

Lowca Community School



Special Educational Needs Policy

1. Purpose

Lowca Community School provides a broad and balanced curriculum for all children, differentiated to meet individual needs and abilities, and taking into account that each student has individual and unique needs.

Children may have Special Educational Needs (SEN) throughout, or at any time during their school life. This policy ensures that curriculum planning and assessment recognise the type and extent of the difficulty experienced by the student.

Teachers take into account in their planning all special educational needs within the class and the provision made enables each student to participate effectively in all curriculum and assessment activities, in addition to broader aspects of the school's life.

2. Aims and Objectives

Lowca Community School aims to provide all students with strategies for dealing with their needs in a supportive environment and to give them meaningful access to the Foundation Stage or National Curriculum.

The aims and objectives of this policy are:

- To enable every student to experience success
- To identify students with special educational needs as early as possible
- To create an environment that meets the special needs of each student
- To ensure all students have equal access to a broad, balanced and differentiated curriculum
- To encourage students to develop confidence and self-esteem and to recognise the value of their own contributions to their learning
- To encourage students to be fully involved in their learning
- To ensure parents are kept fully informed and are engaged in effective communication about their child's needs.
- To identify, assess, record and regularly review students' progress and needs
- To work collaboratively with parents, other professionals and support services
- To ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

3. Relationship to other policies

This Policy should be read in conjunction with the Policies on the School Curriculum and Equal Opportunities. The Accessibility Plan is an integral part of this Policy.

4. Roles and responsibilities

In this school provision for students with special educational needs is the responsibility of all staff. It is each teacher's responsibility to provide for students with SEN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special education needs and for

following the School's procedures for identifying, assessing and making provision to meet those needs.

The Governing Body, in cooperation with the Head Teacher, has a legal responsibility for determining the Policy and provision for students with SEN. It maintains a general overview and has appointed a representative Governor (the SEN Governor), who takes particular interest in this aspect of the school.

The Head Teacher, who names the SEN Co-ordinator (SENCo), has responsibility for:

- The management of all aspects of the school's work, including provision for students with SEN
- Keeping the Governing Body informed about SEN issues
- Working closely with the SENCo
- Ensuring that the implementation of this Policy and the effects of Inclusion Policies on the school as a whole are monitored and reported to Governors
- Ensuring that parents are notified if the school decides to make special educational provision for their child

The Governing Body must ensure that:

- The necessary provision is made for any student with SEN
- All staff are aware of the need to identify and provide for students with SEN
- Students with SEN join in school activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students
- They have regard to the requirements of the *SEN Code of Practice*
- They are fully informed about SEN issues, so that they can play a major part in school self-review
- They set up appropriate staffing and funding arrangements and oversee the school's work for students with SEN
- The quality of SEN provision is regularly monitored

The SENCo is responsible for the day to day management of the SEN policy. The main duties are:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising fellow teachers
- Overseeing the records of all children with special educational needs
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies including the Local Authorities support and educational psychology services, health and social services and voluntary bodies.
- Ensuring that an agreed, consistent approach is adopted
- Helping staff to identify students with SEN
- Supporting class teachers in devising strategies, drawing up Individual Education Plans (IEP), setting targets appropriate to the needs of the students and advising on appropriate resources and materials for use with students with SEN and on the effective use of materials and personnel in the class room
- Liaising closely with parents of students with SEN, so that they are aware of strategies that are being used and are involved as partners in the process
- Maintaining the school's SEN Register and Records

- Assisting in the monitoring and evaluation of progress of students with SEN through the use of existing school assessment information.
- Ensuring the Mid-day Supervisors are given any necessary information relating to the supervision of students at lunch-time
- Reporting to the Governing body once a year in full

Class Teachers are responsible for:

- Including students with SEN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCo for advice on assessment and strategies to support inclusion
- Making themselves aware of this Policy and procedures for identification, monitoring and supporting students with SEN
- Giving feedback to parents of students with SEN

Learning support staff/teaching assistants should:

- Be fully aware of this Policy and procedures for identifying, assessing and making provision for students with SEN
- Use the school's procedures for giving feedback to teachers about students' responses to tasks and strategies

5. Educational Inclusion

This policy ensures that teaching arrangements are fully inclusive. The majority of students will have their needs met through normal classroom arrangements and appropriate differentiation.

6. Identification, Assessment and Review for all students with SEN

In addition to the points made in section 4, the SENCo will work with all staff to ensure students who may need additional or different support from that normally found within the classroom, are identified as early as possible.

The progress made by all students is regularly monitored and reviewed. The school identifies students as having special educational needs only when it is necessary to take additional or different action from that which goes on in the classroom as part of the differentiated approach.

Class teachers consult with the SENCo when evidence gathered through the usual assessment and monitoring arrangements gives concern about a student's progress.

