

# **Special Education Needs Policy**

## **AIM**

All children with special education needs should receive an appropriate education. The variety of children's needs will be recognised and suitable and flexible provision made. This policy should be followed in conjunction with the whole school teaching and learning policy, behavioural, equal opportunities and assessment policies.

## **PRINCIPLES/OBJECTIVES**

The policy aims to provide a broad and balanced curriculum, through the National Curriculum, for all children, whatever their level of educational need, to enable them to achieve the maximum progress possible, and participate fully in the life of the school. Children will not be identified as having special educational needs solely because the language at school is not their first language although the fact that the child is bi-lingual is an important consideration and must be taken into account (the children will receive additional language support from SEMASS if required). Evidence will be moderated by the audit submission. All staff, including LSAs should fully understand and use the policy. Parents of pupils with SEN should be involved in their children's learning and the children participate whenever possible in discussions about themselves.

## **MANAGEMENT**

The headteacher and the Governors monitor the running of the Special Educational Needs policy and ensure that its principles are maintained throughout the school by the Governor with responsibility for Special Educational Needs. The school's Special Needs Coordinator is responsible for the day to day operation of the policy, in consultation with the Headteacher. All staff should be involved in the development of the school's Special Needs policy and fully aware of the school's procedures for identifying, assessing and making provision for children with Special Educational Needs. The Governor responsible for Special Educational Needs and the Special Needs Coordinator meet to discuss ongoing practice on a termly basis, and the Special Needs Coordinator reports to the Senior Management Team on a termly basis.

## **ADMISSIONS**

All children of the appropriate age who live in the area have an automatic right of admission to the school. No child will be refused admission because of their special educational needs. The school is also happy to receive applications from children who live outside the catchment area.

## **SPECIAL FACILITIES FOR CHILDREN WITH SEN.**

Although Mount Pleasant Junior School does not specialise in providing for children with a particular type of special need we have acquired some expertise in providing for children with a range of difficulties. Our school vision statement is 'WE CARE' and this means that the whole school community takes extra care of children with disabilities enabling them to partake fully in all school life. The school is all on one level and the doors are wide enough to allow wheelchair access to the entire area. For children with mobility problems we have ramps for all the main entrances to the school. We also have a specially adapted toilet for the disabled.

## **RESOURCES**

The largest percentage of the funding comes from the Southampton audit of Special Educational Needs. The school also receives funding from any Statement of Special Educational Need that exists for any child. This money is spent entirely on staffing. The SENCO is allocated one day to week to monitor the running of the policy and the rest covers the cost of LSAs who support the SEN children in class and individually or in small groups working on specific teaching programmes. In addition a small amount of money is received from the GEST budget for training and resources.

## **IDENTIFICATION, ASSESSMENT AND REVIEW PROCEDURES.**

Liaison with Maytree Infants, our main feeder school, means that many of the children with SEN have already been identified before they enter Mount Pleasant Junior School. In line with the Code of Practice (Appendix 1) all identified as having SEN are reviewed in line with the 5 stage procedure set out as follows.

### **Stage 1**

The class teachers identify a child's needs, gather information and take initial action to address those needs. The class teacher informs the Headteacher and the SENCo who registers the child's SEN. A Stage 1 concerns form is completed. The child's own view of his/her difficulties must be sought and there is discussion with parents at this stage. Targets are set and review date ( within a term or six months, with parents kept informed). Stage 2 is reached if, after two reviews special help has not resulted in satisfactory progress.

### **Stage 2**

Following a review at stage 1 the SENCo takes responsibility for managing the child's special educational provision, working with the child's teacher and parents. An IEP is drawn up, setting out specific learning targets, using materials and resources within the normal classroom setting.

### **Stage 3**

The teacher and the SENCo are supported by advisers from outside the school, a new IEP is drawn up, including input from support services, detailing new targets and teaching strategies, monitoring and review arrangements. At the review it is considered whether or not it is appropriate to refer the child to the LEA for a statutory assessment.

- The percentage of children identified
- Parental satisfaction
- The use of outside agencies

## **EXTERNAL SUPPORT AND RELATIONS**

Full use of support services will be made when they are needed in order to help meet the children's needs. These professionals will be from within education, health and social work. These include:

Speech Therapist, Occupational Therapist, Physiotherapist, School Nurse, School Doctor, Social Services, Educational Welfare Officer. Other services may be used if required. Service level agreements have been entered into with the Local Education Authority and the Educational Psychology service. These will be reviewed annually. The Headteacher or the Special Educational Needs Coordinator will liaise on a regular basis with the outside agencies which have input into children in the school. The point of contact will primarily be the Special Educational Needs Coordinator who will work in close contact with the Headteacher. The school also has regular contact with the local police who run an after school football club once a week.

