



Special Educational Needs Policy

Sections

1. Introduction
2. Aims & Objectives
3. Inclusion
4. Admissions
5. Identification of special needs
6. Roles and responsibilities
7. Code of practice
8. External Agencies
9. Monitoring and Evaluation
10. Every Child Matters

Version 1.0

Created – October 2009 (revised January 2010)

Discussed with Governors – .

Review Cycle – yearly

Next review – Autumn 2010

Source – AC



This policy forms part of the School's Teaching and Learning Policy

1. Introduction

'A child has special educational needs if he or she has a learning difficulty which calls for Special Educational Provision.' (Code of Practice, paragraph 1.3)

Pupils at Manor House School may have a Special Educational Need (SEN) as a result of one or more of the following:

- General learning difficulties
- Specific difficulties with basic literacy/numeracy skills
- Emotional, social or behavioural problems
- A physical disability
- Speech/language difficulties
- A medical or health problem

All staff at Manor House School are fully committed to meeting the needs of all our pupils and believe that all our children should have equal opportunities to access a full and rich curriculum. Each child is given the opportunity to achieve their personal best and to become a confident and independent learner. We aim to provide the highest quality education for all our pupils, where the educational success of all children is raised by creating an environment in which all children thrive. We celebrate all our children's achievements in all their forms.

It must be noted that children who are Gifted and Talented are also deemed to have special needs. The policy on Gifted and Talented children sets out the policy and guidelines for these children.

We will comply with the Special Educational Needs and Disability Act (SENDA, 2001) and the Disability Discrimination Act (1995) to the best of our ability in order to ensure that no child is disadvantaged by their disability or particular needs. We are aware of the Common Assessment Framework (C.A.F.) and would be prepared to use it as necessary.

2. Aims and objectives

- We recognise that every child has unique and special gifts and talents which we aim to identify and develop.
- Children with special educational needs and/or disabilities are recognised as individuals and their individual needs are met.
- Support is given to children with special educational needs and/ or disabilities to access the curriculum.
- We aim to promote positive self esteem of all children with learning difficulties and disabilities.
- All staff will work together to ensure that any child's SEN are assessed, identified and addressed swiftly.



- Progress and provision is monitored and reviewed regularly.
- Co-operation between all agencies is essential.
- Individual Education Plans have clear targets, are accessible by all staff and reviewed regularly.
- Statements of need are clear & detailed, include specific monitoring arrangements and are reviewed annually.
- To develop very strong links between the school and parents and carers in order to work together in partnership.
- To include the views of the child in his/her education.

3. Inclusion

Inclusion means that all children are entitled to the opportunities offered by education at our school and to be included fully in school life. Everyone in the school community has a positive and active part in making this possible. The views of parents and children are actively sought so that the school can make the best provision possible. Everyone within Manor House School values the diversity and differences between each one of us, and staff do their best to make sure that a range of flexible approaches are used.

Partnership with parents is vital for this to be successful and we have a good record of parental involvement and support. We believe that where children and parents can work in partnership together in the development, planning and support of the child's education, educational outcomes will be increased. Parents are entitled to bring a named person as advisor or support, to any annual review or SEN related meeting.

4. Admissions

Manor House is a mixed ability school and our Admissions Policy makes no distinction as to children with educational needs. However, due to the physical layout of the school it is unable to meet the needs of children who use a wheelchair. We also expect children's behaviour to fit in appropriately with our existing high standards.

In the case of children with a Statement of Special Educational need, the Learning Success Coordinator (LSCo) and the Headmaster work closely with the LEA in coming to a decision about the most appropriate provision for the pupil. The school always seeks to meet children's needs as best it can. The school follows a programme of improving provision for those with disabilities in compliance with the Special Educational Needs and Disability Act (SENDA). In the case of children who have English as an Additional Language (EAL) any special needs for pupils falling into this category will be the responsibility of the Headmaster and the Learning Success co-ordinator. Special learning programmes will be developed involving liaison with the Headmaster and teaching staff, where appropriate.

