

MEETING SPECIAL EDUCATIONAL NEEDS **A WHOLE SCHOOL POLICY STATEMENT**

At Meden School we believe that all children should be valued equally within a climate of warmth and support in which all pupils feel valued and able to risk making mistakes as they learn without fear of criticism.

Within this context, our approach to special educational needs is based on the following principles: -

- Children with special educational needs are entitled to have access to a broad, balanced curriculum delivered in a relevant and differentiated manner enabling progression and continuity to be experienced.
- The whole school and governors will share the responsibility for meeting the special educational needs of children.
- The school will identify and assess the special educational needs of children by a staged process.
- The school will aim to provide appropriate support and help for children identified as having a special educational need.
- The school will create positive working relationships with external agencies to provide extra effective provision for children with special needs
- The school will promote a partnership with parents to ensure that they are involved when their children are felt to have a special educational needs.
- The school values the child's strengths aiming to develop the child's full potential and provide basic skills for adult life.

The term 'special educational needs' as used in this document refers to children with a learning difficulty, which calls for special educational provision to be made for them.

These needs may be one or a combination of the following: -

- Physical
- Learning
- Behavioural, emotional and social development
- Sensory

The nature of the difficulty may be: -

- temporary or mild
- intermediate or moderate
- long term or severe

Thus defined it is impossible to identify needs simply and it is conceivable that most children will, at some point, experience some form of learning difficulty which impedes progress.

Therefore special educational needs are not a peripheral activity but part of the general educational provision for all children.

At Meden we provide a differentiated curriculum as part of our normal arrangements for meeting a wide range of needs.

The National Curriculum document sets out three principles for inclusion –

These are:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Common approaches to differentiation used in the classrooms can be summarised as follows:

Differentiation by

- Task
- Outcome
- Resources
- Support
- Input
- Grouping
- Extension
- Information
- Role
- Recording
- Pace

New assessment structures such as P levels and PIVATS have been introduced

The SENCO Team spends Summer term visiting feeder Junior Schools: -

- Conducting assessment on pupils who score low on the screening test administered by all the family feeder schools.
- Discussing identified pupils with the class teacher.
- Registering School Action and Action Plus IEPs with family SENCOs.

- Screening Key Stage 2 SAT results for low achievers.

The assessments are passed to Meden staff at the start of the new academic year and provide valuable information on individual strengths and weaknesses and will help to determine whether the subject teachers should provide differentiated resources. Faculty/Departments are committed to the notion of a range of tasks and teaching assistants can make considerable input in this area when acting in an in-class support role.

If a pupil is known to have special educational needs staff will:

- Use the information to provide a starting point for the development of an appropriate curriculum for the pupil
- Identify and focus attention on the pupil's skills and highlight areas for early action to support the pupil in the class
- Ensure ongoing observation and assessment
- Ensure informal opportunities for the pupil to show what they know, understand and can do through the pastoral programme
- Involve the pupil in planning and agreeing targets
- Involve parents in developing a learning approach

Support

Individual pupils are supported by: -

- Class Teacher
- Senco
- Teaching Assistants
- Outside Agencies

Response

Pupils with special educational needs require work that is: -

- Carefully planned
- Highly structured
- Small steps

Roles and responsibilities at Meden School

Provision for pupils with special educational needs is a whole school issue.

The governing body, Headteacher, Senco, class teachers, and teaching assistants have important responsibilities.

Governors' responsibilities include:

- ensuring that provision is made for children with SEN
- ensuring that teachers are aware of identifying and providing for children with SEN
- consulting with the LEA and others when necessary
- reporting annually to parents about the school's policy for children with SEN
- Ensuring that children with SEN are enabled to join in all school activities whenever that is practicable and compatible with the child receiving appropriate SEN provision, the effective education of other children in the school and the efficient use of resources.

The SEN governor is Mrs Pat Kennedy. Her role is mainly one of liaison. She will:

- gather information from the school
- pass information to the school
- report to the governing body

The Headteacher has the responsibility for the day to day management of all aspects of the school's work, including the provision for children with special educational needs. He will keep the governing body fully informed. The Headteacher will work closely with the SENCO.

