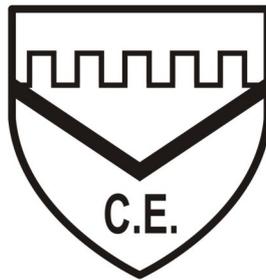


CLEARWELL



PRIMARY SCHOOL

CLEARWELL C. OF E. PRIMARY SCHOOL

SEN POLICY

Clearwell C. of E. Primary School Special Educational Needs Policy

1. Introduction

Clearwell School values the contribution that every child can make and welcomes diversity of culture, religion and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children with SEN are valued, respected and equal members of the school.

Provision for pupils with SEN is a matter for the school as a whole; therefore all teachers are teachers of pupils with SEN. The governing body, headteacher, SENCO and all other members of staff have important responsibilities.

2. Objectives

- To ensure that the culture, practise, management and deployment of resources are designed to meet the needs of all pupils with SEN
- To enable pupils with SEN to maximise their achievements
- To ensure that the needs of pupils with SEN are identified, assessed, provided for and regularly reviewed
- To ensure that all pupils with SEN are offered full access to a broad, balanced and relevant curriculum, including the Foundation Stage and the National Curriculum as appropriate
- To work in partnership with parents to enable them to make an active contribution to the education of their child
- To take the views and wishes of the child into account

3. Roles and Responsibilities

3.1 The Governing Body

The governing body, in co-operation with the headteacher and SENCO,

- Does its best to secure the necessary provision for any pupil identified as having SEN
- Ensures that all teachers are aware of the importance of providing for these children
- Consults the LEA and other schools when appropriate
- Reports annually to parents on the success of the schools policy for children with SEN

The governing body is fully involved in the development of the school's SEN policy, ensures provision is an integral part of the school improvement plan and monitors the quality of SEN provision.

All governors, especially SEN governors, are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed.

3.2 The Headteacher

The headteacher has the overall responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEN. She works closely with the SENCO and helps to keep the governing body fully informed.

3.3 SEN Co-ordinator

Mrs Lis Kirby, the SENCO, in collaboration with the headteacher, staff and governors helps determine the strategic development of the SEN policy and provision in the school. She seeks to develop effective ways of overcoming barriers to learning, promotes progress through assessment and monitoring of pupils achievements and by setting targets for improvement.

To facilitate this she has half a day of non-contact time per term during which she:

- Manages the day-to-day operation of the policy;
- Co-ordinates the provision for children's special needs;
- Supports and advises colleagues;
- Maintains the school's SEN list;
- Contributes to and manages the records of all children with special educational needs;
- Undertakes school-based assessment and completes the documentation required by outside agencies and the LEA;
- Liases with parents of children with SEN ;
- Maintains resources and a range of teaching materials to enable appropriate provision to be made;
- Liases with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies;
- Manages learning support workers and contributes to staff inservice training.
- Monitors and evaluates the SEN provision and reports to the governing body.

3.4 Teachers and Learning Support Staff

All teaching and learning support workers are involved in the development of the school's SEN policy and are fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN.

Teachers have responsibility for:

- Initial identification of a pupil with difficulties and informing the SENCO
- Keeping parents informed
- Providing differentiated activities, writing IEPs or contributing to those written by the SENCO, according to the child's level of difficulty.
- Contributing to children's records, assessments and reports for parents and outside agencies.
- Supervising the work of LSW's supporting in the classroom
- Ensuring that their classrooms are fully inclusive and that children with SEN are supported, respected and are not subject to prejudice of any kind.
- Making other members of staff aware of any changes in a pupil's circumstances that might affect their behaviour.

Learning Support Workers have responsibility for:

- Making themselves aware of the individual difficulties of the children with whom they work.
- Making themselves familiar with the pupil's IEP and working closely with teachers and SENCO on the programmes of work outlined in it.
- Contributing to the pupil's general well being and self-image by providing sensitive support and positive encouragement.

4. Admission Arrangements

The headteacher is responsible for the admission arrangements which accord with those laid down by the Local Education Authority. The school acknowledges in full its responsibility to admit pupils with already identified special educational needs, as well as identifying and providing for those not previously identified as having SEN. See Admissions Policy

5. Allocation of Resources

- The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.
- The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.
- The headteacher and SENCO meet annually to agree on how to use funds specified for SEN in the budget and the SENCO will draw up the resources bid for any additional funding when the school is planning for the next school improvement plan.