5. Identification of special needs

'The importance of early identification, assessment and provision for any child who may have special educational needs cannot be over emphasised.' (Code of Practice, paragraph 5.11)

- Children with special needs are identified as early as possible by the class teacher in consultation with the Learning Success Co-Coordinator (LSCo) and the Headmaster.



- Information is gathered by class teachers (previous and current) of specific areas of concern within the curriculum.
- Parental information - parents often pass on their concerns regarding speech, hearing, asthma, behaviour, sleeping patterns, eye sight, etc.
- Foundation Stage Profile - nursery profiles are discussed and filled in with parents then passed to the reception teacher with opportunity to discuss and observe difficulties of particular pupils.
- Teacher assessments and observations.
- Information from previous schools.

Advice and specialist support and resources may be sought from outside agencies such as the Speech and Language Therapy, Occupational therapy services and the health services within the county or from independent agencies.

6. Roles and responsibilities

Class teachers All teachers are teachers of additional needs. (*SEN (2001) CoP 5:2*). We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if a child does not make adequate progress even when teaching approaches are targeted at a child's identified areas of weakness, then the child may be identified as having additional educational needs. Teachers are responsible for meeting the needs of all the pupils in the class, through identification of special needs children, by planning what each child should learn, by teaching all children whatever their ability, by assessing what each child has learnt and planning for the 'next step', by keeping appropriate records, by working in partnership with the Learning Success Co-ordinator, LSAs and TAs. At all stages we aim to involve the wishes of the child and work alongside parents and other professionals. Any interventions are reviewed on a bi-annual basis.

The Learning Success co-ordinator (Mrs Cheeseman) is responsible for co-ordinating provision alongside the Headmaster, as well as liaising with staff and parents and outside agencies, maintaining appropriate recordkeeping (IEPs and IEP reviews, annual reviews, SEN register). The LSCo is responsible for supporting and working with colleagues and with outside agencies.

The Headmaster (Mr. Gibson) has overall responsibility for management of the policy, for assessment and provision for children with special educational needs. Any complaints about SEN issues should be made to the Headmaster in the first instance. The head is the 'responsible person' who informs the LEA that a pupil at the school is being recommended for statutory assessment.

The Children have the right to receive and make known information, to express an opinion and have it taken into account, and that opinion should be given due weight. This takes place within the graduated response, at annual reviews and at the transition between primary and secondary schools. The child needs to be able to make an informed decision, and should not be overburdened. All children will, as far as possible, be given access to all activities within the life of the school, supported by school staff.



Parents are responsible for ensuring that their child receives appropriate education and support to help meet their child's needs. Parents have unique insight and information on their child and we can use this to ensure a productive dialogue with parents. We have a duty to inform parents when we make educational SEN provision for children. This will normally be done informally at parents' evenings for class action but at the school action level they will be informed verbally or in writing. Parents are entitled to bring a named person as an advisor/support to any annual review or SEN related meeting.

7. Code of practice

The school follows a graduated response for providing help to children with special educational needs. This follows the Code of Practice (COP). Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. The Code of Practice sets out a graduated response as follows and the triggers for intervention at School Action will be concern underpinned by evidence that a child, despite receiving differentiated learning opportunities, is making:

- little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness,
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas,
- presents persistent emotional or behavioural difficulties which are not ameliorated by the school's usual behavioural management techniques,
- has sensory or physical problems and continues to make little progress despite the provision of specialist equipment,
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

SEN Code of Practice (2001)

When a teacher identifies that a pupil has Special Educational Needs, the teacher, in consultation with the LSCo and the parents makes the decision to place the pupil at School Action. The teachers will devise interventions "additional to or different from" those provided as part of the school's usual differentiated curriculum as required. The teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme.

An Individual Education Plan will be written and the LSCo will take the lead in planning future interventions for the child in discussion with colleagues. An Individual Education Plan (IEP) is a planning, teaching and reviewing tool that underpins the planning of intervention for an individual pupil with Special Educational Needs. It sets out the details of the individual teaching programme for the pupil: the 'who', 'what', 'how' and 'when' particular knowledge and skills should be taught.