The Headteacher is Mr Kate Reid. The SENCO working with the Headteacher will:

- Oversee the day to day operation of the school's SEN policy
- Liase with and advise fellow teachers
- Manage the team of teaching assistants
- Co-ordinate provision for pupils with special educational needs
- Oversee the records on all pupils with special educational needs
- Liase with parents of pupils with special educational needs
- Liase with outside agencies including the LEA's support and educational psychology services, Connexions, health and social services and voluntary bodies.

The SENCO is Mr. John Gorman. He is assisted by the Inclusion Co-ordinator, Mrs Joan Broughton.

All subject teachers should ensure in their planning and teaching:

- Suitable learning challenges

- Response to pupils' diverse learning needs
- Attempts to overcome potential barriers to learning

The Inclusion Support Service will:

- Provide advice and support
- Work with the child when specialist skills are required

The Behavioural Support Service will:

- provide support in the provision we make for pupils who exhibit the greatest special educational need arising from emotional and behavioural difficulties.

Teaching Assistants at Meden will:

- Support the child in appropriate areas of activity
- Support teachers in the preparation of teaching material
- Support the child in the development of independent life skills

The graduated response starts once it is decided that a pupil may have SEN and provision is made. Parents must be involved and informed from the start of provision being made. Provision is described as "SCHOOL ACTION". The pupil is placed on the school SEN register.

SCHOOL ACTION

Subject teachers in consultation with the SENCO, devise interventions additional to or different from those provided as part of the school's usual differentiated curriculum offer:

- Subject and pastoral teachers remain responsible for working with the pupil on a daily basis and for planning and delivering an individualised programme..
- SENCO could take the lead in –
 - Planning future interventions for the pupil in discussion with colleagues
 - Monitoring and reviewing the action taken

If the pupil does not make adequate progress following SCHOOL ACTION

Following discussion with the parent or carer "SCHOOL ACTION PLUS" is triggered.

SCHOOL ACTION PLUS

- Help is sought from outside agencies and/or LEA support services.
- Teachers and SENCO are provided with advice or support from outside specialists
- Additional or different strategies are put in place
- An IEP will be devised
- SENCO should take the lead in –
 - Any further assessment of the child
 - Planning future interventions for the child in discussions with colleagues
 - Monitoring and reviewing the action taken.

In the graduated approach of action and intervention a small number of pupils will move from SCHOOL ACTION PLUS to STATEMENTED PROVISION.

Schools can, following consultation with parents, request a statutory assessment or parents can do this. Schools will need to state clearly the reasons for the request along with evidence.

The LEA will consider the evidence in making a decision about whether it will make a statutory assessment. The pupil remains at ACTION PLUS while a decision is being made.

Educational provision for a specific child will be based on an ongoing assessment of the child's learning needs.

Curriculum access for children with special educational needs can be improved if we take into account the following when we review SEN provision.

General teaching principles

- Focus on what the child can do
- Be creative in presenting work that is accessible
- It may be the method of presentation, not the lack of effort that hinders the child's mastery of a task;
- Avoid singling out any child for undue attention.

Classroom Management

- More time to complete a task
- More practical demonstrations
- More direct teaching of concepts

Organisations of support

The objectives of our classroom support is: -

- To facilitate access to the curriculum
- To support independent learning strategies
- Encourage social interaction
- To give advise to the class teacher

The staff have all been given ongoing support by the production of booklets with ideas/strategies for helping with special needs in the classroom.

Links with the Special Educational Needs Support Services.

Special educational needs support services can play an important part in helping Meden School identify, assess and make provision for children with special educational needs.

Such services include: -

- Sensory Support Services
- Inclusion Support Services – Mrs S. Freeman.
- Behavioural Support Services- Mr. Alan Besant
- Educational Psychologist – Mr A. Ross
- Teachers/advisors with knowledge of information technology.

Meden School works in close partnership with providers of such services

The SENCO is aware of the LEA's policy for the provision of support services and how the school can secure access to them

The school will consult outside agencies knowing they have an important part to play in the early identification of special educational needs and will use their advise on any effective provision which can prevent the development of more significant needs.

The school will always consult specialists when we take action on behalf of a child at the 'School Action Plus' stage.

Links with the Child Health Services

A child's difficulty at School may be related to a medical condition, disability or developmental delay.

Meden School ensures that its pastoral care arrangements allow children to discuss any health related and other problems with a relevant health professional, educational psychologist, educational welfare officer or other professional and that the school and family liaise in providing maximum support for the child.

When the school first suspects a medical problem we, having first obtained the consent of the child's parents, consult the school doctor or the child's general practitioner.

