

# **WATERVILLE PRIMARY SCHOOL**

## **SPECIAL NEEDS POLICY**

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# **SPECIAL NEEDS POLICY**

## **1 POLICY STATEMENT**

This policy is in line with the Special Educational Needs Code of Practice 2002 and is designed to provide a clear framework for its implementation in our school.

The school is committed to equality of opportunity and intends to provide full access to the National Curriculum for all pupils, including those with special educational needs.

The school recognises that children with special educational needs may fall into one or more of the following categories:

- Those who have difficulties in the following areas:

Communication and interaction  
Cognition and learning  
Behavioural, emotional and social development  
Sensory and/or physical  
Those who have been identified as more able.

## **2 AIMS OF THE SCHOOL**

- To identify through appropriate assessment those pupils with special educational needs.
- To ensure that all pupils have access to a quality broad, balanced and relevant curriculum and a range of educational opportunities.
- To ensure that all pupils receive an education appropriate to their age, aptitude and ability.
- To ensure that SEN provision in the school is effective in meeting the needs of pupils with SEN.
- To ensure that every effort is made to allow all pupils with SEN to experience educational success and to feel a valued member of Waterville Primary School.
- To ensure that all pupils enjoy equality of educational opportunity through the planning, organisation and implementation of an appropriately modified curriculum.
- To recognise and allow for individual differences between pupils, understanding that:

Children develop intellectually, emotionally and physically at different rates.  
Children's needs change with time and circumstances.  
Educational provision must be adapted to keep pace with these changes.

### **3 OBJECTIVES**

The staff will work together as a whole school with responsibility to achieve these aims by:

- Prompt identification of those pupils who may have special educational needs.
- Assessing the pupil's individual needs as soon as cause for concern has been raised.
- Monitoring and reviewing pupils performance and progress, implementing agreed targets in the education plan and evaluating these as stated in the provision map.
- Reviewing provision map as outlined in the Code of Practice
- Providing appropriate support to those with special educational needs.
- Working in partnership with parents by liaising and supporting parents/carers to ensure that they play an active and valued role in the education of their children.
- Working in partnership with appropriate outside agencies to ensure a multi-disciplinary approach to planning and implementing appropriate and effective support.
- Working in partnership with pupils to ensure that they play an active and valued role in their own education, including setting targets, monitoring and reviewing their own progress.

### **4 THE SEN CO-ORDINATOR**

The designated teacher responsible for the day today operation of the SEN policy is Miss L Hyde. Miss Hyde is the interventions manager with responsibility for SEN and child protection. She has a full time allocation carry out the role of SEN Co-ordinator and deliver reading recovery lessons. The school also employs teaching assistants to work with children on specific individual programmes and a learning mentor to support children with emotional and behaviour difficulties within the school. The majority of the teaching assistants are fully trained in the Better Reading Partnership.

### **5 THE ROLE OF THE SENCO**

- To co-ordinate the provision for pupils with special educational needs throughout the school.
- Oversee the day to day running of the school's SEN policy in line with COP 2002.
- Liaise, advise and support fellow teachers with SEN related issues.
- Co-ordinating information and reports involved in the staged assessment process, including IEPs and Annual Reviews, as outlined in the COP 2002.
- Liaise with multi-disciplinary agencies involved in the education and welfare of pupils with SEN.
- Liaise with parents/carers of pupils with SEN, keeping them fully informed and involved at all stages of their child's education.
- Liaise with pupils with SEN keeping them fully informed of their targets / programmes of work / progress / monitoring and reviews.
- Arranging training for support staff.
- Liaising with partner primary and high schools.

## **6 GOVERNOR RESPONSIBLE FOR SEN**

The Governor with responsibility for SEN is Mrs Jackie Ambrose who can be contacted through the School office. Mrs Ambrose works closely with the SENCO on the development and evaluation of the policy.

The Governing body is responsible for ensuring that a complaint has been dealt with through the School's specified complaint procedure:

- Any parent unhappy with the SEN provision in school should first discuss their concerns with the class teacher.
- If parents remain concerned further discussion should take place with the SENCO and head teacher.
- Further representation can then be made to the SEN Governor who can consider appropriate action with other members of the governing body.
- If parents still remain concerned they can refer to the LEA.

## **7 ADMISSION ARRANGEMENTS**

All pupils from within the school's catchment area are encouraged to apply for admission to Waterville Primary School. The school does not discriminate against any pupil with SEN and / or a disability and all children will be admitted to the school, irrespective of their needs, where a placement is deemed appropriate.

