BARTONS PRIMARY SCHOOL
SPECIAL NEEDS POLICY

Introduction

This policy has been revised following the publication of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (July 2014). It should be read in conjunction with the following:

- Bartons Primary School Local Offer
- Bartons Primary School Behaviour Management Policy
- Bartons Primary School Equal Opportunities Policy
- Bartons Primary School Child Protection Policy
- Bartons Primary School EAL Policy

Bartons Primary School provides a broad and balanced curriculum for all children. At the heart of our school lies a cycle of creative planning and high quality teaching that take account of a wide range of abilities, aptitudes and interests. When planning, teachers ensure that suitable learning challenges are set and children's diverse learning needs are met. A small minority of children will not make the progress expected of a child of that age and teachers will use regular assessment to identify these children. The discrepancy in progress over time often indicates that a child has Special Educational Needs that could cause barriers to their learning. At Bartons teachers use their 'best endeavours' to ensure that teaching and learning is inclusive of all children's needs and supports pupils in order to allow them to participate effectively in curriculum and assessment activities as well as make expected progress.

Children may have special educational needs throughout, or at any time during their time at Bartons. This policy ensures that curriculum planning and assessment takes account for all children with special educational needs. It also outlines the individual roles and responsibilities of specific members of the Bartons' school community.

Date adopted by the Governing Body May 2015

Date to be reviewed Autumn 2016

Aims and Objectives

The aims of this policy are:

- To ensure that at Bartons there is an environment that supports the special educational needs of each child.
- To ensure that special educational needs for each child are identified, assessed and provided for by all members of school staff.
- To enable all children to have full access to all elements of the school curriculum and to reach the highest level of achievement of which they are capable.
- To make clear the roles and expectations of all partners in the process.
- To ensure that parents and pupils are involved with the process at all stages.

Special Needs provision

At Bartons we respect the fact that all children's needs must be catered for regardless of any differences (see Equal Opportunities Policy). We recognise that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching and learning approaches and experiences.

We recognise that whilst all children may experience some difficulties; either emotional, behavioural or academic at some point in their school career there is a minority of children for whom this learning difficulty or ability is consistently and significantly greater than the majority of his/her peers.

This significant difficulty or disability will mean that these children may find accessing the normal curriculum difficult. These disabilities include the following:

- Specific learning difficulties such as: dyslexia, dyspraxia or dyscalculia.
- Autistic spectrum disorders (ASD)such as Asperger's Syndrome and Autism
- Speech, language and communication needs
- Sensory impairment
- Moderate learning difficulties such as Down's Syndrome
- Physical impairment.
- Social, emotional and mental health difficulties

Further detailed definitions for 'broad areas of need' and 'Special Educational Provision' can be found in the 2014 SEND Code of Practice.

In accordance with the 2014 SEND Code of Practice, at Bartons we follow a graduated approach (see Appendix 1) to identifying children's needs, removing barriers to learning and 'putting effective special educational provision in place.' (6.44 p.100) See also Bartons Primary School Local Offer for more details of this provision.

Admission arrangements for children with SEN

The school follows the Local Authority's Admission Policy and children with known special needs are welcomed, where the quality of education required can be delivered.
Children who transfer to our school can be assessed on entry, if considered necessary, or may be automatically included in our special needs register if already registered by their previous school.

Roles and responsibilities

Provision for children with SEN is a whole school matter. The governing body, The Head teacher, The SENCO, class teachers and all other members of staff have important responsibilities.
The Governing Body should:

- ensure that the SEN policy is implemented and that the necessary provision is made for any pupil with SEN
- ensure that pupils with SEN join in with all activities of the school, so far as is reasonably practical and compatible with the needs of the children and the education of the pupils with whom they are being educated
- consult the LA and other schools, if appropriate
- report to parents on the success of the school's policy for children with SEN
- have regard to the SEND Code of Practice 2014
- ensure that parents are notified of any decision made by the school regarding their child
- nominate a representative to oversee the school's arrangements for SEN and disability
- be fully involved in developing and monitoring the SEN policy

In co-operation with the Head teacher the Governing Body should also:

- determine funding and staffing for SEN
- ensure the quality of SEN provision
- scrutinise and analyse the annual SEN information report

The Head Teacher should:

- ensure that the SEN policy is implemented
- ensure that all teachers are made aware of individual pupils with SEN and are made aware of the importance of identifying and providing for these children
- monitor and ensure high quality teaching of all teaching staff that targets individuals with SEN

- provide facilities for In-Service Training (INSET)
- ensure the Code of Practice procedures are properly followed
- attend meetings with parents as necessary
- ensure that all involved with a child are fully informed of any action taken
- plan for appropriate funding for SEN
- ensure governors are fully involved with the SEN provision and policy
- ensure that SEN is an integral part of the school strategic plan
- ensure the quality of SEN provision is continually monitored
- be responsible, with the SENCO, for the operational management of specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of SEN

