

**NORDEN COMMUNITY PRIMARY  
SCHOOL**

**SPECIAL  
EDUCATIONAL  
NEEDS  
POLICY**

September 2015

# SPECIAL EDUCATIONAL NEEDS POLICY

## Introduction

Norden Community Primary School will endeavour to implement the Special Educational Needs Code of Practice on the identification and assessment of Special Educational Needs as outlined in the Code of Practice 2014.

We believe that all children are special but that some have special educational needs. The 2014 Code of Practice defines Special Educational Needs as follows:

*A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:*

*(a) have a significantly greater difficulty in learning than the majority of others of the same age; or*

*(b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

*A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).*

*This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.*

*Post 16 Institutions often use the term learning difficulties. The term SEN is used in this Code across the 0-25 age range but has the same meaning.*

The needs of an individual child may require extra input and appropriate support either permanently or temporarily. We aim to meet these needs in school and ensure the child's full access to the whole school curriculum and environment. However, to facilitate this we recognise that we may need to involve outside agencies to provide specialised support and advice.

*"The purpose of education for all children is the same, the goals are the same. But the help that the individual children need in progressing towards them may be different."*

Warwick Report 1978.

We identify several areas of S.E.N. - Social, emotional, medical, sensory, physical and educational. Some children may have needs which encompass several areas concurrently.

## **Aims**

The school's mission statement, its aims and values, underpins all that we offer to children at Norden Community Primary School and fully includes all children with S.E.N's.

In addition we aim to identify children with S.E.N. as early as possible and ensure that their needs are met through a graduated response, involving the 'plan, do, respond' cycle.

We aim to ensure that all children have full access to a broad and balanced curriculum and to join in all the activities of the school.

- To encourage all children as learners to develop confidence and recognise value in their own contributions to their learning and thus establish high self esteem.
- To encourage regular and effective communication between parents and school.
- To ensure that parents and carers are informed of their child's special needs and promote effective partnership to involve outside agencies when appropriate.

## **Roles and Responsibilities**

The provision for pupils with S.E.N. is the responsibility of the school as a whole, and the Local Authority.

The SENCO, David Britner, is responsible for the day to day co-ordination of S.E.N. and the operation of the policy. The S.E.N. Governor is Mrs Sue Moore-Holmes.

The SENCO will give half a day per week for S.E.N. co-ordination.

Children on the S.E.N. list have individual folders, containing all relevant paper work. Records and forms are also stored on the 'O' drive.

Teachers are responsible for the day to day administration of documentation, records and I.E.Ps. I.E.Ps will be written in collaboration with parents and carers.

Current I.E.P's are located within the relevant class teacher's planning files and are saved on the 'O' drive.

The SENCO will be present at pupil progress meetings and will be involved in the completion of the Spectrum of Achievement form ensuring that any barriers to learning are identified, addressed and monitored.

## **Admissions**

The Governing Body has agreed with the LEA admissions criteria which does not discriminate against pupils with special educational needs and its admission policy has due regard for the guidance in the Code of Practice 2014.

The admissions arrangements for pupils with S.E.N. are the same as those for other children and are outlined in the school handbook.

## **Specialist Provision and Resources**

We will endeavour to ensure that every pupil has access to relevant resources.

All S.E.N. monies will be spent on human and material resources.

The school has 16 teaching assistants who are designated to support children with Special Educational Needs.

If and when budget allows additional support may be considered as a priority. Material and specialist resources will be audited and added to annually as need and budget dictate.

The School welcomes applications for admission from parents of pupils with mobility difficulties and has complete wheelchair access.

We have looked to examine the internal and external environment of the school in order to make it more conducive to learning for a child with S.E.N.-

For example:-

- Disabled parking areas have been added to ensure access to the school building
- Ramps have been incorporated to allow access to entrances and areas of continuous provision
- Toilets have been adapted in each area of the building in order to meet the needs of those with restricted mobility
- Lift systems have been added to ensure that all parts of the building are open to all building users
- Carpets have been upgraded to reduce residual noise in order to help those with hearing impairment; these also benefit building users with mobility needs.
- Blinds have been added to all classrooms to cut down on glare; this benefits those with visual impairments
- Interactive whiteboards are used in all classrooms to remove use of chalk
- ICT software such as 'Clicker 6' is used to scaffold learning

## **Identification, Assessment & Review**

Norden Community Primary School will undertake a Graduated Response to the identification, assessment, intervention and review of Special Educational Needs.

