

SPECIAL EDUCATIONAL NEEDS POLICY

What is a Special Educational Need?

Children may be said to have Special Educational Needs if they are not reaching their full learning potential. This can be due to behavioural, intellectual, physical, emotional or social reasons. At Fairholme School we recognise that a child has Special Educational Needs if they have a learning difficulty, which is significantly greater than the majority of children of the same age. We believe that all children are vulnerable to stress caused by personal circumstances and most experience behavioural and/or emotional disturbance at some time during their school career. However, some children will show persistent patterns of disturbance over prolonged periods of time and this will be regarded as a Special Need.

The aims of our Special Educational Needs Policy are to ensure that:

- We provide a broad and balanced curriculum which is differentiated to meet the needs of pupils with as wide a range of ability as possible.
- We identify and assess children with SEN as early as possible.
- All procedures for identifying children with SEN are known and understood by everyone.
- We provide differentiation within a balanced and broadly based curriculum, in a way that supports children with SEN.
- Records relating to SEN follow the child through the school, which are clear, accurate and up to date.
- We raise staff awareness of and expertise with SEN through INSET.
- We work in partnership with parents.
- We maintain close links with the support services and other professionals and agencies.
- All children are given access to the curriculum at an appropriate level and that each child's learning and achievements are maximized at every stage of their school career at Fairholme.
- There is adequate resourcing for SEN.

The SEN co-ordinator:

The School's SENCo (Special Educational Needs Co-ordinator) is Tracey Bannister, assisted by Raj Kaura in the Foundation Stage.
The SEN designated governor is Jenny Capstick.

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Roles and Responsibilities:

Fairholme School recognises that provision for children with Special Education Needs is a matter for the school as a whole. *'All teachers are teachers of children with special educational needs'* (SEN Code of Practice pg. 44). Roles and Responsibilities with regard to SEN are designated in the following ways:

Headteacher:

- To allocate roles and responsibilities to staff so that special needs are met.
- To liaise with staff, SENCo, support services, parents and pupils.
- To report to governors on the needs of the SEN children in his care.
- To delegate the organisation of review meetings to the SENCO.
- To ensure that the needs of SEN children are met within the school.

Special Educational Needs Co-ordinator (SENCo):

- To play a key role in delivering the strategic development of the SEN policy and provision.
- To oversee the day-to-day operation of the school's SEN policy.
- To monitor the needs of SEN children together with the Head teacher and class teachers.
- To assist with, and advise on, the teaching and assessment of children with SEN.
- To organise annual and termly reviews.
- To ensure Individual Education Plans are written and reviewed termly for those children with Statements and some other children as needed.
- To meet regularly with the Head teacher to discuss individual children, resources & use of time.
- To give advice on the level of support and on appropriate resources and strategies to support learning.
- To ensure that the school's SEN register is updated regularly.
- To lead the review of the Special Educational Needs Policy.
- To make contact with the Educational Psychologist and many other support services in consultation with the Head teacher and class teachers.

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- To meet with parents and pupils to discuss and support needs and progress.
- To report to governors as requested by the Head teacher.
- To work in conjunction with the class teachers.
- To manage Teaching Assistants.
- To lead INSET on SEN in school as appropriate.
- To keep their own skills updated by attending INSET on SEN and appropriate related external courses.

Class teachers:

- To identify the Special Educational Needs of individual children in their class using the Fairholme School criteria for placing pupils on the SEN Register.
- To know which pupils in their class are on the SEN Register and at what stage.
- In conjunction with the SENCo to ensure suitable interventions for pupils at SA, SA+ and those with a Full Statement.
- To ensure that these interventions are reviewed, with the parents if possible, (and child if appropriate) at least three times a year.
- To ensure TAs are supporting pupils in their class, as directed, to maximize the potential of the child.
- To ensure that the Head teacher and other colleagues are aware of children's needs.
- To provide learning experiences which are appropriate to the needs of the child.
- To attend appropriate INSET and courses.

Teaching Assistants (under the guidance of the class teacher) to:

- Carry out activities and learning programmes planned by the class teacher and the SENCo.
- To keep records of this work as requested.
- To support children in class or by withdrawing individuals and small groups.
- To attend INSET and courses where appropriate.
- To be fully aware of the school's SEN policy.

Governors:

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REVIEW DATE: October 2015

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- A named governor to have responsibility for the implementation of the SEN policy.
- To be fully involved in developing and monitoring the SEN policy.
- To have up to date knowledge about the school's SEN provision, including funding.
- To know how equipment and personnel resources are deployed.
- To ensure that SEN provision is an integral part of the School Improvement Plan.
- To ensure that financial resources are available to carry out the SEN policy.
- To ensure the quality of SEN provision is continually monitored.
- To ensure the SEN policy is subject to a regular cycle of monitoring, evaluation and review.

Arrangements for Identification of Special Educational Needs:

1. School Action

Fairholme School has devised its own criteria for the identification and assessment of children with special educational needs (Appendix 1). We aim to identify children with special educational needs as early as possible in their school career and recognise that there should be a graduated response to SEN, but also that occasionally a child may progress straight to Statutory Assessment.

