

*St John's Walworth CE Primary School*

# *Special Educational Needs Policy*



This policy contains required information as set out in the Education (Special Educational Needs) Regulations 1999 – Schedule 1, Information from Maintained Schools: Appendix IV

April 2008

## **Objectives of the Governing Body in Making Provision for Pupils with Special Educational Needs**

We believe that every child should have full access to the curriculum and life of the school. This is encapsulated in the school's Mission Statement. The school intends to provide this access by meeting the following objectives.

The school will:

- Develop a range of teaching strategies and provide appropriate resources to meet the needs of children throughout the primary phase.
- Address needs of all children through consistent planning and organisation.
- Undertake training and inset as appropriate, there by providing skilled members of staff.
- Maintain a consistent staged approach to meeting the needs of SEN pupils as identified by the Code of Practice (January 2002).
- Ensure that Individual Education Plans are implemented and that they improve a child's quality of learning.
- Develop good practice throughout the school and maintain a positive partnership with parents.

### **Management of Special Education Needs at St John's School**

- The responsible person; Mr Keith Fox, The Headteacher
- Co-ordinator for Special Educational Needs; Ms Enoka Pattapola
- Designated governor responsible for special educational needs: Ms Maureen Daniel
- Designated member of staff responsible for making referrals of suspected child abuse; The Headteacher or Deputy Head (Mrs June Nicol-Dundas)
- Designated member of staff with responsibility for Children Looked After: The Headteacher
- Designated Governor for Child Protection; Mrs Eileen Slatter

### **Arrangements for co-ordinating provision for pupils with special educational needs**

#### *The Governing Body*

The Governing Body has important statutory duties towards pupils with special educational needs (see Code of Practice – January 2002, Chapter 1, Section 17). The Governing Body, together with the Headteacher, determines the school's general policy and approach to meeting Special Educational Needs for those children with and without a statement. The Governing Body has appointed a named governor and a sub-committee to take a specific interest in special needs provision throughout the school.

#### *The Headteacher*

The Headteacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with special educational needs. He keeps the Governing Body fully informed and at the same time, the Headteacher works closely with the school's SEN co-ordinator.

### *The SEN Co-ordinator (SENCO)*

The SENCO is responsible for:

- Overseeing the day to day operation of the school's SEN policy
- Maintaining the school's SEN register and overseeing the records of all pupils with special educational needs.
- Liaising with and advising fellow teachers, including assistance with IEP writing.
- Liaising with parents and carers of children with special educational needs.
- Co-ordinating provision for children with special educational needs at all stages of intervention (Appendix 11).
- Contributing to the in-service training of staff
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.

### *The Class Teacher*

The class teacher is responsible for initial identification and assessment of a child whom they consider to have special educational needs. They will liaise with the SENCO to draft IEP's. The class teacher will implement the IEP and will plan differentiated work accordingly. They will monitor the success of the IEP and the progress of the child. They will co-ordinate the work of any additional adults in the classroom i.e. Learning Support Assistants, Teaching Assistants. The class teacher is the first point of contact for parents of children with SEN. The class teacher also seeks to involve and record the pupil's views at an appropriate level throughout the IEP process.

### *Learning Support Assistants and Teaching Assistants*

The Learning Support Assistants and Teaching Assistants are mainly classroom based and work with the class teacher to plan and deliver the curriculum to pupils with SEN. They monitor a child's progress and provide assessment when required. They often provide a link between parents and the class teacher.

### **Admission arrangements for pupils with SEN but without a statement**

The school has its own admissions policy, details of which are outlined in the school's prospectus.

### **SEN specialism and any special units**

St John's has a Springboard room and children are taught on a 1:1 basis in literacy.

### **Facilities for pupils with special educational needs**

The school is suitable for children in wheelchairs now having a ramp, lift and additional handrails on the stairs.

### **Allocation of SEN resources to and amongst children with special educational needs**

The allocation made to the school's SEN budget is calculated on the basis of pupil needs and the number of children located at School Action Plus and above on the SEN Code of Practice (see Appendix 1).