6. Identification, Assessment, Provision and Review

6.1 Identification

Early identification is very important and is generally undertaken by the class teacher who will notify the SENCO, Headteacher and parents at the earliest opportunity. Any areas of concern are discussed and parents' active help and participation encouraged.

6.2 Assessment

- The class teacher, SENCO and LSWs assess and monitor the children's progress in line with existing school practices for all areas of the curriculum. See Monitoring and Assessment Policy.
- SATs, Non-statutory SATs, NFER reading and spelling tests and the Foundation Stage Profile are utilised along side classroom observation and continuous assessment.
- The SENCO maintains a comprehensive tracking system for all SEN children in the core subjects.
- The SENCO also undertakes some diagnostic testing but calls on specialist support services, such as Speech & Language Therapists,

Occupational Therapists, Educational Psychologists, etc., for more comprehensive assessments.
LEA guidance is used in conjunction with these assessments in determining the appropriate level of intervention for each individual child.

6.3 Provision and Review

- The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.
- Early signs of difficulty are noted on the school's internal 'Monitoring' register and progress is kept under constant review by teaching staff and SENCO. Monitoring is seen as a means of observing pupils with difficulties which may be transitory, who may later need inclusion on the Code of Practice or who have made sufficient progress to be removed from the CoP but who may still need differentiation in some areas of the curriculum.
- Each child on the Code of Practice has an IEP
- IEPs are written and reviewed at least twice a year, in Oct/Nov and in Feb/March.
- Review meetings are also called at any time of the year, if the circumstances of a pupil change, and a new IEP is needed.
- IEPs for children at School Action are written alongside class teachers who have the main responsibility for delivering them, sharing and reviewing them with children and parents. Targets within these IEPs may be met through a differentiated curriculum with some in-class support, group and occasionally individual support, from an LSW. They may also include work agreed with parents to be undertaken at home. IEPs for Behaviour include simple behaviour modification programmes, generally undertaken by the class teacher, with support from the SENCO.
- IEPs for children at School Action Plus and for Statemented children are written by the SENCO in consultation with the class teacher and groups to specifically address targets on their IEPs, especially when they are working at a much lower, or higher, level than their peers. IEPs for Behaviour at School Action Plus generally involve very close links between home and school. This may involve strategies such as a Daily Diary, weekly meeting with parents, etc. The SENCO or Headteacher will also be involved in the day-to-day implementation of a behaviour modification programme.
- If provision at School Action Plus does not meet the needs of the child then the school requests the LEA to carry out a Statutory Assessment so that a Statement of Special Educational Needs can be put in place.
- Provision for Statemented children varies according to their needs. All have 1:1 provision for the number of hours prescribed by their Statement of Special Educational Need. This is used flexibly so that the child can fully access the wider curriculum as well as supporting progress in specific areas of difficulty. Close links are maintained with parents, informally on an almost daily basis and formally at regular review meetings.

- Parents are encouraged to attend review meetings where IEPs are discussed with child and parents, so that both are aware of what the targets are and how they can be achieved. A copy of the IEP is given to parents.
- Each IEP contains two, three or a maximum of four SMART targets * usually relating to areas of specific difficulty, which cannot be addressed by simple differentiation. They include specific resources and strategies to be used, any extra support available, success criteria and what eventual outcome is being worked towards.
- Copies of current IEPs are available in classrooms for quick reference by teachers and any supply staff. They are also available for LSWs in the SEN resource room.

7. Access to the Curriculum

All pupils have the entitlement to broad, balanced and relevant curriculum. All pupils with SEN are taught with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age. All teaching and support staff are aware of the National Curriculum Inclusion Statement and in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the pupils diverse learning needs
- Remove the barriers to learning and assessment

With advice from and the support of the SENCO teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupil's knowledge, understanding and skills. Where appropriate materials are modified or support is provided to enable pupils with SEN to access the learning or the assessment process.

The school acknowledges that its practices make a difference and because of this the school and teachers regularly review issues related to pupils with SEN. Classroom organisation, teaching styles and methods, materials and tasks are considered to determine how they could be improved.

