

The Firs School

Special Educational Needs Policy

Aims and Objectives

The Firs School seeks to serve the needs of all its children and to ensure that they all take part in a broad and balanced curriculum. Physical, emotional and academic needs are taken into account when teachers make assessments of special needs in order for special educational provision to take place. Parents are involved as closely as possible.

The provision of special needs support at The Firs School encompasses The Every Child Matters criteria.

Special needs can relate to:

- Learning difficulties;
- Emotional and behavioural difficulties;
- Physical difficulties;
- Highly gifted abilities.

Staff recognise that many children experience a special need at some stage in school life, which may prove to be short or long term.

Staff believe that response to, and close contact with, parents is essential to the support of each child and that any changes to an individual child's school or homework curriculum needs to be mutually agreed.

The Firs undertakes to:

- Systematically identify, assess, address and monitor special needs and to communicate these with parents;
- Follow the *Code of Practice*, (Ref: DfES 581/2001);
- Designate one teacher as coordinator of special needs together with the Head/Senior Management Team;
- Designate a responsible other person Senior Management Team/Head;
- Keep a register of all children who have special needs and to notify parents before a child is entered;
- Review every child in the register at least once a term;
- Inform parents once a term, i.e. two parents' evenings and one report or twice a year parents' evenings of progress and request comments, which will be added to the IEP.

Staffing and Coordinating, Arrangements, Admissions, Accessibility and Specialism

Staffing

- One part-time learning support teacher:
 - SENCO (OCR SpLD Dip.) who works with individual pupils, small groups and support in class rooms for 0.90 of the week;
 - Teaching Assistants assigned to support pupils in the classroom.

Special facilities

- Dedicated room for SEN teaching.

Provision for SEN specialism

- Teaching pupils with specific learning difficulties, contact with and member of Dyslexia Institute and the Dyslexia Association, attending relevant courses and meetings re SEN matters;
- SENCO keeps register;
- Head, SENCO and staff communicate with parents;
- SENCO liaises with parents, educational psychologists, ophthalmologist, speech therapist, GPs, other schools and occasionally hospital liaison nurses and social services;
- The School holds an up to date file on medical and physical problems;
- All staff work positively together with parents to maintain self-esteem, high expectations and access to the curriculum for all pupils.

Collaboration

Agencies; SENCO contacts; educational psychologist; ophthalmologist; speech therapist; social services; hospital nursing liaison officers, LEA Advisors.

- Details of a pupil's contacts are kept in school files and are available and circulated to relevant staff.
- Detailed test reports from psychologist and other therapists kept by SENCO and circulated to staff, which must be passed on to next teacher.
- Parents involved on a regular basis at initial meetings, formal/informal reviews, parents' evenings and before or after school.
- Where possible reports are sought from previous schools.
- Reports are passed on to schools in both the public and private sectors.

Complaints

Complaints regarding SEN provision are dealt with by:

- The class teacher;
- Discussion with the SENCO and Head/Senior Management Team;
- Implementation of the school's complaints procedure.

Identification, Screening and Awareness

- Identification of special needs is done through teachers or parents, with SENCO consultation if necessary, generating a written record of concern. Teachers or parents may be alerted through observation of progress or test results. Diagnostic and/or informal tests may be requested.
- Teachers contribute to *Individual Education Programmes* (IEP) by setting a target each term for pupils in their care on the SEN Register. These need to be records of goals, inputs and outcomes.
- Both parents and pupils have an input when an IEP is drawn up.
- SENCO draw up a *Yearly Overview* (App. 1), which state the nature of concerns, long term objectives and arrangements a specific pupil needs. This is reviewed yearly.
- SENCO draw up a Unit IEP, concentrating on specific needs, which is shared with the class teacher and head. (App. 2)
- IEPs are reviewed regularly – once a term.

- All special needs pupils need to be on a confidential register kept by the SENCO, which is available to staff so that they make themselves aware of the special needs of the pupils in their care.
- Detailed documentation of records and diagnostic test results will be kept by SENCO and will be available to all staff and parents by request.
- Staff are regularly updated about children with special needs.
- Parents are as closely involved as possible and where feasible, individual homework programmes are developed together with class homework ones and regular parental feedback is obtained.
- Special resources are available and are reviewed and updated regularly.
- Where ever possible class time tables should coincide with the SEN time table, i.e. the same subject must be covered at the same time in both rooms.

