



**GENESIS**  
EDUCATION TRUST

# **Special Educational Needs Policy**

**Written by:** Personal Committee

**Ratified:** Autumn 2016

**To be reviewed:** Annually

**Next Review:** Autumn 2017

# **Special Educational Needs Policy**

## **Rationale**

St Margaret's School aims to provide a caring, nurturing and reflective learning environment where all children, regardless of their abilities, can develop to their full potential. Our school recognises that it caters for a wide range of learning needs; some pupils will display exceptional ability, whilst others may experience difficulty, but all pupils are entitled to be valued for the individual contribution they make to the school. We maintain that all pupils should be encouraged to develop an awareness of and respect for individual differences.

## **Ethos**

Do everything to the Glory of God

- Achieve your best
- Care for each other
- Trust in the lord

## **Aims**

- To identify children with special needs as early as possible.
- To be in partnership with parents in meeting those needs.
- To assess those needs, seeking the involvement of outside agencies where necessary.
- To provide for those needs within the context of the child having full access to the National Curriculum.
- To make provision for all staff (Teachers and Teaching Assistants) to receive training to further equip them to make adequate provision for the needs of these children.
- To review the effectiveness of that provision termly to provide a basis for the next step.
- To involve both parents and children in the decision making process and ensure that their views are taken into account.
- To keep detailed records of those children who have been identified as having Special Educational Needs and of the steps taken to meet those needs.

# **Special Educational Needs Guidelines**

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## **1. POLICY STATEMENT**

### **1.1 Introduction**

The SEN policy for St. Margaret's School was written to take into account the introduction of the Code of Practice on the identification and assessment of Special Educational Needs, which came into effect on 1st September 1994, with changes initiated from S.E.N. Code of Practice, November 2001.

Since 1994 all schools have had a duty to "have regard" to the code. The school policy also takes into account our own school mission statement.

### **1.2 Definition of a Special Education Need Used at St. Margaret's School**

At St. Margaret's we understand the term "Special Educational Need" to be appropriate where a child has a need which calls for special educational provision to be made for him/her. We would say a child has a special educational need if he/she:-

- has a significantly greater educational need than the majority of children of the same age.
- has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in the school.
- has an emotional/behavioural need which impedes their development or progress.

We do not regard a child as having a special educational need merely because the language of the home is different from the language in which the child is being taught.

### **1.3 Implementation**

St. Margaret's School recognises the need to establish and maintain a whole school approach in identifying and providing for children with special educational needs.

They accept that recognising, defining needs and implementing strategies to meet these needs is part of their role as teachers.

All teachers at St. Margaret's School should be aware of their responsibilities as defined by the Code of Practice.

Finally we recognise the importance of taking account of the child's views throughout the whole process.

## **2 ROLE AND RESPONSIBILITIES**

### **2.1 The Governing Body**

The Governing Body of the school has overall responsibility for children with Special Educational Needs, and with the Head Teacher, will decide how best to provide for these children. The Governing Body have appointed a specific named governor (See page 9) who will closely monitor the work of the school on behalf of the pupils with special needs.

### **2.2 Head Teacher**

The Head Teacher is responsible for the day to day management of provision for pupils with special educational needs.

The Head Teacher must keep the Governing Body fully informed and must work closely with the Special Needs Co-ordinator.

### **2.3 The SEN Co-ordinator (SENCo)**

A designated teacher is responsible for implementing the SEN Policy. These responsibilities include:-

- Liaising with and advising class teachers.
- Taking the lead in managing provision for children with special education needs at School Action and School Action Plus levels of intervention.
- Liaising with Special Support Assistants/Teaching Assistants working with identified children with special educational needs.
- Maintaining the school's SEN register and overseeing the records of all pupils with special educational needs, monitored at School Action (Plus) levels of intervention.
- Liaising with parents of children with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies, including the educational psychologist, other support agencies, the health authority and social services and also voluntary bodies.

### **2.4 Class Teachers**

Class Teachers are responsible for the development and learning of all the children in their particular class.

It is the responsibility of the class teacher to identify children with potential need and they should discuss provision to meet these needs with SENCo and Literacy and Numeracy Co-ordinators.

- Using specific criteria outlined in the 2001 Code (5:44) and in discussion with the parents the child will be placed on the SEN register with regard to School Action intervention.

Class Teachers should :-

- Monitor each child placed on the SEN Register and review progress on a regular basis.
- Liaise with the SENCO and implement Individual Education Plans.
- Provide a differentiated curriculum as appropriate.
- Hold termly record and review meetings with parents.
- Set targets for each identified child and record these on an Individual Education Plan termly.
- Complete requisite SEN documentation for each identified child.

## **2.5** The L.A.

The L.A. is responsible for making special provision for children who are subject to a Statement of Special Educational Need and may share responsibility with the school for children who are undergoing statutory assessment of their needs.

## **3. METHODS AND PROVISIONS**

### **3.1** Definition

Special educational provision means provision that is additional to or otherwise different from the educational provision made generally for children of the same age.

At St. Margaret's School we seek to make the best provision possible for every child. This means offering all children access to the National Curriculum with, in the case of some children, differentiated programmes to meet the needs of those with special needs.

### **3.2** SEN Specialism

St. Margaret's Primary School is a mainstream school. It does not have specialised units attached and no specific area of special educational need expertise.

### **3.3** Resources

We aim to provide staff and resources for SEN as required within the constraints of SEN funding and the school budget.

All Class Teachers can have access to specific SEN literature, with reference to SENCo and Deputy SENCo.

In addition to reference literature, there are photocopiable resources and games which can be accessed by Class Teachers and Teaching Assistants. These are located in the Key Stage 1 area (Small Study), along with Speech and Language Therapy materials.