Most SEN teaching and support takes place within the classroom but where withdrawal is necessary, due to the type of activity or in order to maximise learning, then it is dealt with sensitively. Pupils are generally withdrawn in pairs or small groups and sometimes on their own. The school fosters a culture where it is quite usual for groups of children to be supported by an adult both in and out of the classroom. Pupils work with parent volunteers, LSWs and teachers work with individuals and groups of all abilities therefore withdrawal for SEN purposes does not constitute anything remarkable for the children involved.

8. Access to the Wider Curriculum

In addition to the statutory curriculum the school offers a variety of additional activities. These include after school clubs, musical instrument lessons, educational visits, residential visits and welcoming artists, authors, drama groups etc. into our school. Pupils with SEN are actively encouraged and supported to join in and benefit from these activities. Many of our SEN pupils learn to play musical instruments and all take an active part in our school productions.

9. Monitoring and Evaluating the Success of the Education Provided for Pupils with SEN

The school, including the governing body, is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the governing body report annually to the parents upon the quality of education provided for, and the achievement of, pupils with SEN. The school employs a series of methods to gather data for analysis including:

- Termly meetings between SENCO and SEN governor.
- Regular meetings between SENCO, class teachers and learning support workers.
- Maintenance of assessment records that illustrate progress over time
- Success rates of IEPs
- The views of parents and pupils
- Analysis of the attainment and achievement of pupils and review of materials and methods employed to support them
- Scrutiny of teachers planning and pupil's work

As a result of the above the school reports annually upon its successes and identifies aspects for future development.

10. Arrangements for dealing with complaints from Parents

- Parents are made aware of the procedure for making complaints in the Prospectus that is sent to all parents at Clearwell School.
- Parents are aware that the SENCO is always available, by appointment, to discuss concerns about SEN pupils.
- If parents feel dissatisfied with the provision offered by the school or the LEA, and an impasse is reached, then they will be put in touch with Gloucestershire Parent Partnership who will support them through a mediation process.

11. Arrangements for In-service Training

- SENCO attends LEA annual SEN conference
- SENCO attends South Forest cluster meetings
- SENCO and LSWs attend courses regarding different categories of SEN eg. Autism, Dyslexia, etc.

- Inset by outside agencies is also organised eg Educational Psychologist delivers training to whole staff on topics such as Anger Management, Autism, etc.
- LSWs are encouraged to attend LEA courses to help develop their knowledge and skills.
- SENCO delivers training to LSWs on the effective use of the materials they will be employing.
- SENCO delivers inset to teachers, support staff and governors to update their knowledge eg IEP writing, Code of Practice, Inclusion, etc.
- Newly qualified teachers and staff new to the school are supported by the SENCO in their work with SEN pupils. Their induction includes an introduction to all necessary paper work, class files, support with the writing of IEPs and their interviews with parents.

12. Links with other Schools, Teachers and Facilities

- The school is part of a cluster group that shares the services of an Educational Psychologist. There are growing links between these schools for the sharing of materials and expertise.
- Secondary school SENCOs are invited to visit Clearwell to meet pupils, and where possible parents, and to attend annual review meetings of statemented pupils prior to transfer. Pupils' records are passed on to ensure continuity.
- The school takes full advantage of booster groups when they are available within the local area,
- LEA Advisory Teachers in SEN give support with Statemented children and materials are also available on loan.
- Education and Clinical Psychology services, Family Counselling and the Behaviour Support Team are used to inform and support provision for pupils.
- Other LEA support services, including Parent Partnership, Social Services, Child Welfare Services and other volunteer bodies such as Winston's Wish are used when appropriate.
- The School Doctor and School Nurse make regular termly visits to the school. Occupational Therapists and Speech and Language Therapists are also involved in the support of our pupils.

13. The Role Played by Parents of Pupils with SEN

In accordance with the SEN Code of Practice the school believes that all parents of children with SEN should be treated as equal partners. The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice. Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEN framework.

- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision making processes about special education provision.

The school strives to achieve this by:

- a) Keeping parents fully informed and seeking their views at review meetings and informal consultations.
- b) Showing that we value their input by responding to their concerns and suggestions
- c) Providing parents with a copy of our Home School Agreement
- d) Providing parents with copies of IEPs so that they can support their child's learning
- e) Providing support and advice through the SENCO and class teacher
- f) Being available to seek out advice or information on behalf of parents
- g) Putting parents in touch with the Parent Partnership Service.

*This policy has been adopted by the Governing Body, on
and will be reviewed and updated annually if necessary.*

Signed
Headteacher

Signed.....
Chair of Governors.