

## **Special Educational Needs Policy**

### **Grayshott C of E controlled Primary School**

#### **Policy approved and adopted**

**Due for review : May 2017**

**Headteacher** : Mrs Sharon Pritchard

**SENCo** : Mrs Nicky Forsyth

**SEN Governor** : Mrs Ann Glenton

#### **Rationale**

At Grayshott CE Primary school we value each child equally, regardless of his or her learning abilities, behaviour, physical or sensory needs. We therefore believe that **all** children are entitled to have full access to the school's broad and balanced curriculum, as far as is reasonably practical.

Grayshott CE Primary school is a place where every child matters. Children are able to learn and play in a stimulating, secure and caring environment, which enables them to realise their potential academically, socially, spiritually and creatively. We believe in high standards of work and behaviour.

All children and young people are valued, respected and equal members of the school. Provision for pupils with SEN is a matter for the school as a whole.

#### **Admissions**

Admission arrangements follow the guidelines set out in the School's Admissions policy and adhere to the School's Inclusion policy.

#### **Principles**

In implementing the Special Educational Needs Policy we aim to:

- give all pupils equal access to a broad, balanced and relevant curriculum, including the National Curriculum, which is differentiated to meet individual needs;
- Identify, assess and meet the needs of all pupils who have special educational needs as early as possible;
- consult outside agencies about formal assessments and education health care (EHC) plans when necessary;
- involve parents in partnership with the school in meeting and addressing their child's SEN;
- ensure that there is close co-operation between all agencies concerned and a multi-disciplinary approach is adopted;
- adopt a graduated approach through following the Code of Practice;
- acknowledge the responsibility of all staff in the process of identifying a child's SEN;
- inform and liaise with the Governing Body through the named Governor for SEN;
- monitor and review our procedures on a regular basis;
- ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEN;
- enable pupils with Special Needs to maximise their potential;
- ensure that the needs of pupils with SEN are regularly reviewed;
- to acknowledge the child's strengths, which should increase self-esteem;
- to encourage children to take some responsibility for their own learning;
- to take the views and wishes of the child into account;
- to raise self esteem;
- create a climate where children are not afraid to risk making mistakes.

## **Personnel**

### **The Headteacher**

Sharon Pritchard has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEN and holds the National Award for SEN Co-ordination. Sharon Pritchard should keep the governing body fully informed and also work closely with the SENCo.

### **The SENCo**

Responsibility for co-ordinating SEN provision lies with the Special Needs Co-ordinator (SENCo). The SENCo is Nicky Forsyth who works in school two and a half days a week. The SENCo's role is to work closely with the Head Teacher and class teachers. She is responsible for overseeing the day-to-day operation of the school's SEN policy and for coordinating provision for children with SEN. She also coordinates the work of the Learning Support Assistants.

### **Class Teachers**

All teachers are teachers of pupils with SEN. Class teachers have day to day responsibility for the management of SEN provision for each child in their class, whatever level of support they need. Their roles include responsibility for liaising with the SENCo and parents concerning the support for children with SEN and for differentiating work to ensure that all children feel that they can achieve the tasks set. Class teachers, alongside the SENCo, are responsible for assessing, identifying the needs of the child and writing the child's Individual Education Plan (IEP)/Learning Plan which details targets for the child and the provision being put in place to meet these targets. Each individual child's needs are set down on an Individual Education Plan (IEP)/Learning Plan. This is a working document which:

- outlines what the school will be doing to meet the individual pupil's special needs;
- is regularly updated, as learning targets are achieved;
- is formally reviewed each term. Both parental and the pupil's input is sought on the new targets;
- will be sent home to the parents

If a child has an education health care plan the IEP/LP will address the targets set out in the statement. An EHCP is reviewed annually involving school, parents, the child and any relevant agencies including the LEA. There is an SEN file kept in each class containing the SEN register for that class together with the current IEPs for all the children on the class SEN Register.

### **Learning Support Assistants**

Each class has an assigned LSA to support literacy and maths. In addition LSA's undertake additional roles with children who have specific needs. Some LSAs work with a child with an EHCP. The LSAs work with children on individual IEP targets and sometimes support group work within Literacy and Numeracy lessons. They liaise closely with the SENCo and the class teacher on all aspects of SEN. Higher Level Teaching Assistants (HLTAs) support specific children on specific interventions like Emotional Literacy support Assistance (ELSA).

