



# Additional Needs Policy

## Objectives

The school's aim is to create an atmosphere in which all the children in the school feel free to ask for help, are interested in their work, have self-respect and the motivation to do their best.

The children who need Special Needs Education include children with the following problems:

- educational
- physical
- behavioural
- emotional

Our aim is to ensure that every child has the opportunity to follow the National Curriculum to the best of his ability and to be a full member of the school. It must be ensured that the child feels special and not different.

## Special Educational Needs

We believe that every child has needs that are special to them educationally, socially or emotionally. Our intention is to identify with these needs as soon as possible. Our Special Needs Policy identifies the steps that must be followed to recognise the child's needs and to provide so as to overcome the problem. A personal education plan is provided for children who receive extra attention for reading, writing, number and behaviour.

The school has been adapted on the outside in order to receive children who have a physical disadvantage by installing ramps outside some classrooms so as to allow wheelchairs to go in and out of the building.

## Co-Ordinators

The main co-ordinator in the school is the Headteacher, but he can delegate the work to the SEN co-ordinator. One Governor is appointed by the governing body to be an SEN Co-ordinator.

## Information about the School's Policy on Identifying, Assessing and Providing for all SEN Pupils

### Early Identification

To help with identifying children who may have special educational needs, schools can measure children's progress by referring to:

- Their performance monitored by the teacher as a part of continuous observation and assessment
- The results of initial assessment
- Their progress in literacy and numeracy
- Their performance against the level descriptions in the National Curriculum at the end of a key stage
- Standard screening or assessment tools
- Schools should also be open and responsive to expressions of concern from parents, and consider any information that the parents can give about their child.

### The Procedure – Monitoring/ Basic skills register

Teachers identify the Special Educational Needs of a child, and by consulting with the school's SENCO, takes the initial steps.

The features of this stage are collecting information and more differences in the child's normal work in the classroom. During this period the child's class teacher:

- will indicate the child's special educational needs
- will consult the child's parents and the child himself and record the date
- will inform the SENCO who records the child's educational needs
- will collect relevant information about the child, by consulting with the SENCO.
- will work closely with the child in the normal context of the classroom
- will supervise and review the child's progress

## **The information needed at this stage**

### **From the school**

- class records, including records from other schools that the child attended during the previous year
- National Curriculum achievements if appropriate
- reports about the pupil at school.
- observations on the child's behaviour

### **From the parent:**

- an opinion on their child's health and development
- their opinion on the child's performance, his progress and his behaviour in school and at home
- factors that contribute to any difficulty
- steps that the school could take

### **From the child**

- his personal feelings about any difficulties
- how attention can be paid to them

(In questioning the child, his age, ability etc. must be considered)

### **From other sources:**

- any information that is already available to the school from the health service or social services or any other source.

## **Survey**

A survey is done of the child's development or lack of development. If things are not working it is necessary to move on to the next stage.

## **Procedure – Action by the school**

(This stage is called Stage SA)

The features of this stage are producing an individual education plan. During this period the SENCO is responsible for co-ordinating the child's special educational provision and working with the child's teachers at all times.

- collecting relevant information including, if appropriate, information from sources outside the school
- ensuring that an individual education plan is produced – usually by the class teacher in co-operation with the SENCO
- ensuring that information is given to the child's parents, if that was not done previously
- supervising and reviewing the child's progress three times a year.

## **Individual Education Plan**

- The nature of the the child's learning difficulties, including behaviour, social problems, etc.

Contents:

- Special education provision
- Staff Involvement, including frequency of support
- Specific programmes/activities/materials/equipment
- Support from the parents at home
- Record of the child's contribution (where applicable)
- Targets to meet within a fixed time. (Detailed targets, and a period of time is given to meet them)
- Any pastoral care or medical requirements
- Success criteria and outcomes
- Supervision and review arrangements, the teacher reporting back to the co-ordinator
- Review arrangements and date. A review is held three times a year

## **Procedure – Action by the school and more**

(This is called Stage SA+)

Stage SA+ is characterised by special involvement from outside the school. The SENCO continues to play a prominent role, working closely with the child's teachers and:

- Drawing on the advice of external experts, e.g. educational psychologists and advisory teachers
- Ensuring consultation with the child and his parents
- Ensuring that an individual education plan is produced

- Contacting external experts – this can include the school's SEN teacher supervising and reviewing the child's progress.