## **COMPLAINTS**

A parent who is concerned about their child's Special Educational Needs or the provision being made within the school should, in the first instance, contact the Class teacher. Should there still be cause for concern a meeting should be arranged with the Special Needs Coordinator. If the concerns are not addressed to the parent's satisfaction the Headteacher should be contacted. In the unlikely event of there still being a concern the Special Needs Governor should be contacted. At all times parents will be able to make an appointment to meet the Class teacher, Special Needs Coordinator and the Headteacher.

## **STAFF DEVELOPMENT**

The school is committed to ensuring the professional development of teaching and learning support staff in aspects of Special Educational Needs practice which are relevant to the children on the Special Educational Needs Register. Special Educational Needs in service training will be part of the whole school in service training programme and will take place within the school or outside the school where deemed more appropriate.

## **PARENTS**

The school will work in partnership with parents. Parents receive yearly reports. There are parents' evenings three times a year. At the first of these evenings the teachers and parents set individual targets for the children for the coming year. As well as this parents are welcome to contact the Headteacher, Class teacher or SENCo at any time.

### **Stage 4**

The LEA considers the need for a statement of Special Educational Need.

### **Stage 5**

Statementing proceeds when the LEA is satisfied that the child's needs are significant and/or complex, have not been met by the measures taken by the school, or may call for resources which cannot reasonably be provided within the budget of the school. These five stages correspond to Steps 1, 2 and 3 of the Southampton Auditing Procedure as shown in the following diagram. Those children who are identified as being on one of the steps receive the appropriate financial support to resource their needs.

## **CURRICULUM**

Children with Special Education Needs will have access to the National Curriculum providing them with a balanced and broadly based curriculum. This is achieved by differentiating the curriculum and by providing support for children in class where possible. In some cases where a child's poor literacy skills are seriously impeding their access to the curriculum, a child may have individual or small group sessions to work on these skills. For the majority of the time children will be set within the classroom for literacy and numeracy enabling a Learning Support Assistant to support as many children as possible. Where appropriate, advice will be taken from outside agencies and any specialized provision made. They also have access to extra-curricular activities and school trips.

## **INTEGRATION**

Children with SEN are integrated on a social, locational and functional level. They may be withdrawn for short periods of about 20 minutes for work on specific targets eg the Toe by Toe programme. Tasks in the classroom are differentiated to meet their needs so that they are working alongside their peers. The presence of adult support is low key, bearing in mind that the aim is for the child eventually to become an independent learner.

## **CRITERIA FOR EVALUATING THE SUCCESS OF THE POLICY.**

An IEP is drawn up for each child with SEN. It sets out individual and realistic targets which are reviewed on a regular basis. The child is aware of the targets to be aimed for and their opinions and comment are taken into account. The stage at which the child is on the Code of Practice is noted. Parents are informed at all stages and are encouraged to help the child at home and be present at the review. During this meeting the child's current needs are reviewed. It will be decided whether the child will remain at the same stage of the Code of Practice or moved up or down a stage. Therefore the following will be taken into consideration when evaluating the success of the Special Educational Needs Policy:

- The movement of children on and off the Register of Special Educational Needs.
- The movement of children within the Stages of the Code of Practice.
- The movement of children within the Steps according to the audit criteria.
- The IEP targets being met.

Parents of all SEN children are informed of the stage at which their child has been placed, the provision that the school is making to meet the needs of their child and any way in which the parents can help. This information is given on the IEP and sent to parents. Information from parents can provide an important contribution to the assessment progress. Parents of children with a statement are always invited to send a written contribution and to attend the child's Annual Review Meeting. Translation facilities are available to the parents who do not speak English as their First language and home visits are made.

## **TRANSITION ARRANGEMENTS**

When children transfer to other schools full information will be passed on. This will include the child's Individual Education Plans, their completed audit forms from previous years and any other relevant information which will help their integration into another school, such as previous outside agency involvement. This is as well as the information and work which will be passed on to other schools for all children. Within the Cantell Consortium there are regular Special Educational Needs Meetings with all the feeder schools.