School Action (SA)

Additional support is provided through **School Action**. This will be monitored and reviewed regularly through an IEP.

The SENCo will consult with parents, students, carers, teachers and support staff about the IEP to ensure all interested parties are aware of the learning targets and their contribution to its implementation.

All IEPs will be reviewed at least once a term to enable a judgement to be made about its effectiveness. All review outcomes will be recorded. Parents and students will be invited to take part in the review and target-setting process.

School Action Plus (SA+)

If a student is making insufficient progress despite support at Early Years/School Action, he/she will be moved onto **School Action Plus**. The SENCo may seek further advice from external specialists as appropriate. The SENCo will keep parents and students fully involved and informed about any proposed interventions.

The range of support for students at SA+ will be similar to that at SA but may be necessarily more intensive.

Students with a Statement of special educational needs will, in addition to the on-going review of their progress and specific support through their IEP, be reviewed annually. A report containing recommendations will be provided for the LA, which will consider whether to maintain, amend or cease the Statement, using the procedures described in Section 9.34 of the Code of Practice.

This school will liaise with the receiving school when a student with special needs is due to transfer and will forward to them as early as possible all relevant information to enable an effective transfer.

7. Allocation of Resources

The SENCo is involved with the Head Teacher and Governors in resourcing the special needs provision within school, including the provision for students with statements.

The Head Teacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

The effectiveness of the resources for special needs will be monitored as part of the on-going process of self-evaluation in school.

8. Access to the Curriculum

All students have entitlement to a broad and balanced curriculum, which is differentiated to enable students to

- Understand the relevance and purpose of learning activities
- Experience levels of understanding and rates of progress that bring feelings of success and achievement

Teachers use a range of strategies to meet students' special educational needs. Lessons have clear learning objectives; work is differentiated and assessment is used to inform the next stage of learning.

IEPs contain a small number of specific targets, ideally three or four designed to enable the student to progress. All students at EY/SA and EY/SA+ have an IEP. They receive enhanced support in a small group, from the class teacher, teaching assistant or support

assistant. Additionally, there may be times when it is appropriate for individuals, pairs or small groups to work with an adult outside the classroom.

The SENCo and named Governor with responsibility for special needs hold termly meetings to review the special needs provision. Through class reviews staff meet to discuss special needs provision and training needs and give feedback on current arrangements in their class.

9. Complaints Procedures

The school has adopted the Cumbria County recommended procedures. These are available upon request from the School office.

Should students or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo.

In the event of a formal complaint, parents are advised to contact the head teacher or a governor if they prefer. The LA Parent Partnership Service is available to offer advice. They can be contacted on:

10. Arrangements for Monitoring and Evaluation

The success of the school's SEN Policy and provision is evaluated through:

- Monitoring of classroom practice by the SENCO
- Analysis of student tracking data and test results for individuals
- Value added data for students on the SEN Register
- Termly monitoring of procedures and practice by the SEN Governor
- School self-evaluation
- The school's annual SEN review, which evaluates the success of the Policy and sets new targets for development
- The School's Improvement Plan, which is used for monitoring provision in the school
- Visits from LA personnel and OFSTED inspection arrangements
- Feedback from parents and staff, both formal and informal, following meetings to produce IEPs and targets, revise provision and celebrate success

11. Staffing and Partnership

Staff attend courses on SEN whenever possible and particular support is given to Newly Qualified Teacher's (NQT's) and new members of staff by the SENCo as part of their Induction Programme.

The SENCo will provide training to ensure all staff are fully informed of relevant SEN issues and procedures in school.

12. Partnership with Parents

Class teachers work closely with parents throughout their education. Parents in the first instance should contact the class teacher in case of any concern or difficulty.

The school provides information about the Parent Partnership Service to all students with special educational needs on request. The name and contact number for our local Parent Partnership Co-ordinator is available from the School office or SENCo. She/he can provide independent support and advice.

At all stages of the SEN process the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child's education.

A meeting with parents of SEN students is arranged during the first half of the autumn term. The IEP which is implemented, as a result of this meeting will be reviewed at the start of the new term. Where necessary, the process will be repeated and a review with parents will be arranged during the summer term.

13. Links with Other Schools

To ensure that effective arrangements are in place to support students at the transfer, the head teacher liases with the Year 7 link teacher of the appropriate Secondary school. This usually takes place in the summer term for Year 6 students or sooner if necessary.

When students move to another school their records are sent on as soon as possible after the transfer occurs.

14. Links with Other Agencies

Where necessary the school works in partnership with other agencies, seeking advice from the School Nurse, health Visitors or working with the Speech and Language Therapist.

This policy will be reviewed by the full governing body on an annual basis.

Last Reviewed & Updated on:- July 2013