If the problem is confirmed, the doctor should in turn notify the medical officer designated by the district health authority (DHA) to work with the LEA on behalf of the child.

The Headteacher, consulting with the SENCO, ensures the confidentiality and effectiveness of systems operated by the school for:

- Keeping any medical information and reports on children with special needs
- Drawing together further information that may be available from;

General Practitioners

The school health service

Health visitors

Community nursing services

Community paediatricians

Child/Adolescent mental health services

Hospital children's departments

Physiotherapy or speech and language therapy services

- The transfer of relevant medical information between phases
- Ensuring the elimination of underlying medical causes as a possible explanation for observable learning and behavioural difficulties
- **Identifying early signs of depression, abnormal eating behaviour, and substance misuse**

Partnership with parents.

The relationship between Meden School and the parents of children with special needs has a crucial bearing on the child's educational progress and the effectiveness of our school based stages. Our school based arrangements ensure that assessment reflects a sound and comprehensive knowledge of the child and his/her responses to carefully

planned and recorded actions which take account of the wishes, feelings and knowledge of the parents at all stages.

The identification of a special educational need may be alarming to parents. Parents may feel that they are to blame or they blame the school. Our school makes every effort to encourage parents to recognise that we both have responsibilities towards their child and that the most effective provision will be made when they are open in working in partnership with the school and other professionals.

The Meden School's arrangements for parents of children with special educational needs are: -

Information

- On the school's SEN policy
- On the support available for children with special educational needs within the school and the LEA
- On parent's involvement in assessment and decision making
- On services provided by the LEA for children 'in need'
- On local and national voluntary organisations

Partnership

- Arrangements for recording and acting on parental concern
- Procedures for involving parents in the staged response
- Arrangements for parent's views in the assessment and review procedures

Special Educational Needs at Meden School

The 1993 Education Act outlines a "Code of Practice" on the identification and assessment of special educational needs. It has been estimated that nationally 20% of the school population will have special educational needs at some time during their school career.

If your child is assessed as having special educational needs you will want to know what these needs are and how they can be met.

There are arrangements in Meden School, which follow the recommended steps of the "Code of Practice", to identify children with special educational needs and provide support for these needs. You will be invited to take an active part in every stage of your child's programme.

The school will apply its SEN Policy making every effort to comply with the requirements of the 'Every Child Matters' agenda.

John Gorman (Inclusion Services Manager) November 2007

What is available at our school for pupils with special educational needs

- Money is included in our school budget to help us meet the special educational needs of our pupils.
- Nottinghamshire Education Committee provides support services to give additional help to our school.
- For children with more severe needs the school is able to make a claim for additional support from central funds
- The school has thought about how it can best help children with special educational needs. This is written down in our school policy.
- We take notice of the “Code of Practice” for children with special educational needs. This says what arrangements our school should make for the children and how their parents should be involved.

What steps can our school take if your child has difficulties

- The teachers know how to find out if your child has special educational needs and what these needs are.
- The teachers will plan special teaching programmes to help.
- The teachers will keep you involved and informed.
- The school has access to specialist books and other equipment to help.
- There is a teacher in our school called a Special Needs Co-ordinator (SENCO). This teacher has extra training and expertise in teaching children with special educational needs. The SENCO can help you, your child and your child’s teachers.

The named SENCO at our school is Mr. K. Smith.

- Our school has regular visits from an Educational Psychologist. If appropriate you can discuss your child with the psychologist on one of her visits.

What other arrangements are available?

Some children need more intensive specialist teaching. For these children there are: Specialist Support Teachers and Teaching Assistants.

Specialist Support Teachers

These are teachers who have specialist knowledge and experience in working with children with general learning difficulties and with those children whose learning needs are associated with specific difficulties. These might be hearing impairment, visual impairment or behavioural and emotional difficulties.

These teachers help our school: -

- To gather more detail on your child's special educational needs.
- To plan individual work programme.
- By teaching/supporting your child individually.
- By suggesting materials/equipment which are more appropriate for your child.
- By giving advice to your child's teachers.

Teaching Assistants

These are people who assist the teacher in meeting the special needs of pupils. They help the children with the most complex difficulties in our school.

They will assist the teacher:

- Helping children with individual work,
- Helping children to take part in the work of the whole class,
- Taking small groups for activities planned by the teacher,
- Preparing specific work or materials for individual children.