

SEN Policy for Bowdon Church School

Aims

The overall aim of Bowdon Church School is to provide the opportunity for each child to achieve his or her full potential in a caring, happy and secure Christian atmosphere, by ensuring that there is provision appropriate to their needs.

It is fundamentally important to encourage all children to develop healthy attitudes to their own value as individuals, along with care and respect for others and their environment.

The development of pleasure in all aspects of learning is a key objective. The school, supported by Governors and other agencies, will ensure that those children with Special Educational Needs gain access to an appropriate curriculum.

Objectives

- To facilitate early identification of Special Educational Needs and to provide resources accordingly with regard to the Code of Practice
- To inform and involve parents in all stages of assessment
- To ensure that all parties involved (both teaching and non-teaching) are aware of the policy and the respective roles and procedures for individuals
- To enable all children to perform at their optimum ability level within an appropriate curriculum
- To ensure that each individual child develops and retains a positive self-esteem
- To provide a challenging and stimulating structured programme with access to available resources including support from outside agencies where applicable.
- To ensure continuity and progression in the child's learning by maintaining an effective record system, in accordance with LEA guidelines
- To ensure that where appropriate IEPs are in place and being monitored by SENCO and CT
- To ensure that SEN is the subject of special consideration within the management and resourcing of school
- To ensure that staff have access to training
- To meet relevant Code of Practice requirements.

Definition

A child has a special educational need if he or she has a difficulty, which needs additional educational provision:-

- If he/she consistently has a significantly greater difficulty in learning than the majority of children in the same class
- If he/she has a social, emotional, behavioural or physical disability which hinders the child from accessing the educational facilities provided by the school.

A child may have temporary special needs triggered by:-

- Delayed learning in one or more areas e.g. reading/spelling/numeracy
- Prolonged absence, frequent removals
- Change of domestic circumstances
- Illness

These needs may be met by differentiated work and support within school. Others may need continual long-term support from LEA.

All children with SEN are individual cases and demand individual response with frequent review.

Inclusion and Admissions

A policy of inclusion will be implemented if it is agreed that the placement is suitable, after consultation between LEA, school, governors and parents and if appropriate support is provided by the LEA.

Pupils with SEN are subject to the normal process admission for Bowdon Church School.

The allocation of the place will be dependent upon the needs of each child and the ability of the school to adequately meet those needs.

It is expected that the LEA will resource the needs, wherever necessary, if arrangements are in place prior to the child starting school. Where this does not happen the governors reserve the right to withhold any place which may have been offered if they feel they cannot adequately meet the needs of the child or if the child or any other children may be at risk due to lack of resources.

Entitlement Curriculum for all

Pupils with SEN will be taught alongside their peers and will have access to the whole curriculum wherever appropriate. The curriculum may have to be modified according to individual needs.

Pupils may have differentiated tasks to be achieved within the curriculum. Pupils with SEN may have support within class or may be withdrawn from class according to their needs. This support may be individual or in small groups and will relate to the curriculum followed by their peers. The support will be given in areas of the curriculum needed by pupils; at other times pupils will work alongside the rest of the class.

Integration

Children with SEN are encouraged to be as independent as possible and to integrate fully with their peers. Equal opportunities are offered to all pupils.

Playground

If necessary a TA may be designated to be responsible for a pupil's welfare at breaktime or lunchtime.

Midday assistants are given information relevant to the welfare of pupils with SEN. Other children are encouraged to support children during non-lesson times.

PE and Games

The LEA will offer support to children during these lessons when appropriate.

Outside Activities and Visits

The school will make every effort to include children with SEN in all extra-curricular activities and educational visits.

Provision for SEN pupils

Class Teachers have overall responsibility for the education of all pupils in their class. In addition, pupils with individual needs may be supported within class by Teaching Assistants. Some pupils benefit from being withdrawn either individually or in a small group, depending on the task.

A pupil may be allocated a full or part-time assistant to support them in mainstream school.

