



HOLY TRINITY C.E.PRIMARY SCHOOL

POLICY FOR SPECIAL EDUCATIONAL NEEDS

INTRODUCTION

This document is a statement of the aim, objectives and strategies for the teaching and learning of children with Special Educational Needs at Holy Trinity School. It has been produced through a process of consultation with the staff and Governors and in consideration of both the revised Special Educational Needs Code of Practice in January 2002 and the 1996 Education Act.

WHAT IS SPECIAL EDUCATIONAL NEEDS (S.E.N.)?

A child may be defined as having Special Educational Needs if he/she has:

- a) a learning difficulty which calls for special educational provision to be made for them which is additional to, or otherwise different from the education provision generally provided for children of the same age.
- b) a disability which either prevents or hinders the child from making use of educational facilities of the kind provided for children of the same age within the school.
- c) a child who has been recognised as being 'gifted' and talented.

All children have individual educational needs whatever their ability, therefore throughout this document all future reference will be to Individual Educational Needs (I.E.N.) rather than S.E.N.

AIM

To enable all pupils to reach their full potential through a broad, balanced and fully inclusive curriculum and school community.

OBJECTIVES

- All children should have their needs identified as early as possible, and action taken to ensure the curriculum is met.
- The management and deployment of resources are to be designed to ensure that all children's needs are met, including the potential of I.C.T.
- The views of the child are to be sought and taken into account, whenever possible and practical.
- The school will work in partnership with the parents of the child, taking into account their views of their child's particular needs.

- Good and best practice are to be used when devising interventions for each child, and these are to be monitored and regularly reviewed to assess their impact, the child's progress and the views of all concerned.
- There is to be close co-operation between the school and any outside agencies through IEPs and review meetings..
- To support staff with continuing professional development in I.E.N.
- To increase the range of strategies to support pupils with behaviour difficulties.

ADMISSION ARRANGEMENTS

Children with Individual Educational Needs will be admitted to Holy Trinity in accordance with our published admissions criteria. 'Children who have statements are admitted regardless of the number of the children in the class'.

IDENTIFICATION

Listed below are details of the strategies used to identify children with I.E.N.

- Playgroups are visited.
- All parents of children admitted to the school are required to complete an admission form and a medical history form.
- Children are given a health interview by the school nurse and referred to a school doctor, if teachers or the child's parents express a concern.

ASSESSMENT

The assessment process is used to track the children's progress through the school as follows

- Children in Preschool are screened using materials provided by the LA.
- In line with National requirements all Reception children are set targets and these are monitored on a termly basis.
- Year 1 children are assessed on a termly basis.
- National Curriculum based tests are completed in Years 2,3,4,5 and 6.
- Teachers follow a programme of continual assessment and maintain detailed records i.e. lesson evaluations.
- Class Teachers, L.S.A.s and the I.E.N. Coordinator undertake planned classroom observations.
- Initial referrals to outside agencies for advice and support may be as a result of any expression of concern from parents, the Health Authority, the I.E.N. Coordinator, another member of staff, or the child themselves.
- Individual Education Plans (I.E.P.s) are reviewed termly.
- In addition, the school occasionally requests specialised evidence from outside support agencies.

The results of these evaluations are used as a criterion when considering whether the child has made progress or has a continuing need.

PROCEDURES

We have agreed to follow the Graduated approach as set out in the Revised Code of Practice. These are referred to as:

- Early Years Action and Action Plus
- School Action and Action Plus
- Under Assessment
- Statement

Throughout any formal procedures the school will follow the arrangements suggested by the authority which have due regard to the Revised Code of Practice.

PROVISION AND FUNDING

A high level of funding is allocated to the employment of experienced Teachers and Learning Support Assistants to work with children with Individual Educational Needs (see RBWM Guidelines). Learning Support Assistants are allocated to children with statements of Special Educational Needs. They are timetabled at times to be of maximum benefit to the child. A wide range of schemes and equipment suitable for varying abilities are available.

Children with Individual Educational Needs are fully integrated into the life of the school and are encouraged to develop their interests to the full. The only modification of Foundation of National Curriculum requirements is where it is in the best interests of the child, such as during the National Curriculum compulsory tests in Years 2 and 6. There is an understanding that every teacher is told of any relevant information received by the I.E.N. Coordinator.

Children with I.E.N. may benefit from in-class support, withdrawal as individuals or small groups and continuous teacher monitoring. In order to encourage full participation in every aspect of school life teachers make daily/weekly plans, based on I.E.P. targets, which they outline to support staff. Experienced teachers and L.S.As may withdraw small groups of children from their classes on a regular basis throughout the school, in order that

- Children may receive extra support and reinforcement of basic concepts.
- Child teacher ratios in the class are reduced, thus allowing further differentiation for all children.
- Children who are high achievers are presented with suitable challenges and experiences in larger sets.

THE ROLE OF THE I.E.N. COORDINATOR – Mrs S. Knight.

The I.E.N. coordinator will, by working closely with colleagues, oversee the educational provision for statemented and non-statemented children with individual requirements. A team of experienced staff support the coordinator.

THE ROLE OF THE I.E.N GOVERNOR

The Governing Body appoint a Governor to have specific oversight of the school's arrangement and provision for meeting I.E.N. Reports are given to the Governing Body on a regular basis.

THE ROLE OF PARENTS

Holy Trinity values the strong links that are established between parents and the school and we look to their continuing development. Initial concerns may be discussed with the class teacher or the I.E.N. Coordinator. Greater concerns may be discussed with the Headteacher.

The feelings, wishes and knowledge of parents are sought and they are kept informed at all stages of assessment concerning their child. Parents are asked to support interventions whenever appropriate. Parents are encouraged to help within school in various capacities and assist with homework.

STAFF DEVELOPMENT

This includes the following provision

- Relevant training opportunities for all staff and governors with regard to I.E.N.
- In-school training sessions to advise all staff of current developments in I.E.N.
- Support from services/ outside agencies attending and contributing to staff training as appropriate.

LINKS WITH OUTSIDE AGENCIES

We recognise that the effective implementation of the School-based staged of assessment and provision will only be possible if we create positive working relationships with outside agencies. Teachers and other professionals, with a variety of expertise, are contacted and visit on a regular basis, whenever possible, to offer guidance and assistance.

It is the responsibility of the I.E.N. Coordinator to ensure the effective liaison between the School and Health Authority and the Support Agencies.

The following services are involved with the school

Educational Psychology Service

Language and Literacy Support Service

Cognitive Development Team

Speech Therapy Service

Occupational Therapy

Support for children with transitional difficulties.

SCHOOL PROSPECTUS

The school prospectus will contain an outline of our Policy for Special Educational Needs.

COMPLAINTS PROCEDURE

Parents are encouraged to seek an appointment at an early stage to discuss their concerns about the school's provision for a child with Individual Educational Needs.

In the first instance, this should be with the class teacher, and then if necessary the I.E.N. Coordinator, then the Headteacher and finally in writing to the Governing Body as set out in the Complaints Policy.

This Individual Educational Needs Policy was
Reviewed by the Headteacher and staff in December 2010.

Approved by FGB: 15.03.2011
Review period: 3 years
Next review date: Mar 2014
Lead group: School Committee

This policy should be read in accordance with the following policies.

- Admissions
- Gifted and Talented.
- Inclusion
- Accessibility
- DDA.