

GRANGEFIELD SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

S.E.N Governor – Mr Phil Johnson
SENCo – Mrs Helen Ledger

INTRODUCTION

The staff at Grangefield School value each child and celebrate their uniqueness. The school seeks to raise the achievement of all children by removing barriers to learning, offering equality of opportunity and access to the best education we are able to deliver. All children with Special Educational Needs are valued, respected and equal members of the school. Subsequently, provision for children with S.E.N. is a matter for the school as a whole. All teachers are teachers of pupils with S.E.N. and the Governing body; Head Teacher, S.E.N. Co-ordinator and all other members of staff at Grangefield have important responsibilities.

AIMS

- To provide a happy, stable, caring, stimulating environment within pleasant surroundings conducive to learning, in which the children can gain a wide range of skills, become literate and have a sense of personal worth and social awareness.
- To provide an environment in which all children are intellectually challenged and fully supported in their quest for knowledge.
- To offer praise and encouragement.
- To accept and be sensitive to the individual needs of all the children in our care.

OBJECTIVES

- To meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, behavioural or learning needs.
- To ensure that the culture, practice, management and deployment of resources, both human and material, are designed to best meet the needs of all children with S.E.N.
- To satisfy the requirements of the 1988 Education Act by meeting the entitlement of all children to a broad, balanced and relevant curriculum, including appropriate curriculum for the Foundation Stage and National curriculum.
- To enable pupils with S.E.N. to maximise their achievements.
- To ensure that the needs of pupils with S.E.N. are identified and assessed as early as possible, and are then provided for and their progress reviewed regularly.
- To value and work in partnership with parents to enable them to make an active contribution to the education of their child.
- To identify the ascertainable views and wishes of the child about his/her current and future education.
- To work closely with and seek advice from other agencies where appropriate and to exploit best practice when devising interventions.

ROLES and RESPONSIBILITIES

The Governing Body

- Mr Phil Johnson has been appointed by the Governing Body to take a particular interest in and monitor the school's work on behalf of children with S.E.N.
- In co-operation with the Head teacher, the Governing Body will be responsible for determining and monitoring the school's general policy and approach to provision for children with S.E.N., and for establishing the appropriate staffing and funding arrangements.
- Will have regard to the S.E.N. Code of Practice, the Disability Discrimination Act and the school's Accessibility Policy when carrying out its duties towards pupils with S.E.N.
- Will ensure that S.E.N. provision is an integral part of the School Development Plan and that the quality of provision is continually monitored.
- Will do its best to ensure that the necessary provision is made for S.E.N. pupils.
- Ensure that where the LEA has informed the 'responsible person' that a pupil has S.E.N., those needs are known to all who are likely to work with them.
- Ensure that all staff in the school are aware of the importance of identifying and providing for those children with S.E.N.
- Ensure that parents are notified of a decision by the school that S.E.N. provision is to be made for their child.
- Report to the parents annually on the school's policy on S.E.N.
- Consult the LEA or the Governing Bodies of other schools when necessary to ensure co-ordination of S.E.N. provision in the area as a whole.

The Head Teacher

- Has responsibility for the day to day management of provision for children with S.E.N.
- Will keep the Governing Body fully informed and work closely with the school's SENCo.

All teaching and non-teaching staff

- Should be fully aware of the school's S.E.N. policy and procedures for identifying, assessing and making provision for pupils with S.E.N.

ARRANGEMENTS FOR CO-ORDINATION

- In their role as the school SENCo, Mrs Ledger will:
- Oversee the day-to-day operation of the school's S.E.N. policy.
- Ensure that relevant information about pupils with S.E.N. is collected, recorded and updated.
- Oversee the records of all pupils with S.E.N.
- Liaise with and advise other members of staff.
- Contribute to the in-service training of staff.
- Ensure that appropriate I.E.Ps are in place and are regularly reviewed.
- Liaise, where appropriate, with parents of pupils with S.E.N.
- Liaise, as necessary, with external agencies including the LEA's support and educational psychology service, health and social services and voluntary bodies.