Members from external agencies offer support, advice and resources to SENCO regarding pupils with SEN in mainstream school.

Support Teaching.

Teaching Assistants will support children with SEN as appropriate, following discussions between CT, SENCO and parents.

Consideration will be taken regarding:-

- a) areas of curriculum to be supported
- b) hours of support to be appropriate
- c) support to be group-based, paired or individual
- d) support to be given in-class or in withdrawn situation.

Each child with SEN has different needs and will be treated as an individual.

Physical Access to School

Facilities in school for disabled pupils.

The school is on one floor with access to all areas.

There are wheel-chair ramps at front door and from playground into other parts of school.

There is a disabled toilet facility.

Links with Special Schools

Advice can be sought from local special schools via LEA agencies when appropriate for an individual child who has more complex special needs e.g.

Delamere School (Downs Syndrome etc)

Brentwood School (MLD etc)

Inscape House (Autism)

Pictor School

Roles and Responsibilities.

All teachers.

All CTs are responsible for identifying pupils with SEN. These concerns should be reported to the SENCO, discussed with parents and a School Action form should be filled in. The child must be monitored closely at this stage, using differentiation, either by task or support, when appropriate. A copy of the SA form should be signed by the parents, a copy held by CT and a copy given to SENCO.

At School Action the CT must discuss concerns regularly with SENCO , TAs and parents, ensure that IEPs are followed and progress is monitored.

At all other stages the CT should continue to follow IEPs and to monitor progress closely. Liaison with outside agencies should be via SENCO.

CT should inform SENCO of any medical concerns.

SENCO.

- a) Liaise with teaching and non-teaching staff.
- b) Meet regularly with all CTs to discuss :
 - Concerns
 - IEPs of children at School Action and School Action Plus
 - Support delegated to each child
 - Movement of children to different stage on register
- c) With CT ensure that IEPs are delivered, appropriate support given, progress monitored and needs reviewed
- d). Support CTs in discussions with parents of children at School Action if necessary.
- e) Arrange reviews twice a year for children at School Action Plus, involving parents and outside agencies when appropriate.
- f) Liaise with outside agencies throughout their involvement with the child.
- g) Meet regularly with TAs to discuss their role, concerns and timetable.
- h) Contact school nurse if there are medical concerns.
- i) Liaise with School Governors, via designated governor, informing them of any child moving to Formal Assessment
- j) Review SEN Policy annually with HT and Governors.
- k) Maintain Special Needs Register: School Action and School Action Plus
- l) Liaise with pre-school establishments and secondary school SENCOs for pupils transferring.

Head Teacher.

Meet regularly with SENCO to discuss children on register and all related matters, including referrals to school nurse.

Become involved if child moves to School Action Plus, attending review meetings when appropriate.

Be available to discuss SEN matters with parents.

Liaise with governors at meetings, informing them of any social service involvement.

Be 'named' teacher for children 'at risk.'

Teaching Assistants.

TAs will work closely with CTs and help deliver IEPs.

TAs can monitor and assess progress at discretion of CT and SENCO.

TAs can assist with planning of work for children with SEN to enable them to achieve their targets.

Non Teaching Staff.

All other staff will be aware of physical needs of children with SEN when appropriate.

They will also be informed of any appropriate strategies to be used with individual children.

Governors.

Must use their best endeavours to secure appropriate special educational provision for individual registered pupils.

Should facilitate provision of resources for pupils identified as having SEN.

Designated governor will meet regularly with SENCO to exchange relevant information.

Governing body must be informed of any pupil moving to Formal Assessment.

Include a SEN report in the annual report to parents, reviewing number of pupils at each stage on register, level of support provided by school and outside agencies, resources available and the adequacy of these resources.

Discuss concerns (through designated governor) with parents if matters cannot be resolved after consultation with HT and SENCO.

With hold places if inadequate provision offered by LEA for identified SEN child

Parents .

Parents to be informed and involved at all stages, so that pupil will benefit from a working partnership.

