

**Long Ditton St Mary's**  
Church of England (Aided) Junior School



# **SPECIAL EDUCATIONAL NEEDS POLICY**

**October 2006**

<b>Revised/Written by</b>	2003 policy revised by Jan Davies
<b>Date</b>	October 2006
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<b>Date for Review</b>	October 2009

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**SPECIAL EDUCATIONAL NEEDS (SEN) POLICY**

**Admission Arrangements**

The School caters for the full ability range and the presence or absence of a special educational need is not a factor in the selection of pupils, unless the School is named on a Statement of Educational Need.

**Definition of Special Education Needs (SEN)**

Pupils with Special Education Needs are defined as those who have significantly greater difficulty in learning than the majority of pupils of their age; or who have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in schools.

(For information, we have a More Able Policy to cater for the needs of higher ability pupils.)

**Introduction**

This policy is written as part of the triennial review of all School policies.

This policy is in keeping with the School's aims, its teaching and learning policy and its policy on equality of opportunity. The Governing Body and staff of the School will ensure that all pupils enjoy a broad and balanced education which meets individual needs.

While in the first instance the Class Teacher (CT) is responsible for providing the learning programme of all the pupils in their care it is the School's responsibility to identify any pupils who may need special help. Through this we hope to identify pupils with learning difficulties, emotional and behavioural problems and special physical needs. Those with physical needs will be given special facilities/attention if necessary in order that they are not disadvantaged (Disability Discrimination Act) and are able to access the curriculum (see appendix 1).

**Aims**

- To improve the range of strategies used in the diagnosis of learning difficulties;
- to develop learning resources for the pupils who have been identified;
- to extend the range of strategies staff use in dealing with pupils experiencing difficulties, including training;
- to increase the level of involvement of parents and governors of pupils with special educational needs;
- to enable all pupils to achieve their full potential;
- to enable access to all parts of the curriculum;
- to take all possible steps for pupils to participate in all activities offered as part of the school curriculum.

## **Time Allocation**

Time will be given to pupils within the class or outside the class, with the CT or with a Teaching Assistant (TA), depending on the need of the pupils.

Those pupils on Action Plus of the Code of Practice (CoP) will have the equivalent of half an hour of individual teacher time or the equivalent 2 hours of TA individual help per week (ie 4 hours in a group of 2).

## **Staffing**

We have one qualified full-time TA and a mixture of part-time and full-time Assistants, with the aim of having one in every classroom every day. Parents and friends may also be used to assist in class or with individual reading times. The Special Education Needs Co-ordinator (SENCo) is a full time Class Teacher, as well as the Upper School Co-ordinator.

## **Identification of Pupils with Special Education Needs (SEN)**

It is important to identify pupils with learning difficulties as soon as possible. This is done as follows:

- School liaises with feeder infant schools the term before the pupils start in Year 3;
- use of KS1 SATs results;
- PIPs Screening;
- reading and Spelling tests;
- referrals from teachers;
- reports from outside agencies eg Dyslexia Institute;
- records from previous schools;
- guidelines in the SEN handbook and from Surrey County Council;
- consultations with and advice from agencies such as the Language and Literacy Support Service, Educational Psychology Service;
- parental concerns;
- medical advice;
- Standard Assessment Tests.

## **Individual Education Plan**

Pupils progress at different rates within the ability range appropriate to their age. The CTs will use differentiation in order to accommodate varying abilities. If, in spite of this, there are continuing concerns about a pupil's progress, the CT will consult the SENCo. Parents will be informed of any concerns regarding their child's progress.

Once a pupil has been identified as having Special Educational Needs, they are put onto the SEN Register and an Individual Education Plan (IEP) is drawn up. The plan contains the relevant background information and up to three Specific, Measurable, Attainable, Realistic, Time-Bonded (SMART) targets that are appropriate for the pupil. These targets may relate to aspects of the curriculum and/or behaviour and are additional to or different from those generally available to all pupils.

IEPs identify support at home and at school and the targets are reviewed termly. The pupils are also involved in assessing their own targets and progress. One of the reviews

of pupils with a Statement of Special Educational Needs includes the involvement of outside agencies and appropriate adults (the Annual Review). Minutes of the Annual Review are sent to the Local Education Authority (LEA).

