



Greenside Primary School

A great school in a great community
achieving great outcomes for children

Special Educational Needs Policy

Reviewed by Governors: September 2015

Basic information about SEN provision.

Principles and Objectives

At Greenside we are working within the definition given in the SEND code of practice: 0 to 25 years (2015)

"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age." (DFE Jan 2015)

At Greenside we endeavour to identify need at the earliest point and then make effective provision which will help to improve the long-term outcomes for the child or young person

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Special Educational Provision means:

- 1) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools in the area
- 2) for children under two, educational provision of any kind.

Aims

- 1) We will closely monitor all children who are not making adequate progress in the four broad areas specified in the SEN Code of Practice ie. Communication and interaction, cognition and learning, Social, emotional and mental health difficulties, and sensory and/or physical development.

- 2) Monitoring the progress of all children is an ongoing process which enables early identification of any children who require additional or different provision to be made.
- 3) Work closely with parents/carers listening to their views to help us build up an understanding of their child. We recognise their vital role and encourage parents/carers to discuss any issues and concerns with the class teacher/SENCO/deputy or head teacher/SEN governor.
- 4) To identify the roles and responsibilities of teaching and support staff in differentiating according to the needs of the children in their care.
- 5) To monitor and ensure effective planning is in place which ensures appropriate levels of differentiation for all children with SEN
- 6) Children with SEN are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring their contribution to the social and cultural activities of the school.
- 7) To make sure we meet all the needs of all our children equally and that they have a voice in this process.

Management of SEN within school:

Parents will be kept informed of any additional or different provision being given and invited to contribute to and attend meetings about their child. If an Individual Education Plan is needed the parents will support school in writing this. They will then be given a copy. In school we review IEP's at least twice a year in line with the special needs Code of Practice.

Children who make slower progress will be given differentiated work and specific targets to help them make progress which will be monitored. Parents/carers will be kept informed of their child's progress.

All children will receive a broad and balanced curriculum by teacher's setting suitable learning challenges and responding to their needs and also to overcome any potential barriers to a child's learning.

We will aim to recognise strengths as well as weaknesses and try to involve all children in the activities of the school.

Early identification, assessment and intervention are recognised as the key to meeting the needs of the individual children.

Co-ordination of SEN Provision:

The SENCO for our school is Helen Ainsworth

The responsibilities include:

- 1) Overseeing the day to day operation of the SEN policy
- 2) Co-ordinating provision for children with SEN through Provision Mapping and allocation of appropriate interventions within school
- 3) Ensuring there is liaison with parents, teaching staff and other professionals in respect of children with SEN
- 4) Managing learning support staff and their performance management
- 5) Advising and supporting other practitioners in school, and providing training where necessary
- 6) Ensuring that appropriate IEP'S are in place, that relevant background information about children with SEN is collected, recorded and updated
- 7) Liaising with external agencies including LEA, Educational Psychologist services, health and social services.
- 8) To be a member of the Senior Management Team.
- 9) Reports to the Governing Body.
- 10) To complete any Annual Reviews for pupils with a Statement or Education Health Care Plan. To monitor and advise on reviews for children with Special

needs and to organise meetings and provision with outside agencies and support transition to High School.

All teachers are responsible for children in their class with Special Needs but additional help will be available from Teaching Assistants and the SEN support staff.

Role of the Governing Body:

The Governor with responsibility for SEN is Helen Ainsworth

The Governing Body should:

- 1) Ensure that provision is made for pupils with SEN
- 2) Ensure that the needs of pupils with SEN are made known to all who are likely to teach them
- 3) Ensure that teachers are aware of the importance of identifying and providing for those children with SEN.
- 4) Report to parents on the implementation of the school's policy for pupils with SEN.
- 5) Have regard to the Code of Practice when carrying out its duties to pupils with SEN.
- 6) Ensure that a child with SEN joins in the everyday activities provided by the school.
- 7) Ensure that parents are notified of the decision of any extra provision being made for their child.

Governors are kept up to date with the provision, deployment of funding, equipment and personnel resources. SEN is integrated throughout the schools Raising Attainment Plan.

Admission of Children with SEN:

Provision for children with SEN is a matter for the whole school and they play a full part in the daily life of the school. We also ensure that where additional provision is necessary we endeavour to meet the child's needs. Our school building is adapted to meet the needs of children with Physical disabilities.

Identification and Assessment.

The majority of our children will have been assessed in our Children's Centre and this continues into our Foundation Stage where children are closely monitored. At this stage the concerns maybe social/immaturity rather than learning, observations and assessments will be completed and if necessary, an IEP put into place.

As the child moves into KS1 children will be continue to be monitored. If the IEP identifies support is needed from outside services, parents will be consulted prior to any further action being taken. This may lead to additional or different strategies. This enhanced level of support is closely monitored by the class teacher and Inclusion Manager. The new strategies will be implemented within the child's classroom wherever possible. Copies of the IEP are sent home to Parents.

If a child continues to demonstrate significant cause for concern after a range of strategies have been put in place and reviewed over time, a request may be made for an Education Health Care Plan to the LEA. A wide range of written evidence about the child will support the request.

Assessment of the child reflects as far as possible their participation in the whole school curriculum. The class teacher can break down the assessments into smaller steps in order to aid progress and provide detailed and accurate indicators. Pupil Progress meetings which are held termly indicate the areas of concern and the tracking of progress.

Allocation of Resources.

The SENCO in conjunction with Senior Management is responsible for the operational management of the specified and agreed resourcing for Special Needs provision in the school and the allocation of the Special Needs support staff team. The Headteacher informs the Governing Body of how the funding allocated to SEN has been deployed.

Special Needs Support Staff.

Anna Szczotka - SEN support teacher

Yvonne Conway

Alison Allcroft

Debbie Dunn

Joanne Butterworth

Mandy Warburton

Kerry Edwards

Emma Nixon

At Greenside Primary School we will continually strive to ensure that everyone is treated with respect and dignity. Each person will be given fair and equal opportunities to develop their full potential regardless of their gender, transgender, ethnicity, culture and religious background, sexuality, disability or special educational needs and ability.

Helen Ainsworth Inclusion Manager September 2015