Criteria for identification

- Internal and external tests e.g. NFER tests and optional SATs;
- Foundation Stage Profile.
- Concern arising from teacher assessment.
- Discrepancies in annual standardised test scores, e.g.
 - Yr 1: NFER Middle Infant Screening Test, Mathematic 6 and NFER Group Reading Test;
 - Yr 2: NFER Standardised Tests in Non-Verbal Reasoning, Maths and Reading.
 - Yr 3 to Yr 6: NFER Standardised Tests in Verbal and Non-Verbal Reasoning, Maths and Reading.
- Frequently disruptive behaviour reported in any school situation.

Assessment Arrangements

At each review the outcome of the assessment criteria will determine whether any change in an IEP is necessary.

Disability Discrimination Act

The Firs School endeavours not to treat disabled pupils less favourably. Reasonable adjustments will be made for disabled pupils in order to access the curriculum:

- The School is aware of its responsibility to make its buildings physically accessible to all, which may mean reallocation of teaching rooms.
- Access to the ICT suite:
 - A networked computer with video link could be installed in a dedicated SEN teaching area and linked to the ICT suite, which will allow interaction with both peers and teacher. Supervision by a TA will be available.
- Teaching English as an additional language:
 - specialist help will be provided in the form of teaching or/and support staff and progress will be very carefully monitored;
- Providing particular needs, e.g. copying on special coloured paper, large print/ Braille books, special lighting, access to computer, books on tapes, plus a responsible adult to assist and/or supervise.
- School resources are distributed fairly to support inclusion.
- Regular review of our provision will contribute to the Three Year Accessibility Plan.

Gifted and Talented Pupils

Provision must be part of the day-to-day classroom experience. It can be supplemented by access to enhanced opportunities both within and beyond the school.

Recognition of G+T pupils through opportunities, encouragement, success, motivation and perseverance. Opportunities to further support G+T pupils are enhanced by aptitude, classroom extension opportunities, extended curriculum, cross-school opportunities and experts coming into school and out of school opportunities.

Good provision constitutes enhancement of the core curriculum by adding breadth, depth and pace.

Practice

The First class teaching aims to be stimulating and to set high standards and to value the contribution of all. The teacher needs to take account of all children by including differentiation. Pupils with special needs take part in the general curriculum as far as possible and only are only withdrawn for specialist teaching with special resources to boost confidence and learning progress at the earliest stage possible, commensurate with variable rates of maturation.

SEN Resourcing

Variable resourcing according to need.

Parents of pupils with special needs who receive specialists' help pay a small termly surcharge.

Monitoring and evaluation

Individual progress is monitored using standardised tests, individually administered standardised tests, general progress and parents' observations through involvement with individual homework programmes. Teachers regularly differentiate across the curriculum.

Evaluation by the SENCO during withdrawal lessons on a daily basis.

October 2009

Review date: October 2010

<u>Name:</u>	<u>DoB:</u>	<u>Class:</u>	<u>Teacher:</u>	<u>Date:</u>
<u>Strengths and interests:</u>				
<u>Nature of concerns and learning needs:</u>		<u>Evidence:</u>		
<u>Weaknesses:</u> •				
<u>Learning Needs:</u> •				
<u>Long Term objectives:</u> •		<u>Arrangements (teaching, pastoral, medical, support frequency, staff involvement, external advice):</u>		
		<u>Individual Education Plan:</u> Yes		
		<u>Class Teacher's Termly Targets:</u> Yes		
<u>Assessment of progress:</u> Annual standardised tests. Teacher's assessment. Reading Tests. Support Teacher's assessment.				
<u>Pupil involvement:</u>				
<u>Parent involvement:</u>				
<u>Monitoring:</u>				
<u>Review dates:</u>			<u>Coordinated by:</u>	

These Yearly overview records are printed on blue paper.

Name (Date of Birth)		The Firs School LS Programme of Work: Term 20	SENco Signature	Class Teacher's signature	Head Teacher's signature
Date: Commencing date	Next Review:				
<u>Strengths:</u>		<u>Weaknesses:</u>			
Targets and Medium Term Aims	Teaching Strategies	Success Criteria	Resources	Date and Check	
<u>Literacy (Spelling) Support</u> •	•	•	•		
<u>Mathematics</u> •	•	•	•		
<u>Reading</u> •	•	•	•		
<u>Teacher's Target (English)</u> •	•	•	•		
<u>Teacher's Target (Maths)</u> •	•	•	•		
<u>Pupil's Target</u>		<u>Parents' Comment:</u>			

The IEP is printed on yellow paper.