### **Partnership with Parents**

The views and the active involvement of parents/carers are sought at all stages in order to more effectively deal with their child's SEN. Parents may be asked to support the children in achieving some of the targets on their Individual Education Plan and the School will advise them on the best way to do this. Parents who wish to seek general advice about SEN can contact Partnership with Parents, an independent advisory body funded by Surrey LEA. Details of this organisation can be obtained from the SENCo.

### **Stages on the SEN CoPractice (Special Needs Register)**

In Surrey, there is a clearly defined statutory assessment process which follows the guidance in the Department for Education and Skills Special Education Needs 'Code of Practice' on the Identification and Assessment of Special Educational Needs. It helps schools plan programmes to support children's learning in partnership with their parents. The first stages of the process are school-based:

**School Action** aims to help the child get more help from his or her teacher.

If this does not help overcome the child's learning difficulties, the School will involve the child's parents and draw up an Individual Education Plan.

Then, if this does not overcome the child's learning difficulties, the School will put into practice:

**School Action Plus** when the School involves specialist help from outside the School.

If the child still does not progress, the child's case may be considered by the Area Special Educational Needs Panel which will decide if the child's need are severe, so as to require a Statutory Assessment.

**A Statutory Assessment** means that the child will be seen by an Educational Psychologist and also by a doctor or medical officer who will advise the Local Authority on the difficulties and learning needs of the child.

The professional advice received during the Statutory Assessment will then be considered by the Local Education Authority, which will decide if the child requires a Statement of Special Educational Needs.

**A Statement of Educational Needs** is a document which sets out the child's needs and states the special educational provision the child requires. The Statement will also determine the type and name of school at which the child's needs can be met.

Most children respond to help within the School at School Action and School Action Plus.

## **Classroom Organisation**

Small group work can be carried out within the class or in another small area (eg the Observatory) out of the classroom. SEN pupils may also be working on their own tasks within the main body of the class.

## **Equal Opportunities**

All pupils are given equal access and opportunity to be involved in all activities.

We shall take the appropriate steps to enable all pupils with special educational needs have access to the school curriculum.

Pupils with special educational needs are fully integrated into the life of the School (for example, class assemblies) and where appropriate hold positions of responsibility and represent the School in a variety of ways.

## **Differentiation**

The School has developed expertise in meeting the requirements of pupils with special educational needs. Individual education plans are drawn up for those pupils whose progress is of concern, despite differentiated tasks.

Teaching Assistants are employed to support identified pupils. If deemed necessary, special arrangements can be made for identified time (ie extra time, reading and writing support).

## **Health And Safety Issues**

Staff taking small groups in areas within School will know the fire drill, as well as the common practice for dealing with pupils with behavioural problems.

## **Voluntary Contributions**

N/A

## **ICT**

We have some special programs for the computer such as Clicker 5, “Wordshark”, “Numbershark” and “Starspell” to aid language work for Maths and Literacy.

## **Homework**

Homework may be given, such as spellings, but will be included in the normal weekly allocation and differentiated accordingly.

## **Recording and Assessment**

- Termly review of pupils with Individual Education Plans (outside Agencies may be involved);
- end of KS2 Assessment (Year 6);

- yearly reviews of pupil progress are undertaken by staff, which include National Foundation for Educational Research-Nelson, Performance Indicators in Primary Schools and Qualifications & Curriculum Authority tests;
- those pupils not attaining level 10 will be given p levels;
- attainment will be recorded in the normal manner on the School tracking sheet;
- analysis of Qualification and Curriculum Authority (QCA) tests are fed back to inform planning;
- annual report to parents.

### **Reporting**

All parents are notified if pupils are deemed to need IEPs. These are reviewed termly and parents are given a copy of any relevant documentation.

### **Role of the Co-ordinator**

The SENCo is responsible for:

- the day to day operation of the school's SEN Policy;
- advising class teachers on meeting a range of needs;
- liaison with external agencies including Educational Psychology Service, Literacy Support Service, District Health Authority, Social Services and voluntary organisations;
- overseeing reviews of statemented pupils;
- keeping records of identified pupils.