### **Outside agencies**

The school can access support from a range of external agencies. The SENCo will liaise with outside agencies including the Educational Psychologist, Teacher Advisers for Visually Impaired children, hearing impaired children and children with physical disabilities, the Speech and Language Therapist, School Nurse, Physiotherapist, Behaviour Support Team, Child and Adolescent Mental Health Service (CAMHS), Occupational Therapist and Ethnic Minority Traveller Advice Service (EMTAS.) Such liaison will ensure these agencies can use their expertise to help the staff assess, provide for and review Special Educational Needs in the school, where appropriate.

### **Partnership Arrangements with Parents:**

The school provides user-friendly information and strives to ensure that parents understand the procedures and are aware of how to access advice. Parents are kept informed of the SEN programme for their child through termly discussions with the SENCo. IEPs/LPs are sent to parents termly, along with a letter outlining the additional provision that their child will receive that term. Parents are encouraged to attend any meeting relevant to their child and are invited to meet external agency staff when they come into school to observe and assess their child.

### **Definition and assessment of SEN**

Grayshott Primary School works within the framework laid down in the DfES Special Educational Needs Code of Practice 2001 section 1:3. This includes the definition of Special Educational Needs, which is used to underpin our day to day learning. Hampshire County Council Criteria for SEN document is used to identify children's specific needs alongside a range of assessment data carried out by the class teacher and SENCo. Regular and frequent monitoring of the targets on IEPs ensures that a child is making progress. This is carried out by the class teacher in consultation with the LSA. New targets are set as others are met. The SENCo is consulted if necessary.

### **Arrangements for Providing Access for Pupils with SEN to a Balanced Curriculum**

Children with special educational needs follow the National Curriculum in all subjects and, where necessary, have their work differentiated to a level at which they can access that curriculum. To further facilitate their access to the curriculum LSA support in the classroom is provided whenever possible, both to individuals and to small groups, especially in literacy and numeracy. Pupils are based in the mainstream classroom supported through flexible grouping strategies and 1 to 1 specific interventions.

### **How Children with Special Educational Needs are Integrated within the School as a Whole:**

SEN children are integrated within the school as a whole by careful planning and with appropriate support / resourcing from SENCo, class teacher and LSA time. All staff are made aware of the specific needs of individuals as is necessary including lunchtime supervisors and office staff, to ensure a cohesive and consistent approach. They are encouraged to participate in all aspects of school life, including after school activities, school trips and residential visits.

The school has adaptations to assist access for pupils in wheelchairs: automatic front doors, slopes where necessary, specific disabled toilet and three disabled parking spaces.

### **Links with other schools including arrangements when pupils change or leave school.**

Grayshott CE Primary School belongs to the Bohunt Pyramid of schools along with Greatham Primary, Liss Infants and Junior Schools and Liphook Infants and Junior Schools. Hollywater School provides outreach support that the school can access when required.

The school has close links with the local pre-school settings, and ensure that all necessary procedures are in place before a child with pre-identified SEN starts in reception.

When pupils transfer to KS3 the SENCos meet to transfer information and discuss particular pupils' needs at transition.

The school will have contact with any school to which a child with special educational needs may be transferring in order to discuss their particular needs and their IEPs. An Individual Pupil Agreement (IPA) is used as an alternative to a statement. It avoids unnecessary assessments but records quality information about a child's strengths, needs and safeguards a child's interest through documentation that is agreed by all those involved.

### **Resources and funding**

The allocation of resources to children in the school with special educational needs is primarily based on those pupils identified and named on the SEN Register. The funding formula is in line with national and county guidelines. The SENCo and Head Teacher ensure this funding is effectively used to support the identified needs of the children, when planning for the deployment of support staff and resources.

The SENCo, Head Teacher and SEN governor collate the information from the SEN register on the number of children and the SEN budget allocation which provides information as to how the budget allocation is being used. Allocation for those children with SEN, but not an EHCP is decided within the school context; however specific hours are allocated to those children who have an education health care plan.

### **Governors**

The named special needs Governor meets termly with the SENCo to monitor provision for Special Educational Needs within the school and reports back to the Governing body on a regular basis. They carry out termly monitoring visits - analyse data, pupil progress, staff training and intervention policies and evaluate their effectiveness. Governors listen to and follow up complaints concerning SEN provision in accordance with the school's complaint policy. They also monitor SEN training received by staff to ensure continued professional development that supports the school's needs.

This policy should be read in conjunction with the following school policies and documents – Admissions, Teaching and Learning, Behaviour, Assessment, Equal opportunities, Every child Matters and the Code of Practice for Special Educational Needs.