When a child is identified as having SEN and placed on the register the class teacher should provide interventions that are **additional to** and **different from** those provided as part of the school's usual differentiated curriculum. The triggers for intervention through School Action could be concerns which come from the class teacher or they may stem from parental concerns. Placing a child on the SEN register will follow a set procedure and be done according to the following criteria:-

1. If the class teacher has concerns about a pupil they should make a referral by email to the SENCo. These concerns will usually arise from one or more of the following:-
 - A child makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.

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- Shows signs of difficulty in developing literacy and mathematics skills, which result in poor attainment in some curriculum areas.
 - Presents persistent emotional or behavioural difficulties.
 - Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
 - Has a communication and/or interaction difficulty.
2. The SENCo will respond to this referral. The response may include a variety of approaches including lesson observation, examination of samples of work and discussion with the teacher about the pupil and their needs.
 3. Having assessed the level of need the SENCo makes a decision about whether to recommend placing the child on the SEN register as a 'monitor' or a 'School Action'.
 4. If the child is requiring 'School Action' then a suitable intervention will be planned.
 5. The SENCo and class teacher discuss the provision. The provision is mapped under the 'Intervention' heading on the SEN Register.
 6. Progress is reviewed termly with the parents, where possible. This will usually happen at the Assertive Mentoring Parent Meeting. The teacher will point out the SEN section on the Pupil Profile.
 7. If there is **NO** progress after one-two terms at SA a recommendation will be made that the pupil will progress to School Action Plus (involvement of an external agency). [See triggers below] The class teacher and the SENCo will meet formally with the parents for consultation about the child's needs if it is felt that the child needs to be referred to an external agency and the parent's consent is sought.
 8. The SENCo will then complete a 'Request For Involvement' form to the 'Early Intervention Service' in most cases.

The triggers for School Action Plus:

- Continues to make little or no progress in specific areas over a long period.

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- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematics skills.
- Has an emotional or behavioural difficulty, which substantially and regularly interferes with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

2. Progression to Statutory Assessment:

If after advice from the Educational Psychologist or other professionals, the school and parents consider that help is needed from outside the school's resources the SENCo completes a Request for Statutory Assessment. Papers are forwarded to the SEN Section at the Civic Centre, who will forward them to the SEN Panel who will decide whether to proceed with Statutory Assessment. Should the Panel decide against statutory assessment it is then up to the school to look again at provision for the child and to formulate new strategies. If the Panel agrees to proceed with Statutory Assessment the SENCo prepares further documentation about the child, which is sent to the Special Needs Section where, in consideration with similar documents from other involved professionals, a Statement of Special Educational Needs is completed. The class teacher, in conjunction with the SENCo is then responsible for drawing up an IEP to meet the objectives set out in the Statement. The Statement must be formally reviewed at least annually.

Annual Reviews of Statements of Special Educational Needs:

The Annual Review will be chaired by the SENCo. Reports will be submitted by the Class teacher, Teaching Assistant and anyone else working with the child, for example the Speech Therapist. If there are concerns about the progress or behaviour of a pupil with a Statement then an Annual Review can be held at anytime during the year and more than one can be

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held in the course of a year. The Annual Review can be used to request additional support or changes to the Statement. In the unfortunate event of a pupil with a Statement facing Permanent Exclusion an Annual Review **MUST** be held at the earliest opportunity prior to the exclusion meeting.

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Appendix 1 Fairholme Criteria for SEN Register (Revised Oct 12)

Fairholme Criteria For SEN Register

(Revised Oct 2012)

Learning

A child who is achieving as stated below in Reading/Writing/Numeracy (unless they are newly arrived EAL children):

Beginning of year:	School Action (SA)
FS	Case by case basis
Y1	Case by case basis
Y2	P8 or lower
Y3	1b or lower
Y4	1a or lower
Y5	2b or lower
Y6	2a or lower

Behaviour Recurring poor behaviour in various contexts (lessons/playtime) without improvement through classteacher's rewards and sanctions for period of 1 term. SENCo can provide advice in the meantime.

Other Cases (I.e. Physical, Sensory and /or medical):

For other SEN cases, either in Foundation Stage, KS1 or KS2, not related to learning/behaviour, the SENCo and Classteacher will discuss on an individual case by case basis. The Classteacher should email the SENCo regarding the concern. The SENCo will carry out an observation and/or assessment of the child and then will decide what will be done that is "additional to" or "different from" the usual class provision as necessary.

SEN Protocol

All children who fulfil the criteria above will be placed on the SEN register at **School Action** and will be monitored by the SENCO.

After 1-2 terms, if progress has not been made, then the SENCo will make a **'Request for Involvement'** (RfI) at the next Multi Professional Planning Meeting (MPPM) and, if the Early Intervention Service (EIS) agree to take the case, they will decide who it will be allocated to. This process moves the child to **School Action Plus**.