There are five sources of funding available to pupils with SEN. These are as follows:

### *PNW (Pupil Needs Weighting)*

This is delegated to schools on the basis of pupil ethnicity and the percentage of children receiving free school meals. It can be used to provide additional in-class support (teaching assistants) and class teacher/SENCO time for planning, reviews and meetings, as well as specific educational resources. It is primarily used to support children at Stage School Action in the SEN Code of Practice.

### *Stage – School Action Plus and above*

This related to pupils who are on School Action Plus and above on the SEN Code of Practice. It can be used to purchase external agency advice and input e.g. counselling, behaviour support, specialist teaching; or to provide internal provision with an equivalent level of expertise.

### *Pupils with Statements of SEN*

Resources are allocated based on provision outlined in a named pupil's statement. This funding would be used to pay for staff (Learning Support Assistants) or equipment.

### *Standards Fund*

This is used to purchase inset and training for all members of staff, both externally and through a central programme provided by Southwark.

### *Other SEN Resources*

These are resources, which are centrally funded and are available free to the school. They include:

- Educational Psychology Service,
- Visual Impairment Service
- Borough Advisor for SEN
- Borough Advisor for Autism
- Educational Welfare and Attendance Service
- Community Health Team
- Social Services

### **Identification, Assessment, Provision and Review**

Having regard to the 2002 Code of Practice, the school follows the staged procedure, (details of which indicating the school's role can be found in Appendix 11). A child may be referred to the SEN register at any point during the school year. The trigger for referral is an expression of concern that a child may have special educational needs, together with evidence for the concern. This may be expressed by any member of staff at the school, the child's parent or by another professional such as a social worker or doctor. Teachers' samples of work and end of year and key stage assessment help to identify any children who need to be included in the SEN register.

### *Individual Education Plans (IEP's)*

Individual Education Plans offer a framework within which the class teacher can deliver focused teaching and support that is geared precisely to the child's specific and clearly identified needs. IEP's are written by the SENCO, in discussion with the class teacher,

the parent or primary care giver, the child themselves and other members of support staff where appropriate. They are put into practice by the class teacher and support staff. The SENCO will monitor the implementation of the IEP's within a teacher's day to day planning. A child's progress towards achieving their targets is reviewed by the class teacher and member of support staff. The review of the success of an IEP is carried out by the class teacher, SENCO, support staff and where possible the child's parent. We aim to review the IEP on a termly basis.

Within IEP's we:

- Identify special needs and areas of concern.
- Set out realistic teaching/learning objectives that are specific, observable and measurable, using records and all available sources of information to establish a baseline of what the child knows and can do.
- Make necessary arrangements for the delivery and timing of the programme, be it class based, individual or group support.
- Describe a range of appropriate teaching strategies and activities that will help the child reach the learning targets.
- Give details of any staff involved in delivering the programme, including when appropriate, the input of outside agencies.
- Indicate ways in which parents are able and willing to participate in and support the programme.
- Gather together any physical resources that are needed.
- Describe arrangements for monitoring and assessing the programme and in appropriate cases indicate the child's role in monitoring its own progress.
- Establish regular review and ongoing development of the programmes as progress is made.

The majority of children on the school's SEN register will not progress through both the school based stages of assessment and provision. In many cases action at one stage will mean that the child will not need to move to the next stage of intervention. Only where there continues to be cause for concern will a child be placed on a further stage of the code. The majority of children will be supported at School Action and a smaller number at School Action Plus. In a very small majority of cases it will be necessary for the school to make a request to the Local Education Authority for Statutory Assessment. At this point the Education Authority will examine evidence of the child's difficulty and the school's special educational provision, including input from outside agencies, before making a decision to make a full Statutory Assessment.

#### *Referral for Statutory Assessment*

The Headteacher and SENCO consider referral for statutory assessment if a child's progress remains unsatisfactory,