## **8 TRANSFER FROM/TO OTHER SCHOOLS**

The school makes every effort to ensure a smooth transfer from one school to another for all pupils. In order to affect this smooth transfer for pupils with special educational needs the School will:

- Ensure that all pupils are given the opportunity and are encouraged to visit school prior to entry. Special visiting arrangements can be made for those pupils with SEN on request from the parents/carers or pupil's current school.
- Ensure that all pupils are given the opportunity and are encouraged to visit the high school of their choice prior to entry. Special visiting arrangements can be made for those pupils with SEN if it is deemed appropriate.
- Ensure that all relevant information/records are sent promptly to receiving high schools.
- Ensure that every effort is made to gather all relevant information / records from the previous school for those pupils with SEN being admitted to Waterville Primary School.
- Ensure that all teachers are given relevant information on pupils with SEN when they enter school.
- Carry out any appropriate screening / diagnostic assessments for pupils with SEN on entry to the school.
- Ensure that relevant High School SENCOs are invited to all transition reviews.

## **9 SPECIAL FACILITIES**

The school is a purpose-built single-storey building and is therefore easily accessible to users of wheelchairs. There are disabled toilet facilities in the school which includes a pull down bed and locked cabinet to store items needed by children.

## **10 INCLUSION**

The school does not prioritise on the grounds of ability. If a child has a learning difficulty or disability for which specialist teaching or equipment is essential, but not available within the school's resources, then the school will liaise with the LEA to secure the necessary additional resources required so that, on admission, there can be immediate pupil access to a broad and balanced curriculum.

The school operates an inclusive policy that endorses and supports the LEA policy for Equal Opportunities and Inclusive Education. The school seeks to provide effective learning opportunities for all pupils taking the National Curriculum as the main structure for our planning. Programmes of study are modified as necessary so that all pupils are offered appropriately challenging work according to their diverse learning needs.

## **11 RESOURCE ALLOCATION TO PUPILS WITH SEN**

- A SEN budget is available from school resources for those pupils with SEN to meet their individual needs.
- The Head teacher in liaison with the SENCO and SMT makes the budget allocation.

## **HUMAN RESOURCES**

Waterville Primary School has a Communication Resource Base (CRB) for children with communication and interaction difficulties. This Unit is staffed by:

- A full time teacher (Inclusion manager)
- 2.5 FTE Special Support Assistants

## **12 THE IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS**

The school offers a graduated response to the identification of pupils with SEN. Pupils will be identified and assessed as to their special educational needs by means of teacher observations / screens and diagnostic assessments.

The following methods are used to identify, assess and monitor pupils with special educational needs.

- Teacher assessment / observation.
- PIVATS
- Diagnostic reading, spelling and maths assessments
- Key Stage 1 SATS.
- Diagnostic reading, spelling and maths assessment

All completed assessments / tests / screens can be found in the individual pupil's files and copies of test proformas in the School assessment file.

## **13 MONITORING AND REVIEW PROCEDURES**

### **School Action**

#### **The pupil's main teacher will:**

- provide the SENCO with as much information as possible
- discuss with the pupil's parents/carers the SENCO's involvement
- liaise with the SENCO
- make sure that targets for pupils are embedded in the planning documentation
- review the pupil's progress regularly and inform parents and SENCO of any developments

#### **School Action Plus**

If the pupil continues to have difficulties and it is felt that outside specialists need to be involved, the teacher will:

- discuss situation with parents/carers
- collect any relevant information such as NC records, assessment results etc.
- plan a new provision map with outside specialists, SENCO, curriculum co-ordinators, parents/carers and pupil, agreeing targets and strategies
- set a review date

#### **The SENCO will:**

##### **School action**

- make sure pupil's parents/carers are aware of the LEA's Parent Partnership Service
- collate all the relevant records about pupil including NC records, SATS results and any information from parents
- liaise with any external agencies involved and collect information
- decide with main teacher(s) and parents/carers on targets and strategies

##### **School action plus**

- make sure that parents are still involved and informed about IEP
- make sure that all relevant records/information are up to date and available for external specialists
- liaise with external specialists and make sure advice and support are available to teachers and parents/carers
- work with specialists, main teacher(s), parents/carers and pupils to decide on new IEP
- arrange review of provision map and involve everybody who has been working with the pupil

##### **Statement provision**

- SENCO co-ordinates gathering of information for LEA information will include records of pupil progress in the National Curriculum and any standardised tests.
- SENCO coordinates and monitors programmes taught by classroom assistants.

## **14 SEN STAFF / WHOLE SCHOOL TRAINING**

The school recognises the importance of keeping abreast of new initiatives in SEN, and ensures that all staff are given appropriate training in order to offer appropriate support for pupils with SEN.

The SENCO and CRB teacher attends courses related to SEN issues run by the LEA. This includes network meetings. Relevant information is disseminated to the whole staff by the SENCO and the CRB teacher.

Class/subject teachers and classroom assistants are encouraged to attend SEN related training sessions.