Regular meetings to be held with CT and SENCO (School Action) when appropriate, CT, SENCO and external agencies (School Action Plus).

Parents' views to be valued with regard to delivery of IEPs and at reviews.

There is a Parents' Guide for Children with Special Educational Needs available from Trafford or School.

A Special Educational Needs Information Office (SENIO) offers independent support and advice to parents:

Geraldine English Tel 912 3150.

Support Services.

Support of Statemented pupils in mainstream placements.

Support and assessment of pupils at School Action Plus.

Involve support teachers in training and advice.

To give permission for modifications and disapplication to the NC.

To carry out annual review of statements.

Staff and School Development.

The identification and fulfilling of needs for further staff development and training in SEN is recognised as a key issue on the school development plan.

LEA courses are attended regularly by SENCO; information is then distributed at regular staff meetings or on Inset days. Innovations can be discussed and the policy can be co-ordinated at this time.

Teacher Assistants attend courses offered by LEA to enhance skills when working with pupils with SEN.

Relevant information regarding SEN training courses is offered to all interested parties.

Other key areas of SDP include annual review of SENIOS policy and increased use of ITC in SEN record-keeping i.e. implementation of IEP writer and SEN Manager.

Curriculum and Resources.

It is recognised that all children are entitled to access every part of the curriculum, regardless of their special needs.

Children with SEN may have differentiated work as appropriate-this will be identified on their IEPs at SA 2 and beyond.

The CT will be responsible for relevant approaches and organisation to enable children with SEN to access the curriculum.

Children with SEN may be supported in- class or withdrawn, individually or in a small group, by the CT or TA as appropriate in areas of the curriculum where there are concerns.

Available resources will be used if they aid access to the curriculum.

IEPs will be shared by CTs, TAs, parents and any other parties involved with the education of the child. IEPs will be reviewed regularly.

National Curriculum Test

Children with complex special needs may be entitled to special arrangements or, in a minimal number of cases, be disapplied in NC tests at Key Stage 1 and 2.

Parents must approve any such arrangement

Identification of Special Needs.

Initial recognition will be the responsibility of the CT.

Reception children may be identified through the Baseline Assessment.

Key stage 1 children may be identified by the Y2 SATS, reading and spelling tests.

Key stage 2 children may be identified by annual SATS levels, Standard spelling age or reading age tests: Daniel and Diack, Macmillan or equivalent, or NFER scores.

At all stages the class teacher's own assessment will also play a major role in determining whether a pupil is identified as having SEN.

The success of the SEN policy will depend upon the extent to which the school has been able to meet the needs of those children identified as having SEN.

Special Needs Register.

Records for all children with special needs will be held in the Special Needs Register. The updating of these records is the responsibility of the SENCO.

The Stages of Assessment

School Action

SA1

The class teacher identifies special educational needs, which can be met through differentiated classroom teaching and learning. Parents and SENCO are consulted. Progress is monitored individually and pupils may or may not progress to SA2. If increased support is necessary, pupils move to SA2.

SA2

The class teacher consults the SENCO for further advice. The pupil's needs are planned for and monitored closely, using IEPs. Some pupils may be monitored for extended periods of time at SA2. Pupils will only move to SA+ if no appropriate progress is evident.

School Action Plus

SA+

The SENCO seeks external advice from resources outside school. These will usually include centrally funded agencies. Intervention from these services may meet the needs of the pupil. The decision to move to Statutory Assessment is made by the LEA Educational Psychologist and the Headteacher. Pupils often remain at SA+ for long periods of time or for their whole school career.

Formal Assessment

A minimal number of pupils may need to be put forward for Formal Assessment. The LEA requests advice from the school, the Educational Psychologist, the Health Authority, Social Services and the parents. Evidence is considered by a panel of specialists and a decision is made whether or not to issue a statement.

Statement

A final statement is issued outlining the pupil's special educational needs together with the educational and non-educational provision required to meet those needs. During the stage of formal assessment, detailed notes about the child will be required, especially records which show progress or lack of progress over time. If all the earlier stages of assessment have been followed, this information will be available and can be continued.

