

AMOTHERBY COMMUNITY PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

Amotherby CP School welcomes all children, whatever their needs and abilities. We provide opportunities for all children to reach their potential and equipping them with skills for life.

Aims

1. To provide a flexible, effective structure of provision to meet children's special educational needs.
2. To provide a differentiated, broad and balanced curriculum to meet the individual needs of all children to challenge and enable them to achieve their potential.
3. To maintain a school wide system of record keeping that will facilitate identification and monitoring of S.E.N. at all levels.
4. To ensure parents and carers are involved as partners in the education of their children.
5. To liaise and maintain links with outside agencies and educational support services.
6. To provide staff development programmes concerned with S.E.N.
7. To liaise and maintain links with pre-school settings, secondary and special schools.

The school has adopted the recommendations as set out in the Code of Practice. This will help teaching staff to identify children who are causing concern. Early identification, assessment and provision is essential for any child who may have a learning difficulty or special need. The earlier the support can be given, the difficulty may be transient rather than long term.

Early Action/ School Action See Code of Practice 5:43-5:48)

When adequate expected progress (accompanied by valid evidence) is not made, interventions that are additional and different from those provided as part of the school's usual differentiated curriculum will be put into place. The class teacher and or SENCO will meet with parents/carers.

The class teacher is responsible for the child's learning and together with other staff and SENCO will plan and deliver an Individualised Education Programme (IEP).

This plan will involve work covered within the class, areas of which may be differentiated areas which may need to be addressed by support staff and sometimes parents/carers. (The IEP will state this)

The aim of this is to remove any barriers to learning and targets to be established by the class teacher, the child and the parents/carers.

Parents /Carers are invited to discuss their child's progress as often as they feel necessary.

Assessment at this stage is ongoing, the targets are reviewed regularly but at least half termly and plans are revised as soon as necessary, annotated with progress made.

Children may work in small groups, receive extra adult support within the classroom, and if necessary to meet their individual need withdrawn from the class. The class teacher will be responsible for liaising with the additional support adults for planning and assessment purposes.

If the child continues to make less than adequate progress specialist staff may be brought in from outside and used to advise the school on effective provision which in turn allows the child to succeed. The child will then be moved or placed on the register at Early Action Plus or School Action Plus.

Early Action Plus/ School Action Plus (EA+/SA+)

A child is placed at EA+ or SA+ when:

- The child has made little or no progress over a lengthy period of time(individual to the child)
- The child is working at NC levels substantially below age expected
- The child is exhibiting particular difficulties in literacy and numeracy related skills
- The child is exhibiting emotional /social behaviour difficulties which substantially interfere with their learning
- The child has physical/sensory needs which requires additional equipment or regular support from specialist services
- The child has ongoing communication difficulties which impede social relationships or cause barriers to learning

Parental permission is always sought before outside agencies are contacted this is done in conjunction with the SENCO.

Outside agencies work with the school and parents to address the child's needs and seek to implement different strategies.

An IEP is written to implement targets set after consultation with all agencies involved.

The delivery of the IEP remains the responsibility of the class teacher but the school support staff (TAs and ATA) will be heavily involved in the delivery of the programme. The child will be monitored and assessed as above.

Statutory Assessment

Where a child demonstrates significant cause for concern a request for Statutory Assessment will be made. The LA may if appropriate make a multi-disciplinary assessment of a child's needs. School and parents will then be informed of these findings and the recommendations made. This may lead to the child remaining at EA+/SA+ or being given a **statement of educational needs**.

(The implementation of a statement within the context of the classroom and day to day provision -see above).

Record Keeping

The SENCO will keep the Special Needs Register up to date.

All children on the Special Needs Register have records kept of their IEPs, provision maps, and Inclusion passports. This information is shared with the Class teacher, SENCO and parents. This information is with the agreement of the parents, made available to the LA in the case of a Statutory Assessment. This information needs to be passed on to the next class teacher and when necessary secondary school.

Admission arrangements

All children, whatever their needs and abilities, are admitted to Amotherby Community Primary School following a successful application of North Yorkshire County council's admission policy provided that there is a place in the particular year group and any specialist requirements can be met by the school.

Access to the National Curriculum

All children will have access to the National Curriculum and all school activities at the appropriate level, where it is safe to do so. Adaptations will be made to enable all children where possible, to participate fully in the life of the school.

Complaints Procedure

Parents and Carers are consulted at every stage of the referral process and are regularly invited into school to discuss their child's progress with the class teaches and all support staff involved.

If parents have concerns they are encouraged to make contact at their ease with the class teacher in the first instance. Every effort will be made to resolve the situation satisfactorily within school.

If matters are unable to be resolved then the following procedures will be adopted:

1. Parents should make an appointment to discuss their concerns with the Head teacher.
2. If the problem is not resolved then the parents have a right to discuss the matter with the representative of the LA.

The Governing Body

The responsibility for arrangements to identify, assess and meet the S.E.N. of the pupils lies with the Governing Body.

The Standards and Pupil Performance Committee will monitor the progress and attainment of pupils from all vulnerable groups.

The Governors responsible for Special Educational Needs: Mrs Anita Scott.

Staffing

The Head teacher is the named person responsible for the overall responsibility for the day-to- day management of provision with special educational needs.

The SENCO is responsible for the day – to –day operation of the school's S.E.N. policy and for co-ordination provision for pupils with special educational needs.

Head Teacher and SENCO: Mrs Sue Knowles

Staff Training

All staff have the opportunity to undertake S.E.N. training; this is managed by the Head.

Review January 2012