ADMISSION ARRANGEMENTS

- The school acknowledges in full its responsibility to admit pupils with already identified S.E.N. as well as identifying and providing for those not previously identified as having S.E.N. We adhere to the requirements of the Disability Discrimination Act 1995 (Amended 2001) as outlined in our Accessibility Policy.

FACILITIES

- Our school is all on one level and has disabled toilet facilities.

ALLOCATION OF RESOURCES

- Funding for S.E.N. is identified from the school base budget. In addition the school receives funding from S.E.N. Standards Fund. Children with Statements may also attract additional funding dependant upon the nature and amount of support identified in the statements.
- The school allocates funding for S.E.N. under the following categories:
 - Staffing, including SENCo release time
 - Training
 - Resources

STAFFING

- The school recognises the best resource is its staff; both teaching and support. A large percentage of our school budget is allocated to funding staffing. It is recognised that our S.E.N. co-ordinators need time away from the classroom to enable them to fulfil their role; this release time is funded from the S.E.N. budget.

TRAINING

- All staff require training to enable them to understand the needs of S.E.N. children and how they may be met. Individual and whole staff training is undertaken.

RESOURCES

- The school will endeavour to purchase resources as identified by the staff as able to fulfill identified S.E.N. needs. Such resources may be purchased directly from the S.E.N. budget or from subject budgets.

IDENTIFICATION, ASSESSMENT, PROVISION and REVIEW

The following assessment tools are used in school to monitor the progress of all children:

- Home/school forms completed by parents
- Foundation Stage Transfer Records
- Foundation Stage Profile

- Teacher assessment based on daily and informal observation of pupil's work – some recorded in mark books.
- Marking of pupils work
- Use of reading records
- Planned assessment opportunities in core subjects as identified in teacher's plans
- Termly assessments for pupil portfolios in Literacy, Art, PSHCE and mental Maths (except in Reception)
- NFER Diagnostic assessments used at beginning of year or on entry to school
- QCA optional tests
- KS1 and KS2 SATs
- Optional SATs in Y3, 4 & 5

If as a result of any of these assessments, a child were to be identified as potentially having special needs, the following system would be put into place:

Records of Concern

- The class teacher discusses concerns with the SENCo, identifying the particular Area(s) of Need and giving brief background information.
- The SENCo completes a Record of Concern sheet, gives a copy of it to the class teacher for their S.E.N. file and sets up a central file for the child.

School Action

- Class teacher arranges meeting with parent (SENCo to be present if appropriate) to express concerns and seek views of parents. This may take place in the timetabled Target Setting meetings.
- Class teacher and SENCo prepare a draft I.E.P using targets from the Gloucestershire S.E.N. audit criteria and identifying strategies, activities and resources to be used.
- The advice of external agencies such as specialist support services and educational psychology may be sought informally at this time and in the preparation of the I.E.P.
- A copy of the draft I.E.P. is given to the parents and they are asked to complete a section expressing their views. The views of the child are also recorded on the I.E.P.
- A copy of the completed I.E.P. is given to the SENCo for monitoring.
- I.E.Ps are reviewed at each target setting meeting with opportunities for both parents and the child to contribute.
- Parents of children with S.E.N. will be given a 20-minute time slot instead of the standard 10-minute appointment.

School Action Plus

- In addition to the above system, the school may seek to involve educational and non-educational professionals on a more formal basis in assessing and planning for individual needs.
- If the SENCo and external specialist consider that more detailed advice is needed from other agencies, the consent of the child's parent's will be sought.

