Years refers to the Foundation Stage. This will be monitored and reviewed regularly through an Individual Education Plan (IEP).

Parents, Teachers and support staff will be informed of the learning targets in the IEP, so that they may contribute to its implementation and effectiveness.

All IEP's will be reviewed after an appropriate period of time to enable a judgement to be made about the effectiveness of the provision in place. This will usually be twice yearly. All review outcomes will be recorded. Parents will be invited to take part in the review and target-setting process. Children will also be invited to take part where this appropriate for them.

Early Years Action Plus/School Action Plus- Stage 3 If we have evidence that a student is making insufficient progress despite support at Early years/ School Action, the SENCO may seek further advice from external specialists by making a referral to the necessary additional service through the Single Assessment procedure. Parental permission must be given for this action to be taken. The SENCO will keep parents fully informed about any proposed interventions. Support for a child at this stage will be more intensive and specifically focussed.

Stage 4 If a child is still not making adequate progress, it may be necessary to consider the need for a statutory assessment, leading to the issue of a Statement of Special Educational Needs.

Stage 5 Children with a Statement will, in addition to the ongoing review of their progress through an IEP, be reviewed annually. A report containing recommendations will be provided for the LEA, which will consider whether to maintain, amend or cease the Statement.

Transition

When a child with special needs is due to transfer schools, our school will liaise with the receiving school and will transfer information as early as possible in order to effect a smooth transfer.

Allocation of resources

The SENCO is responsible for the operational management of the agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs. They meet to agree how to use funds and support staff directly relating to statements.

The head teacher informs the governing body of how the funding allocated to support special Educational needs has been employed

Complaints Procedure

The School's complaints procedures are set out in the school prospectus. Under the SEN and Disability Act 2001, parents can request the services of an independent disagreement resolution. The head teacher or SENCO will provide more information about this upon request.

Access to the curriculum.

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children 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 contain a small number of specific targets, ideally three or four, designed to enable the student to progress. All children at EY/School Action and EY/School Action Plus have an IEP.

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

Partnership matters

Class teachers work closely with parents throughout their child's education. In the event of any concerns or difficulty, parents should always contact the class teacher first. A named governor takes a personal interest in special needs and is always willing to talk to parents.

At all stages of the special needs process the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage Parents to make an active contribution to their child's education.

We have regular review meetings, usually each term, 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.

Links with other agencies

When identifying, assessing and making provision for special needs pupils. We use advice and support from specialist teachers for literacy, emotional and behavioural difficulties, physical, medical and complex difficulties and language and communication difficulties. We take advice from our educational psychologist and our area assessment officer. We also work closely with the speech therapist attached to the Health Service and keep in contact with the Health Visitor. Links are made where necessary with the Child Psychologist from the Health Service. These professionals may contribute to a child's annual review.

Monitoring and evaluation

The SENCO monitors the movement of children within the SEN system in school. The SENCO provides governors with regular summaries of the impact of the policy on the practise of the school.

Staff review progress with any issues on a regular basis at weekly staff meetings.

Special Educational Needs is an item in the headteacher's report to the Governing Body at each full Governing Body meeting.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings.

The SENCO is involved in supporting teachers involved in drawing up Individual Education Plans for children.

Signed: _____-Chair of Governors

Date: _____