The majority of pupils will have their needs met through normal classroom arrangements, including appropriate differentiation and may include short-term intervention such as additional Literacy support.

In line with the SEN Code of Practice 2014, pupils will not be identified as having S.E.N. unless it is deemed that long term additional or different actions should be taken to support a particular pupil.

All teaching staff is responsible for identifying children with S.E.N. The SENCO will work with staff to ensure that those pupils who may need additional long term support are identified early.

Class teachers will identify when a pupil is not making adequate progress. Evidence will be collected via summative and formative assessments and monitoring arrangements.

If the evidence suggests that the pupil is not making adequate progress, then the class teacher will consult with the SENCO in order to decide whether additional small group intervention is necessary. At this point the class teacher, in collaboration with parents and other relevant outside agencies, may compile an I.E.P. These will be reviewed termly and judgements made with regards to progress towards set targets.

If after further consultations between parents, class teachers, SENCO and outside agencies it is agreed that intervention is not succeeding, then the child may be identified as 'SEN Support'. At this stage, more specific one-to-one adult provision will be implemented. (Extra material and human resources may be given depending on circumstances and budget.)

If after a further period of time and significant evidence has been collected from all concerned parties and the child is demonstrating significant cause for concern, then a request for an 'Education Health Care Plan' will be made.

Targets for IEPs will only record different or additional intervention from normal classroom practice.

- The parents of children with Special Educational Needs will be informed through a variety of avenues as to each child's progress and interventions. This may include times other than normal school practice. They will always be invited to review meetings. Triggers for increased intervention are outlined within the Code of Practice.
- Parents may also contact the Parent Partnership Service for independent support and advice.

## **Annual Reviews and Education Health Care Plan (My Plan) Requests**

The SENCO working alongside the class teacher, parents and all relevant agencies will be responsible for drawing up requests for Education Health Care Plans (My Plans).

The SENCO will be responsible for the organising and chairing of any annual SEN reviews. We will seek to ensure that all agencies involved with the child and the L.A. attend review meetings.

The SENCO will oversee the transition of S.E.N. Support and My Plan children on into Secondary Education. This will include the maintaining of links with Secondary SENCOs where appropriate.

## **Extra Curricular Activities and Community**

All the children in our school have access to a full and wide range of activities. (see lists of clubs)

## **Evaluation / Success Criteria**

The success of the schools S.E.N. Policy will be judged against the aims set within the policy. The policy will be reviewed annually and the Governing Body's Annual report will report on the implementation of the policy. Specific Success Criteria are set out within the appendix. These will be reviewed annually.

## **Special Educational Needs Training**

Training with regards to S.E.N. will be decided upon on a 'needs led' basis and this will be reviewed annually.

Resources will be allocated through Standards Fund and may be used to meet identified training needs.

In some instances staff training needs will involve whole school In-Service. These will be identified within the S.I.P. and reviewed annually.

Particular support will be given to N.Q.T's and other new members of staff. The SENCO will seek relevant training on a 'needs led' basis.

## **Links with Other Agencies**

The school will establish links with appropriate support agencies, depending upon identified needs.

These include:-       The L.E.A.  
Educational Psychology  
Clinical Psychology  
Speech Therapy  
Occupational Therapy  
Social Services  
Health Visitor  
Hearing Impairment Teachers  
Visual Impairment Teachers

## **Complaints**

The School complaint procedures are set out in the school's prospectus.

Any complaints parents may have concerning S.E.N. assessment or provision should be made to the Headteacher or Deputy Headteacher who will investigate matters and advise accordingly.

This policy was revised in September 2015  
It will be reviewed in October 2016