Statutory Assessment

- If a pupil at School Action Plus level has continued to demonstrate significant cause for concern for a period of time, the SENCo, in co-operation with the Head Teacher and external agencies such as Educational Psychology, will request Statutory Assessment.
- The SENCo will meet with the parents to inform them of the decision to make a request and to seek their views.
- The SENCo will meet with the child, if appropriate, to inform them of the decision to make a request and to seek their views.
- The SENCo will collect the required evidence and complete the necessary paperwork.
- If the parent or an external agency requests the assessment, the SENCo, in co-operation with the Head Teacher, will provide all the necessary paperwork.

Statement of S.E.N.

- When a statement is made, the Head Teacher will ensure that the child's needs are made known to all those who will teach them.
- The SENCo will work with the class teacher to devise appropriate I.E.P. targets as set out in the statement, to review the targets and maintain the child's records.
- The SENCo will complete the necessary paperwork for the Annual Review in the specified time.
- The Head Teacher/SENCo will arrange the Annual Review meeting and invite all the appropriate people.

ACCESS TO THE CURRICULUM

All teaching staff should take account of the National Curriculum Inclusion Statement and in their planning and teaching strive to

- Provide suitable learning challenges
- Meet the pupils diverse needs
- Remove the barriers to learning and assessment

With advice, as required, from the SENCo, teachers match the learning to the needs and abilities of the pupils. They use a wide range of strategies to develop their pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable children with S.E.N. to access the learning or the assessment process.

The school acknowledges that its practice makes a difference and endeavours to regularly review issues relating to classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

All teachers have a class S.E.N. file which is to be kept in the 'walk in' cupboard. This contains all Records of Concern and I.E.Ps relevant to the class.

Records of Concern

The progress of children will be monitored against the background of the differentiated approaches and learning arrangements provided for all children.

School Action

Pupils are based in their normal classroom and are taught by their class or subject teacher. The emphasis is on differentiation for curricular access with grouping strategies used flexibly. Specific reinforcement on skill developing activities may be used in support of I.E.P. targets. Small group or individual tuition may be provided within the class as appropriate. Children may receive additional targeted support from a L.S.W.

School Action Plus

Pupils are based in their normal classroom and are taught by their class or subject teacher. The advice of external agencies may be sought in the development of I.E.P. targets and these will be implemented as appropriate in the classroom. Small group or individual tuition may be provided within the class as appropriate. Children may receive additional targeted support from a L.S.W.

Statement of S.E.N.

Support to be provided as outlined in the statement.

ACCESS TO THE WIDER CURRICULUM

In addition to the statutory curriculum, the school provides a range of additional activities. These include:

- Owl Groups
- After School clubs
- Participation in Cheltenham Dance Festival
- Participation in School Art Exhibition (Cheltenham)
- As a school we strive to take part in/enter as many local competitions and events as we are able. In the past these have included drawing pictures of our mothers to be displayed at the Cheltenham shopping arcade, taking part in the Bishops Cleeve Village Festival and helping Father Christmas turn on the village lights.
- One week each year is designated 'round the world week' during which we visit different countries and cultures within our classrooms.
- We support our school charity and are involved in fund raising events such as 'cake bakes'.

Pupils with S.E.N. are actively encouraged and supported to join in and benefit from these activities.

EVALUATING PROVISION

The school, including the Governing body is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the Governing Body report annually to parents upon the quality of education provided for and the achievements of pupils with S.E.N. The school has an agreed assessment policy.

The school employs a series of methods to gather data for analysis including:

Analysis of attainment and achievement of different groups of pupils with S.E.N.

Scrutiny of teachers' planning and pupil's work

Maintenance of assessment records that illustrate progress over time

SENCo working alongside S.E.N. pupils in class

Information gathered in line with this policy is used to inform learning and teaching. The school uses information gained to celebrate success and identify aspects for future development.

Governors are kept informed.

COMPLAINTS

Should a parent have a complaint about any aspect of S.E.N. within our school we ask that it be brought to the attention of the Head Teacher who will certainly make every attempt to sort things out.

Parents are informed about and encouraged to work with the Parent Partnership Service.