If the pupil continues to make little or no progress this will be discussed with teachers, LSCo and parents at each review of the child's Individual Education Plan. A decision may be taken that a referral should be made to School Action Plus.

The triggers for intervention at School Action Plus will be that despite receiving individualised support under School Action the child:

- continues to make little or no progress in specific areas over a long period,
- continues working at National Curriculum levels substantially below that expected of children of similar age,
- continues to have difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas,
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group despite having an individualised behavioural management programme,
- has sensory or physical problems and requires specialist equipment or regular advice or visits by a specialist service,
- has ongoing communication and/or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

SEN Code of Practice (2001)

The LSCo and teacher, in consultation with parents, will seek help from external specialists. The teacher and LSCo will ask for advice or support from outside specialists. "Additional" or "different" strategies to those at School Action are put in place. An IEP will be written and the LSCo will take the lead in:

- Any further assessment,
- Planning future interventions for the child in discussion with colleagues,
- Monitoring and reviewing the action taken,
- Liaising with outside agencies.

If the pupil continues to make little or no progress this will be discussed with teachers, LSCo and parents at each review of the child's Individual Education Plan. In severe and complex cases, a decision may be taken that a referral should be made to the Directorate of Education for a Statutory Assessment of Special Educational Needs.

The LSCo and/or Head teacher will inform any teacher who has a child with SEN in their class. Information will be passed on a 'need to know basis' as this information is confidential and sometimes highly sensitive. Indicators of success include the reduction of pupils needing a graduated response, a reduction in the number of children at the school action plus level, improvements in test results, P levels and 'value added' improvement. The LSCo is responsible for keeping the SEN register, which is updated on a termly basis. The head teacher will manage the funds allocated to meet the differing needs of the children in the school.



8. External Agencies

External agencies may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the pupil directly.

“When Individual Education Plans are produced with the help of external specialists (School Action Plus), the strategies should usually be implemented, at least in part, in normal classroom settings.”

SEN Code of Practice (2001)

External agencies with which we work include:

- Educational Psychology Service
- Speech and Language Therapy Service
- Occupational Therapy Service
- Counselling Service
- Communication and Interaction Difficulties Service (CIDS)
- Physical and Sensory Support Service (Visual and Hearing Impaired)
- Autism Outreach
- Child and Adolescent Mental Health Service (CAMHS)
- Community Paediatric Services

The LSCo co-ordinates the liaison, contact and support times of external staff to ensure the work of these agencies is efficient, effective and provides the most benefit to the pupils and staff in the school.

Any complaint should be carried out in line with the school’s complaints policy that can be obtained from the head teacher.

9. Monitoring and Evaluation

This Policy will be monitored by regular review from Governors, the School Leadership Team and external agencies with which we work (ISI, etc.).

10. Every Child Matters

This Policy is fundamental to supporting the Every Child Matters outcomes and our School vision and values:

Our vision is to nurture children who are...

- *Confident yet humble in knowing they can and will succeed*
- *Resilient when faced with challenges and setbacks*
- *Happy in the world as it is while able to see the world as it should be*



-
- *Creative, open-minded and sensitive to the needs of others
...allowed to be children.*

Our Values:

- *We treat others as we like to be treated and we do all we can to make ourselves and others happy*
- *We have high, positive expectations and always do our best*
- *We are honest and do the right thing even when it's difficult*
- *We take responsibility for our own thoughts, words and actions*
- *We all understand and support each other because we know how we feel affects how well we learn*
- *We believe children's intelligence comes in many forms and that our school environment supports and reinforces independence and creativity*
- *We promote independence in learning and celebrate achievement because we are all teachers and we are all learners*
- *We feel proud to be part of our school family and work together to achieve our goals - The school works because the team works*

Date discussed at Staff Meeting:

Date Approved by Governing Body:

Date for review: yearly