



Holbrook Primary School

SPECIAL NEEDS POLICY

Introduction

The Education Act 1996 states that:

“A child is considered as having special educational needs if he/she has a learning difficulty which *requires* special educational provision (that is provision more than the average child) to be made for him/her.

Many children have learning difficulties, but the important thing is that

- a) the learning difficulty must be significantly greater than the majority of others of the same age.
- b) the disability prevents or hinders him/her from making use of the facilities provided for other children.

SEN children should be educated in a mainstream school provided

- a) he/she is being provided with the educational provision he/she needs
- b) it will not interfere with the education of others
- c) there is efficient use of resources.”

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she is or will be taught.

Special educational provision means:

For a child over two, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of this age in maintained schools, other than special schools in the area;

Aims

We aim to provide every possible opportunity to develop the full potential of all children. All children have the right to a broad and balanced curriculum. We aim to identify a child's special educational needs as early as possible and to ensure that an effective and appropriate curriculum is planned for him/her.

Objectives:

- to identify and monitor children with special needs as early as possible so that the curriculum is planned to enable children to learn more effectively and independently.
- to involve children in the process of target setting and review;
- to liaise closely with parents/carers and outside agencies;
- to ensure that children with special educational needs are not made to feel different;

- to raise the self-esteem of children;
- to offer equal opportunities.

Admission Arrangements

We follow the County Council's policy on admissions. Children are admitted to Holbrook irrespective of any special educational need they may have, provided that the child's needs can be met.

Roles and Responsibilities

The school's SENCOs currently are: Gifted and Talented – Roger Whitewick; FS2/KS1 – Nelian Hoole; KS2 – Louise Coles, and they are responsible for:

- the day to day operation of the school's SEN policy;
- providing an overview of and coordinating the SEN provision planned by teachers
- liaising with, and advising fellow teachers;
- maintaining the school's SEN register and overseeing the records of all pupils with special educational needs;
- advising and supporting those within school who work with children with special educational needs;
- liaising with colleagues, parents, governors and outside agencies to inform and support;
- coordinating relevant information from within school or from outside agencies for children at School Action Plus or above;
- liaising with staff over the completion and reviews of Individual Education Plans and the gathering of evidence using the WIPID document;
- monitoring and evaluating the SEN policy in consultation with the governors and staff;
- ensure that the progress of children with special educational needs is discussed at Key Stage meetings;
- liaising, as necessary, with other schools;
- maintaining necessary learning and support materials for SEN children.

Governors' Role

At present the Governor with responsibility for SEN is Mrs. Michelle Frisby.

The governing body must:

- do its best to ensure that the necessary provision is made for any child with special educational needs;
- have regard to the Special Educational Needs Code of Practice;

The governors play an important role in monitoring the quality of SEN provision.

Identification and assessment arrangements

The school follows guidance contained in the Special Educational Needs Code of Practice (2001). The Code recognises that children's needs and requirements fall into four broad areas. These are:

- Communication and Interaction
- Cognition and Learning
- Behavioural, emotional and social development
- Sensory and/or physical

Class teachers are responsible for identifying an initial concern about a child and ensuring that the curriculum is differentiated appropriately. Where possible we try to meet every

child's needs within the classroom through our usual planning and teaching approaches. Following a review of strategies it may be necessary to make provision which is additional to, or different from, that which is already provided. Then, in consultation with the parents/carers the child will receive help through *School Action*. If it is envisaged that help from outside agencies might be needed at some future point, class teachers begin to gather evidence using the WIPID document.

School Action

We will seek additional information from parents and, in some cases, outside agencies and consider the next step. This involves putting the child on the school's provision-intervention map. This will:

- Give short term targets
- State the frequency of intervention
- Say who is undertaking the intervention

The provision map will be regularly monitored by the class teacher and the impact of intervention assessed.

At School Action, the child should receive two and a half hours support per week, either individually or as part of a group. If, after two reviews, the child continues to make little or no progress, or is working at National Curriculum levels significantly below those of his/her peers or at below age related expectations in FS2 we will move to *School Action Plus*.

School Action Plus

This is similar to School Action but will involve us, with parental consent, contacting external support agencies. At School Action Plus, the child should receive five hours support per week, either individually or as part of a group. The child will be discussed at the PRISSM meetings held in school twice a year. We will seek advice on fresh targets and strategies, or more specialised assessments that can help us in our planning. An IEP will be written to reflect this advice. The review process is similar to that of School Action but will also involve the relevant outside agencies. An IEP will provide:

- Short term targets
- Teaching strategies
- Success criteria
- Time to be allocated
- A review date

Outcomes After Review.

Where a child still makes little or no progress, we will discuss with the parents and the child the need for us to approach the LEA to request a statutory assessment. Where a child has a statement of special educational needs we will carry out an annual review which parents, child, outside agencies, SENCO, class teacher and TA will be invited to attend.

Resources

A wide range of resources is available within the school, to support the learning of pupils with special educational needs. Much of this is stored centrally. A TA is allocated to each class and may be targeted to work with identified children.

Other Schools and Organisations

When children move to another primary school, or on transferring to secondary school records are sent on, including any SEN provision, action taken or IEP. Year 6 teachers liaise with the named secondary school contact to ensure a smooth transition to their next school.

Pre-school children who have been identified as having special educational needs are discussed at TISM meetings before they start school so that their needs can be met once they start at Holbrook.

This policy will be reviewed according to the two-yearly review cycle.