The Education Acts 1981 and 1993 gave parents rights of appeal to a special educational needs tribunal against

- An LEA's decision not to undertake statutory assessment of a pupil's special educational needs.
- An LEA's decision not to issue a statement of special educational needs.
- The provision to be made in a statement of special educational needs.
- An LEA's refusal to specify in a statement of special educational needs the school a pupil should attend.
- An LEA's decision to amend, or cease to maintain, a statement of special educational needs.
- An LEA's refusal to undertake a new assessment of a pupil with special educational needs.

Further details are available in the DfES's "Code of Practice on the Identification and Assessment of Special Educational Needs".

Contact

Education Officer (Special Educational Needs) 01452 425486

ARRANGEMENTS FOR IN-SERVICE TRAINING

The school recognises the need for all staff to undertake ongoing training with regards to the ever-changing S.E.N. needs and requirements.

The SENCo will work with N.Q.T.'s and staff new to school to ensure that they are aware of the procedures followed within the school. Additional finance may be made available if the SENCo identifies the need for S.E.N. training.

The SENCo is actively involved in the area SENCo cluster meetings and attends the LEA SENCo training courses.

Information gained by the SENCo is shared with all staff during staff meetings. When appropriate the SENCo will prepare and lead in-house training sessions.

The SENCo will be aware of S.E.N. courses available and will bring them to the attention of the staff as appropriate. All staff are encouraged to request places on such training and these courses will be financed, whenever possible through the S.E.N. budget.

LINKS WITH OTHER SCHOOLS, TEACHERS AND FACILITIES

The school has established and will maintain links with the two Secondary schools in the area. Our Y6 teacher meets with the respective Y7 teachers to discuss children's achievements and abilities. When appropriate the SENCo, Head Teacher and / or other relevant parties also attend such meetings.

There is a pre-school setting on the school site and the Foundation Stage staff and the school SENCo work closely with the staff of the pre-school to ensure that should it be required provision is set in place ready for any child with special needs before they actually start school. In the case of children who have not attended the pre-school on the school site every effort is made to contact and work with the pre-school setting attended by those children.

When a child joins Grangefield from any other primary school the school office will request transfer details for that child. Any child joining Grangefield who is already on the Codes of Practice will continue to work to their I.E.P. as identified by their previous school until such time as this can be reviewed. When appropriate the class teacher and / or the SENCo will make contact with and speak to the child's previous class teacher to better inform teaching and meet the child's needs.

At Grangefield School we are happy to ask for help from support agencies including the Special Educational Needs Support Service, the Educational Psychology Service, the Educational Welfare Officers, Behavioural Support Teams, and the Traveller Support Service.

In matters regarding child welfare we work with Child health, social services & others support services including voluntary.

ROLE OF PARENTS

The school believes that all parents of children with S.E.N. should be treated as equal partners. The school strives to establish good relationships with parents and endeavours to ensure that they understand the procedures and are aware of how to access advice.

Parents will be supported to:

- Recognise and fulfil their potential as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the S.E.N. framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision.

The class teacher is the first point of contact for parents of children with S.E.N.

The class teacher working in conjunction with the SENCo will monitor children identified by the school or brought to the attention of the school by the parent as having S.E.N. Parents will be informed of the school's concerns and the Codes of Practice will be explained them.

PARTNERSHIP WITH PARENTS

In line with the S.E.N. Codes of Practice teachers will meet with parents and share concerns, encourage parents to help within the school in various ways and hold regular parents' evenings. In addition, parents of children on our S.E.N. register are invited to information evenings relating to S.E.N. Extra time is allocated above that allocated to the parents of children not on the register at parents evenings and target setting meetings. Teachers are always willing to spend additional time with parents as and when requested, times to be arranged and agreed to suit both parties.

Parents are informed of and encouraged to work with the Parent Partnership Service.

All relevant child welfare policies are adhered to.