<u>The SENCO should:</u>

- ensure the day-to-day management of the policy
- support and advise colleagues on the most appropriate provision for pupils' needs
- maintain the SEN register
- contribute to and manage the records of all children with SEN
- manage the internal assessment and completion of any documentation required by outside agencies
- act as a link with parents
- maintain resources and a range of teaching materials to enable appropriate provision
- act as a link with outside agencies
- monitor and evaluate the SEN provision and report to governors in an annual SEN information report

<u>Class Teachers in co-operation with the SENCO, Headteacher and Teaching Assistants should:</u>

- take responsibility for the progress of all children in their class including those with SEN
- ensure that high quality teaching in all areas of the curriculum is accessible by all children in their class
- plan for differentiated activities, where appropriate, in order to ensure that barriers to learning are removed
- identify Special Educational Needs and comply with the Code of Practice.
- keep accurate records
- put into place any special requirements and arrangements for individual or groups of children
- keep parents informed
- keep other colleagues informed

Assessment

Early identification is essential. This will be initially by the class teacher who will inform the SENCO and Head teacher. Assessment will take the form of class formative and summative assessment in the areas of reading, phonics, writing and maths. In addition, if necessary, children will be assessed using specific tools in their area of difficulty. The child's progress will be monitored and a Nature of Concern form will be completed. If necessary the child will proceed on to the school's graduated approach to SEN. (see Appendix 1) Parents will be involved and informed at all stages.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the purpose and objective of learning activities
- experience levels of understanding and rates of progress that bring about success and achievement.

At Bartons we use a range of strategies to differentiate work appropriately in order to meet all children's needs (see Local Offer).

Individual Provision Maps are used to identify specific intervention and linked targets which will allow children to make progress and experience success. All children who are on the school SEN register have IPMs. Whole school provision maps are used to highlight any extra intervention given to the children on the SEN register. Where a child has an Educational Health and Care Plan (EHCP) staff will ensure that objectives are met through high quality teaching, adaptations and additional provision where necessary.
All children, wherever possible, are supported to enable them to share the same experiences as their peers. This support occurs, largely within the classroom. However, at times, support is given to individuals or small groups of children outside the classroom by a teacher or teaching assistant.
Wherever possible this type of support is delivered at times of the school day that avoid the children missing key learning opportunities.

Partnership with Parents

It is vital that a partnership with parents should be fostered in order to enable children with SEN to achieve their potential. This partnership should include:

- Parents recognising their responsibilities and playing a full, active and valued role in their child's education
- Parents being fully informed of their child's entitlement to SEN provision
- Parents having access to information, advice and support during their child's education

Review and Evaluation

This policy will be reviewed on an annual basis in accordance with the SEND Code of Practice 2014 to ensure its continued relevancy to the school. The policy will be reviewed by the school staff and the governing body.

Unicef Rights of the Child links-

Article 2 (Non-discrimination)
Article 3 (Best interests of the child)
Article 28 (Right to education)
Article 29 (Goals of education)

Appendix 1 - Bartons Primary School – Graduated response to Special Educational Needs

Step	Procedure	Desired outcome
1- Internal nature of concern	• Teacher assesses child as not having made expected progress. • Teacher discusses child with SENCO and parents. • Teacher ensures that high quality teaching is focused on child's area of need. Possible in-class interventions implemented. Other needs considered including behavioural, emotional and mental health. • Child's progress is monitored.	Child begins to make expected progress and is able to access the curriculum.
2. SEN Support- where a child does not make the desired progress from step 1.	**ASSESS** • Special educational need identified and named where possible. • Teacher and SENCO to have discussion with parents and child where appropriate. **PLAN** • Plan high quality targeted teaching and differentiation alongside an Individual Provision Map with specific targets linked to interventions. **DO** • Implement the strategies and interventions to support the child's needs • Class teacher to oversee the child's progress with support from SENCO • SENCO to liaise with outside agencies as appropriate. **REVIEW** • Targets from interventions are reviewed at the end of each term by class teacher in conjunction with SENCO and teaching assistants. • Targets should be revised and discussed with parents.	Targets are met on IPM and child begins to show that with the level of support and intervention they can make progress despite their area of need.
3 Statutory Assessment- where a child does not make progress with their targets and requires significant continual support despite the school's 'best endeavours' to meet their needs.	• SENCO to request a statutory assessment for an Educational, Health and Care Plan (EHCP) from LA • Parents informed of the decision and contacted by the LA to let them know about the procedures for this process. • School liaise and comply with outside agencies for this process.	Statutory assessment will result in EHCP being agreed and school will work with family to support child's needs in the most appropriate way.
4. EHCP- where the LA has decided in favour of the statutory assessment.	• EHCP is written in conjunction with school and family. • Family are designated a planning co-ordinator to support them in process. • Objectives are set and an Individual Education Plan is written. • Objectives are reviewed termly by class teacher with SENCO, parent and child (where appropriate) • Annual Review used to assess and review needs of child.	EHCP will be implemented and child will begin to make progress in the areas designated by ECP objectives.