### **Individual Education Plan**

- The nature of the child's learning difficulties
- Staff involvement, including frequency of support
- Involvement of external experts including frequency and timing
- Appropriate programmes/activities/materials/equipment
- Support from the parents at home
- Record of the child's contribution (where applicable)
- Realistic targets to be met within a fixed period
- Any pastoral care or medical requirements
- Success criteria and outcomes
- Supervision and assessment arrangements
- Review arrangements and the date

The development of the child is reviewed three times a year.

### **Statutory Assessment of Special Educational Needs**

#### **The Fourth Stage – the Statutory Assessment Stage**

(This stage is called SA)

The needs of the majority of the children with SEN should be satisfied effectively under the school stages, without the statutory involvement of the Local Education Authority. But in a small number of cases, the LEA carries out a statutory assessment of Special Educational Needs.

The LEA must recognise and carry out a statutory assessment of those children for whom they are responsible, that have Special Needs, and who are likely to need a statement.

#### **Referral and assessment do not always lead to a statement.**

There are 2 types of referral which are relevant to the school:

- a) by the school or another agent
- b) formal request by the parent

In a small number of cases, the school can consider that a statutory assessment is needed even without completing the School Action/Plus stages.

Before the school makes an application for an assessment the school must show evidence of the steps taken.

The school will ensure that the parents are aware of, and understand, every step taken, and the role in the assessment, when undertaking a statutory assessment.

### **Complaints**

There is a note in the school handbook about this.

### **Integrating children with SEN**

At the first stage the child will stay in his normal class and, to the best of his ability, will do everything on the time sheet, and work on the normal curriculum, which has been adapted to his needs.

At the second stage, the child will work for a time in a room set aside for SEN lessons, either individually or in a group of no more than 6 children with the same type of difficulties. The amount of time the child will spend with the SEN teacher will depend upon:

- a) his personal needs
- b) the SEN teacher's time

Every effort will be made to make sure that the move from the classroom is as natural and seamless as possible, and that it is not painful or embarrassing for any child. If the child is unhappy or uncomfortable because of this, a discussion can be held with the co-ordinator and the class teacher, consulting with the child about the best method of teaching the child. Then consideration will be given to teaching the child in the classroom.

### **Support from outside the School**

The LEA's advisory teachers will be contacted regularly for their support and their opinion.

### **Arrangements for the Parents of Children with SEN**

There is an opportunity for parents to see the school's SEN policy. The policy explains to them that they are part of the child's educational development, and that they are free to play a part and express their opinion.

Also, according to the child's special needs requirements, the co-ordinator will give the parents information about the services available, such as those provided by the LEA.

### **Partnership**

There are arrangements to record parents' concerns and act on these in the Code of Practice.

If the parent, through the medium of a letter or a conversation, expresses a concern about his child's development, then the co-ordinator and the teacher will discuss this and decide whether it is appropriate to place the child at the stages according to the Code of Practice and express their decision orally.

### **The contact between the Mainstream Schools and the Special Schools**

If a child who is on an SEN list happens to move from the school to another school, the co-ordinator will ensure that all the appropriate information and evidence are sent to the school in question.

If the child moves to the secondary school, the information will be transferred in the same way, and also, if necessary, the co-ordinator will arrange to meet the SEN teacher in the secondary school to discuss the child.

### **Contact with the LEA and other Agencies**

#### **The Doctor**

There will be an opportunity for school pupils to have a medical examination with the Community Doctor after notification and discussion with their parents and teacher.

#### **The Nurse**

Every child in the Reception Class will receive a health/medical questionnaire from the Health Counsellor for young people. Having obtained the parent's permission every child in the Reception Class will have a sight and hearing test.

#### **Social Services**

Close contact will be kept with social services if there is any social issue that the services should be aware of, or any relevant information that the service has that the school should be aware of, that could affect the child's education/development.

#### **Training on SEN Children**

The SEN co-ordinator and the SEN teacher will take advantage of every opportunity to attend courses involving SEN, if funding allows.

#### **Identifying Children with Special Educational Needs**

Sometimes a child will arrive at the school from another school with the need for SEN support having been identified already. The co-ordinator will discuss the documents received by the school with the teacher and also with the SEN teacher. Having contacted and discussed with the parents of the child in question, it will be necessary to prepare an individual work programme in line with the Code of Practice.

Usually the class teacher will notice that the child has developmental problems and then will draw the co-ordinator's attention to this. Then the co-ordinator will discuss with the class teacher the next steps to be followed in line with the Code of Practice, ensuring that the parents know about every step taken.

#### **Receiving SEN Children**

The school is always prepared to receive every SEN child.