SEN issues are addressed in whole school INSET days and staff meetings. Further information relating to professional development is held in the Staff Development File.

## **15 PUPIL INVOLVEMENT**

Pupils may be involved in discussions re: their strengths and areas for further development.

Pupils are involved in self-monitoring and are encouraged to take part in their own assessment and self-monitoring process.

Pupils with SEN are involved in their Annual Reviews in a manner appropriate to their maturity.

All pupils will be given the opportunity to outline their own strengths and weaknesses and set targets etc. prior to review.

## **16 PARTNERSHIP WITH PARENTS/CARERS**

The school recognises parental involvement and input as an essential element in a child's education, as well as an important part of the assessment, monitoring and reviewing process.

- Once concern has been registered by school, parents/carers will be informed. This may be by letter from the SENCO and / or by direct discussion between the class teacher or SENCO and the parent / carers. Parental / carers concerns and views will always be actively sought and recorded by school at School Action / School Action Plus.
- School will always request parental permission before involving any outside agency.
- The SENCO will meet with parents/carers informally or by appointment to discuss SEN issues.
- If parents/carers have concerns, they are welcome to make an appointment to speak to the Head teacher, their child's class/subject teacher, or the SENCO at any time.
- The school will inform parents/carers of the LEA's Parent Partnership Service, which will provide parent/carers with advice and information on all SEN issues.

## 17 LINKS WITH SPECIAL SCHOOLS AND RESOURCE CENTRES

At present Waterville Primary School has no formal links with special schools in the area. However, the school, in line with national inclusion policy, will respond enthusiastically to any initiatives in this area. The school would welcome links / training / resources from staff in special schools.

The school also has access to support / advice from other outside agencies including Health and Social Services.

Staff within the Communication Resource Base in Waterville offer support and advice to mainstream staff on issues relating to pupils experiencing communication difficulties.

## 18 OUTSIDE AGENCIES

The school makes full use of the advice and support available from all outside agencies. The LEA provides the following services for pupils with SEN:

### **Pupil and Student Services:**

- **Educational Psychologist** - the work of the educational psychologist is co-ordinated by the SENCO in agreement through the service level agreement.
- **Dyslexia Assessment Team** - A specialist team of qualified experienced teachers of specific learning difficulties (Dyslexia)
- **Teachers for the Visually Impaired** - Specialist teachers providing assessment, monitoring and advice for teachers, parents and pupils with visual impairment.
- **Teachers for the Hearing Impaired** - Specialist teachers providing assessment, monitoring and advice for teachers, parents and pupils with hearing impairment.
- **Teachers for the Language Impaired** - Specialist teachers providing assessment, monitoring and advice for teachers, parents and pupils with language impairments.
- **Educational Welfare** - The educational welfare officer visits the school on a regular basis and is able to offer advice and support to parents and pupils.

### **Behaviour Support Service**

- **Behaviour Support Team** - Specialist teachers providing assessment, monitoring and advice to teachers, parents and pupils.

### **Health Service**

- **School Doctor** - The Health Service provides a school doctor and nurses who are available to give regular health checks and advise and support staff, parents and pupils.
- **Child and Mental Health Service** - A psychologist and a psychiatrist are available at the unit to work with families and their children. Appointments can be made through schools educational psychologist or the family GP.
- **Speech and Language Therapists** - A specialist team able to offer advice, language therapy programmes, training, advice and support to teachers, parents and pupils with specific language difficulties.

### **Childrens Services**

- The school EWO has ongoing liaison with childrens services

### **Parent Partnership**

- A parent partnership liaison officer is available to work alongside parents and pupils on issues related to SEN.

### **Inclusion**

- **Physiotherapy** - A specialist team available to advise pupils, parents and teachers.
- **Occupational Therapy** - A specialist team available to advise pupils, parents and teachers.



The SENCO or head teacher will liaise with any outside agencies by letter, telephone or meetings in order to co-ordinate resources, gather information / evidence, request further assessment, provide support for pupils and the parents/carers of pupils with SEN.

Records of requests made to/ information received from outside agencies are kept in individual pupils files.

For children who have been the subject of Statutory Assessments and/or have a Statement of Special Educational Needs, the SENCO and/or Head teacher will ensure that they receive the appropriate provision from outside agencies. They will also co-ordinate and make arrangements for the provision to take place.

## **19 DEVELOPMENT OF THE SEN POLICY**

It is intended that this SEN policy will form the framework for special needs provision within the school and that it will continue to be a practical working document.

- All staff will be involved in implementing the requirements of the policy.
- The policy will be monitored and reviewed to ensure its continued development.
- The governors of this school are in full agreement with this policy and will be kept fully informed of any new SEN documentation/initiatives or amendments to the policy.