### **3.4** Teaching Assistants

Teaching Assistants may be used in the following ways with children with special needs.

- When a child needs specific skills taught, Teaching Assistants may work individually or with a group, outside the classroom and/or in the classroom if the class teacher wishes.
- The class teacher will direct the Teaching Assistant in the programmes that should be taught for those targeted individuals/group.
- These programmes may include reinforcement of concepts taught in class, specific reading programmes (15 Minutes-A-Day Reading Programme), Phonic Awareness Training Programmes or Speech and Language Therapy programmes.

Teaching Assistants will complete requisite outcome/record sheets as directed by the class teacher or SENCo in order to assess the children's progress and performance.

### **3.5** Co-ordinating Education Provision

The importance of early identification, assessment and provision cannot be over-emphasised.

The person who usually identifies a child with special needs is the Class Teacher. The school is open and responsive to expressions of concern and information provided by the parents. The school uses recording documents for the school based levels of intervention to provide detailed records of all children with Special Educational Needs and of the steps taken to meet those needs.

Children placed at School Action (Plus) are reviewed regularly (at least termly) in order that their progress may be monitored fully to ensure that their needs are being met.

At School Action Plus level of intervention the LA share responsibility with the school in providing for children with Special Educational Needs.

### **3.6** Statutory Assessment and Statements

The needs of most children with special needs will be met within the school based stages; however, a small group of children who have more significant needs may need to be considered for Statutory Assessment by the L.A. This course of action is led by the local authority, which has a strict procedure of collecting information from all those concerned with the child. Although this procedure is most often initiated by the school in conjunction with the Educational Psychologist, it is possible for other concerned professionals or by

the child's parents or legal carers to raise these concerns with the L.A. directly.

The L.A. will decide, using evidence provided by the school and other agencies whether a Statement Of Special Educational Needs should be issued. This statement is reviewed annually. The annual review is conducted within the school and would involve parents and those staff or agencies involved with the child. The L.E.A. would be notified of the outcome of the Annual Review and future needs would then be decided accordingly.

### **3.7** Record Keeping

The school keeps a register of all the children with special educational needs. This register and all records regarding special educational needs are deemed to be confidential and are kept in a designated cabinet. Class Teachers have access to all this information via the Special Needs Co-ordinator.

Class Teachers have SEN files with copies of relevant information regarding identified children in their class. This information is used to inform their classroom practice and consequent appropriate strategies in meeting the needs of the identified SEN children in their care.

### **3.9** Access to the Curriculum

All pupils are entitled to have access to the National Curriculum in its entirety. Class Teachers, with appropriate support, are expected to differentiate the curriculum as appropriate for pupils with special educational needs.

## **4. WORKING WITH OTHERS**

### **4.1** Partnership with parents (and legal carers)

The school recognises the importance of working closely with parents for the benefit of their children with special educational needs.

We believe that the views of parents play an important part in the process of assessment from the outset.

Parents must be invited to all meetings and their views taken into consideration when setting targets.

Initial concern over a child's progress will usually be expressed by the class teacher verbally requesting a meeting with parents to discuss the way forward. Similarly, parents expressing concern over their child's progress in school also have a right to request a review meeting.

## **4.2** Working With Outside Agencies

If a child's progress is causing concern then, after discussion with the parents and with their agreement, the SENCO may discuss the needs of the child at an Inclusion Meeting with the Educational Psychologist and/or Area Advisory Co-ordinator with a view to requesting more specific help from Borough Teams.

The SENCO will make the referral and co-ordinate with one of the Borough learning support services. The school has involvement with:

- Educational Psychology Service
- Specialist Service for Complex Social and Communication Needs
- Advisory Teachers for Behaviour, Inclusion etc.
- Medical and Social Services
- Speech and Language Therapy

As a result of that referral, joint plans for further strategies and intervention would be agreed and put into place for the child.

## **4.3** Links With Other Schools

The school liaises with secondary schools to ensure that the receiving secondary schools are aware of the needs of the pupils with Special Educational Needs and are, therefore, able to make provision for those pupils on their arrival. SENCOs at the receiving secondary school are usually invited to attend the Y6 Spring/summer Review of a child with a Statement of Education.

If a pupil transfers to another primary school, his/her special needs information will be forwarded to the receiving school.

## **5.** **POLICY REVIEW**

### **5.1** Policy Review and Annual Report

The Governing Body, together with the Head Teacher, SENCO and Staff will review the SEN Policy annually and possibly report to parents on this in the Governors' Annual Report to parents.

### **5.2** Success Criteria

St Margaret's School will be deemed to be meeting its aims in special educational needs provision if

- There is a growing awareness of the different needs of the children.
- School is in partnership with parents in meeting these needs.
- Special needs are being identified and addressed at the earliest stage

- possible.
- There is an improvement in the delivery of a differentiated curriculum.
  - There is relevant and appropriate use of materials and equipment to assist pupils with special needs.
  - The D.F.E. Code of Practice for Special Educational Needs has been followed as closely as possible.
  - There is an increased use, by all staff, of agreed procedures for implementing the process of assessment.
  - Children participate actively in these procedures.

### **5.3** Complaints Procedure

Any complaint should initially be discussed with the Class Teacher then, if necessary, with the SENCO.

Parents remaining dissatisfied following these steps should discuss their complaint with the Head Teacher. Any parent still feeling dissatisfied should submit their complaint in writing to the Chair of the Governing Body. The parent can expect a response to the submission within 14 days.

### **5.4** SEN Tribunals

If, following an Annual Review of a Statement, the L.A. make a decision regarding the future education of the child with which the parents do not agree, the parents have the right to appeal to the SEN Tribunal.

In such circumstances information about the appeals' procedure would be provided by the L.A.

The named Governor with responsibility for SEN is :-

2011-2012 Kendra del Rio