Information for Parents.

The Special Needs Register.

The School is required by law to keep documentation designed to identify and help children who are felt by their teachers to need some form of extra help with some of their work in school.

Your child's teacher has felt this to be the case and this letter should explain the way the process works.

The Register has different stages:-

School Action.

School Action 1 is started when it is felt that a child is not progressing as well as a majority of other children of their age. The problem may be limited to one small area of the curriculum e.g. spelling, word recognition or number work. The difficulty could cause more serious problems if not addressed as soon as possible. The teacher fills out a form which details their concerns and this is passed to the teacher who has a specific responsibility within school for this area and who is entitled the Special Educational Needs Co-ordinator (SENCO). Once this is received the child is automatically placed on the register. The teacher then plans a series of small teaching steps that will help your child to overcome the problem. You will be invited to talk to the class teacher and SENCO at this time to discuss the concerns. Your child's work is monitored closely and assessed during this time.

In most cases special help is given to small groups of children with similar problems or on an individual basis by a Teaching Assistant guided by the teacher. Help given is usually in Literacy or Numeracy, but sometimes other aspects are addressed e.g. poor concentration or behavioural problems.

Many children come on to the register at School Action 1 for only a short time and leave it once the problem is resolved. You will be kept informed at all times about what action is being taken.

School Action 2 is commenced where it is felt that the problem requires further help and may be started after a term or two at School Action 1. You will be informed if this decision is reached before any action is taken. The SENCO is automatically asked for more specialist advice and an Individual Education Plan (IEP) is drawn up. Extra support is given to the child in lessons where there is a need. The child may stay at this stage, be moved back to Stage 1 or moved to the next stage depending on circumstances when the IEP is reviewed. Reviews usually take place twice a year.

School Action Plus

School Action Plus is initiated by the school if it is felt that the difficulty persists despite the intervention offered by the school or if the child is falling further behind their peers in school. Movement to this stage may require involvement or assessment by Trafford or an outside agency.

Evidence has to be collected by the school, including IEPs and reports from the CT and SENCO, in order to establish if the child fulfils the criteria necessary to move to this stage. Parental agreement has to be given in writing if observations or assessments are to take place by any outside agency or Trafford.

Formal Assessment

A formal assessment is carried out by an educational psychologist.

This is because difficulties have persisted for a long while and require specific identification. The psychologist details their recommendations at a meeting with parents, SENCO and the class teacher. Further strategies may be suggested or it may be recommended that the child goes forward for consideration by the LEA for movement to an Educational Statement.

Statement

A statement is undertaken by the LEA and involves reports and evidence from school agencies already involved and parents, as well as a medical report.

A special meeting is called by the LEA where the needs of the child are assessed and a decision will then be made about the suitability of a Statement of Educational Needs for the child. A statement is a legal document that includes the needs of the child and it is reviewed annually at a meeting with all who are involved.

In a vast majority of cases only School Action I and 2 are involved. The register is simply a way of ensuring that your child's problems are dealt with as quickly as possible and that you are aware of the process.

If you require further information please contact the school.

The school SENCO is Mrs M. Horstead.

A Parents' Guide for Children with Special Educational Needs is available from school or Trafford.

A Special Educational Needs Officer (SENIO) can be contacted on 912 3150 for impartial advice and information. This position is at present held by Geraldine English.

January 2009: Who's who?

SENCO: Maggie Horstead

Special Support Assistants:

Grace Holmes
Heather Girdlestone
Julie Braidy

Trafford.

SEN adviser: John Lomas

SEN consultants; Julia Browne SpLD

Katy Farrell
Barbara Jarkowski
Gill Wilson

Educational Psychologist: Wendy Rydzkowski

Statemnting Officer: Joan Donahue.

Speech and Language Therapists: Jen Davies

SENIO: Geraldine English(Information officer---gives impartial advice to parents of pupils with SEN)