



RAMRIDGE PRIMARY SCHOOL

Special Educational Needs Policy

Date:	June 2013	Review Date:	
Ratified:			

Philosophy/Rationale

We believe that every child can achieve and develop and that by matching the task to the pupils' ability we can provide a positive and successful learning experience for all our pupils.

Aims

We aim to provide a skilled, caring and committed staff, who will consistently implement the school's SEN Policy.

We aim to support the LA's policy on inclusion and welcome all children regardless of their strengths and needs.

We aim to offer admission to disabled pupils whenever possible in line with the Disability Act.

We aim to give children with special educational needs, access through forward planning, to both the Foundation Stage Curriculum and the National Curriculum at a level appropriate to their needs.

Objectives

To identify barriers to learning and participation and provide appropriately to meet a diversity of need.

To identify and assess those children whose needs are additional to and different from that of their peers, and to provide good additional provision to help them overcome barriers to learning.

To recognise, value and celebrate pupils' achievements however small.

To work in partnership with parents/carers in supporting and informing them of their child's needs.

To meet the individual needs of all children through early identification and appropriate provision.

To support all staff on SEN issues.

To provide, whenever possible, appropriately targeted resources for those children identified as having special educational needs.

Definition of Special Educational Needs (ref. SEN Code of Practice, Jan 2002)

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age;
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school within the area of the local education authority;
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- (a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools in the area
- (b) for children under two, educational provision of any kind

Implementation

- The Special Educational Needs Co-ordinator (SENCo) responsible for the day to day operation of the Policy is Mrs Nancy Howitt.
- The Governing Body will appoint one of their members as Special Needs Governor.
- The assessment of a child's needs can be triggered by parent/carer concern, teacher concern, pupil records or test results.
- Once a special educational need has been identified, the school will follow the stages set out in the Code of Practice:

1. School action

Once a need has been identified, a pupil will embark on an intervention programme designed to address a particular area of the curriculum. Programmes may involve 1:1 or small group support and can be administered by Learning Support Assistants, Teachers or Peers.

2. School action plus

Should insufficient progress be noted at School action then involvement of outside agencies may be requested to assist the school with future planning. Parental consent will be sought and parents/carers will be involved throughout this process.

3. Statement of Special Educational Need

Children whose needs are significantly different and are likely to be sustained over a lengthy period can be put forward for a multi-disciplinary assessment. This involves presentation of all evidence to the Moderation Group made up of representatives from schools, LA personnel and other professionals. If successful, a Statement of Educational Need will be written outlining the specific needs of the child and their individual requirements. Each Statemented pupil will have a termly Individual Education Plan (IEP) and an Annual Review of the Statement will be held involving school and parents (the LA may be involved at Phase Transfer or if a change of placement is envisaged). At the Annual Review progress is assessed, new targets are set and changes can be made to the Statement.

Pastoral Support

Children whose primary need is emotional and/or behavioural will be referred to the Inclusion Team Leader using the schools Pastoral Referral form. Pupils can be included in a Social Skills Group, a Target Group or offered 1:1 mentoring.

Partnership with Parents/Carers

We aim to recognise the emotional and personal investment of parents and be aware of their feelings.

We assist parents in understanding procedures relevant to special educational needs and how to access support which may be required.

IEPs will be discussed with parents/carers at termly consultation meetings, when progress and achievements can be celebrated and new targets explained.

Roles and Responsibilities

The Head Teacher is responsible for:

- SEN systems and provision with the school
- Ensuring the school has a nominated person responsible for SEN
- Fostering partnership with parents
- Ensuring regular reviews of the SEN Policy and inclusion in the school development plan
- Reporting annually to the Governing Body on provision for SEN pupils

The SENCo is responsible for:

- The day-to-day operation of the school's SEN Policy
- Liaising with and advising Class Teachers
- Co-ordinating with the Head in managing the provision for pupils with SEN
- Updating and overseeing the records of all pupils with SEN
- Meeting with parents of children with SEN
- Identifying appropriate intervention programmes
- Liaising with external agencies as required, including medical, the LA, and voluntary bodies
- Contributing to INSET training for all staff
- Attending review meetings of Statemented pupils
- Managing and support Learning Support Assistants
- Keeping the SEN Governor informed
- Purchase of SEN resources

Class Teachers are responsible for:

- Meeting the needs of SEN pupils within their class
- Referring educational concerns to the SENCo and emotional/behavioural concerns to the Inclusion Team Leader
- Assisting with the assessment and identification of a pupils needs
- Setting targets and writing Individual Education Plans for Statemented pupils
- Directing Learning Support Assistants working with pupils in their class

Equal Opportunities

The LA provides funding for SEN through a percentage of the budget and the Pupil Premium funding. Additional funds are available when pupils have a Statement of Special Educational Need – these funds will be allocated in accordance with the requirements of a pupil's individual Statement, and this may involve 1:1 support, small group work or support with the whole class setting.

Resources are available for both key stages, and are located in a central area.