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# Special Educational Needs Policy

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Chase View  
Community Primary  
School

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Reviewed Sep 2018  
Next Review Sep 2019

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# Chase View Primary School, Rugeley

## Special Needs Policy

### General Aims

It is the duty of all staff to offer an appropriately differentiated curriculum in an environment that accepts all pupils of being of equal value. It is the aim of the school policy to ensure that pupils who experience difficulties in learning or behaviour have full access to a broad and balanced curriculum.

This aim also recognises that all children have specific aptitudes and abilities and deserve targeted extra support, and deserve targeted extra support.

Children will be considered in terms of their individual educational needs rather than in terms of their disabilities.

School policy aims to offer support to children experiencing difficulties learning and for behaviour.

### Objectives

The objectives of the Special Educational needs Policy at Chase View Primary School are:

- To ensure that the needs of all pupils are catered for through a process of identification, assessment, target setting, monitoring and review within school.
- To enable staff pupils and parents to work collaboratively in order to achieve maximum learning potential.
- To liaise with external agencies and support staff where necessary.

### Management

#### S.E.N.C.O. & Responsibilities

The Special Needs Co-ordinator Miss M Smith is responsible for day to day operation of policy.

### Responsibilities

- 1 Liaise with and advising fellow teachers.
- 2 Co-ordinating provisions for S.E.N. register and overseeing records on all pupils with IEPs
- 3 Liaising with parents of children with S.E.N.

- 4 Contributing to the in-service training of staff.
- 5 Liaise with external agencies, GP's medical and, Social Services and voluntary bodies.

Mrs Durant is the link Governor

### **Co-ordination of S .E.N. Provision**

The arrangements for co-ordinating educational provision for pupils with S.E.N. are as follows:

#### **Early Intervention.**

Early identification, assessment and provision are fully encouraged. In response to initial identification by class teacher, parents, or a health or social services professional, the teacher informs the S.E.N.C.O. who registers the child's special educational needs. These may be learning or behavioural difficulties and or higher level abilities.

The teacher gathers information in diary form and speaks to parent and child about concerns. Further differentiation or additional support by teacher or additional support by teacher within the classroom will be implemented.

#### **School Action now known as Pastoral Register**

If early intervention is not sufficient, the SENCO updates the register and assists in consultation with the child and the parents.

At this stage the S.E.N.C.O. with parental consent, may seek further advice from S.E.N.S.S. team or other outside agencies.

A review date is usually set within the term to assess and monitor the child's progress.

#### **School Action+ Now known as External Support Register**

If the progress of the child is limited, extra support agencies will be contacted for other intervention strategies.

The SENCO liaises with support services the class teacher, parents and the child and

assists with setting up a new L.E.P. The I.E.P. at this stage includes materials, resources, welfare assistance and altered teaching styles.

### **Statement now known as Education Health and Care Plan**

If progress is still not satisfactory then the Head Teacher on the advice of the S.E.N.C.O. and support services advises the L.E.A. that a statutory assessment may be necessary..

All information and evidence gathered will be forwarded to the L.E.A. where a decision is made about whether a statutory assessment is required. Please refer to the DFE's Code of Practice for guidelines on the time scale involved in this part of the process. Once stated, the child's educational needs in school will be assessed and provision put into place..

### **Admissions**

In line with L.A. policy the school believes that all pupils have the same rights of access to an education which offers equal opportunities for all, taking account of individual differences.

### **Resources**

TSF (Training & Support) School SENCO Budget

A purpose built room is used as a base for the SENCO support small group work..

All SEN resources are stored there for use as required.

A copy of the Register will be kept by the SENCO and each teacher will have access to their class IEP via the shared drive. A purple folder containing a copy of the child's IEP is located in each classroom and accessible to the child.

### **Assessing children with S.E.N.**

Early identification is of the utmost importance. This may happen as a regular part of teacher assessment, or more formal assessment situation. Having expressed a concern or having received an expression of concern the teacher needs to follow clear guidelines to deal with this.

## **Dyslexia Screening**

All children are screened for Dyslexia using the GL assessment Dyslexia screening program during KS1

## **Identification and Assessment**

The Assessment of children within the National Curriculum at the end of KS1 would enable the school to consider the children's achievements and progress. In particular the following criteria are suggested to help members of staff with the decision of whether or not to refer a pupil for extra support:

- The pupils reading ability does not reflect their oral ability and their overall progress is limited. Early years children reading readiness or overall progress does not match expectations.
- The pupils displays particular behavioural problems.
- The pupil displays learning difficulties which are subject specific.
- The pupils rate of progress is slow i.e. the pupil performs below NC level standards.
- The pupil shows marked aptitude or abilities in particular areas.

## **Access to Curriculum**

Access to the full curriculum for a child with S.E.N. is to be achieved through increased teacher or ancillary support, increased differentiated work or resources or additional introductory activities. - withdrawal of individual or small groups of children at any stage.

## **Integration**

Children with S.E.N. are integrated socially and academically within the classroom setting. These children may work in small groups within the classroom with additional adult support.

## **Evaluation of the Policy**

In order to evaluate the success of the schools S.E.N. policy the policy will be subject to a yearly review involving staff and governors. Regular reports to governing body through designated Governor, S.E.N.C.O. & HT. The register must be constantly

updated (Half termly) and trends and patterns monitored by the S.E.N.C.O.

### **Complaints**

Parents who wish to make a complaint about special educational provision within the school should make their concerns known to the Headteacher. The Headteacher following consultation with the class teacher and S.E.N.C.O. will inform the parents of action to be taken. If the complaint is not resolved at this informal level, it will be possible to proceed to a more formal level involving the Senco governor.

### **In - service Training**

The S.E.N.C.O. applies to Headteacher to attend in-service training courses and feeds back any new initiatives.

The S.E.N.C.O. meets other members of staff when necessary and also once every half term to discuss reviews of their own pupils.

S.E.N.C.O. works with S.E.N.S.S. team and other agencies toward training sessions.

### **Outside agencies**

The following outside agencies may be used to help meet the needs of named pupils.

E.W.O. - Via Headteacher

S.E.N.S.S.

Educational Psychologist

Speech and Language centre

Speech and Language therapist

Hearing and Visually Impaired Service.

Social Services.

Health Service.

Speech and Language Therapist.

Behavioural support.

Partnership with Parents

Parent Support Workers

Autism Outreach

C.A.M.H.S.Team

Involvement at all stages is positively encouraged and parents view are sought. All parents will be kept informed about their child's progress and can make an

appointment to see class teacher S.E.N.C.O. at anytime. There are twice yearly consultations for all parents and the SENCO support is also available.

### **Transfer of Records**

Children's records will be transferred within school when children change classes. Children included on the S.E.N. register transfer to another school will have records forwarded from class teacher and S.E.N.C.O. where relevant, relating to educational needs and provision.

### **Governors**

A termly report will be made to governors outlining measures taken to ensure provision for children with S.E.N. and should include any change to school policy for their consideration.

### **Addendum to guidelines.**

- Each teacher will be seen by SENCO to discuss their children's IEP progress at regular intervals.
- Children on IEP's will be monitored weekly by teachers and half-termly by SENCO/SENCO support.
- Children's progress on a statement will be reviewed with parents annually or as appropriate. Children on School Action and School Action+ will be reviewed with parents on consultation evenings.(twice yearly) or more, as appropriate.