

DATE OF POLICY: June 2011

REVIEW DATE: June 2012

RAMSBURY PRIMARY SCHOOL  
SPECIAL EDUCATIONAL NEEDS POLICY

At Ramsbury School we believe that all children have the right of access to all areas of the curriculum. Each child should be allowed to develop in the way and at a pace applicable to themselves.

Principles and Objectives

The Governing Body of Ramsbury School have prepared this statement to enable all pupils with Special Educational Needs (SEN) to benefit as fully as possible from the education offered at Ramsbury School. The key to achieving successful learning for pupils with special needs is to ensure good practice is available to all. We aim to facilitate this through differentiated programmes of work appropriate to individual children's needs, to enhance children's self-esteem and enable all to realise their full potential.

The following principles highlighted in the Code of Practice (2001) are considered vitally important and therefore provide the foundation for SEN provision at Ramsbury School.

1. The needs of children with SEN must be addressed throughout their school career.  
  
These children should have the greatest possible access to a broad and balanced curriculum.
3. The needs of most pupils will be met in the mainstream.
4. The knowledge, views and experience of parents is vital and will be sought at every opportunity.

Role of the Special Needs Co-ordinator (SENCO)

The designated Special Needs Co-ordinator (SENCO) is Mrs L Flower.

The Co-ordinator is responsible for:-

1. Day to day operation of provision. Operation of policy/ Individual Education Plans (IEPs )and SEN register.
2. Liaison with fellow teachers/governors/non-teaching staff. To describe and support provision made for SEN children in a mainstream classroom. Define roles of SENCO/class teacher/governors/TA's/parents.
3. Co-ordinating provision for children with SEN.
4. Maintaining and updating the SEN register/overseeing records on all pupils with SEN.

5. Liaison with parents. To ensure meetings are arranged and attended when the need arises.
6. Liaison with external agencies
7. Contributing to INSET of staff/non teaching staff.

The above responsibilities fall to the SEN Co-ordinator with support from the Headteacher and the designated SEN Governor, Mrs Lisa Pooley.

The SENCO will discuss SEN provision with the SEN governor on a regular basis each term. The SEN governor will also monitor the procedures and record keeping system termly.

### MANAGEMENT

The strategic management of SEN within the school will be largely the responsibility of the SEN Co-ordinator who will undertake the duties set out in the Code of Practice. The SENCO will work closely with the Headteacher in discharging these duties and the Head will act as both facilitator and as such a source of support in the management of the policy.

The designated SEN governor is delegated to liaise with the SENCO with a view to overseeing that the SEN policy is being implemented. This involves meetings in terms 1, 3 and 6 to discuss any matters arising and involvement at other times when special needs issues arise.

The policy will be formally monitored in terms of whether the overall principles and objectives are being met. This process will be reported back to the Headteacher, governors and staff at the Annual School Review.

### RESOURCES

The principles by which the governors allocate funding delegated to it for pupils with SEN are through a careful consideration of all children's needs on the SEN register. Reference is made to a child's overall needs, to his/her placement in terms of the stage on the SEN register, to data from diagnostic tests and to the views of the child's teacher.

### IDENTIFICATION, ASSESSMENT, PROVISION AND REVIEW

The code of practice is a legal framework to be used in the management of Special Educational Needs in schools. It defines children's levels of need. The first three stages are school based.

When a class teacher or the SENCO identifies a child with SEN the class teacher should provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum offer and strategies. This is known as School Action.

A request for help from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a meeting to review the child's IEP. Schools

should always consult specialists when they take action on behalf of a child. This is known as School Action Plus.

3. School requests for a statutory assessment – the child will have demonstrated significant cause for concern.

A child will be identified with SEN if:-

- (i) S/he has greater difficulty in learning than the majority of his/her peers and cannot be catered for through normal class differentiated activities.
- (ii) S/he has disability, which prevents or hinders him/her making similar progress as others of the same age.
- (iii) S/he meets the criteria set out in the Wiltshire Entitlement document

Class teachers will also complete a CONCERN SHEET, which will be kept at the front of the class register. Notes will include medical, physical problems, learning difficulties and lack of progress. These will be reported to the SENCO and recorded on file as “School Concern” or “School Action” or “School Action Plus”

This will act as a trigger for placement at a stage of the Code of Practice.

Appendix 1 describes the identification of Special Education Needs under the Wiltshire LA entitlement framework.

All SEN children will be fully integrated into mainstream classes.

All children have access to the full curriculum and support given will be carried out adapting their work in school to meet their individual needs whilst still meeting the demands of the National Curriculum.

In the Reception class children with SEN will be assessed internally and appropriate outside agencies approached following consultation with the child’s parents or carers. Provision will be made for all children with SEN.

IEPs will be evaluated each term by the class teachers with the support of the SENCO.

#### MONITORING OF CHILDREN WHO HAVE BEEN IDENTIFIED WITH SPECIAL EDUCATIONAL NEEDS

- 1. The Individual Educational Plan (IEP) completed for each child will be reviewed termly. Both parents and pupils will be involved. The class teacher will draw up the IEP in consultation with the SENCO and will monitor this to ensure targets are being addressed.

2. All SEN children will have full access to the National Curriculum within their class although their needs may be catered for through several ways: e.g differentiation of work, differentiation of outcome, withdrawal for support within the classroom.
3. The Governing Body will monitor SEN in order to ensure that:-
  - a. The needs of all the children in the school especially those identified with SEN are met.
  - b. The provision and allocation of resources allows the needs of these children to be catered for.

### THE CURRICULUM

All SEN children will be fully integrated into mainstream classes. Teachers' planning will reflect differentiated activities as appropriate for more able/less able children within that task.

Identified children will work either in or outside the class with a TA depending on whether they are working on individualised programmes or classwork. We aim to ensure that all children have access to a balanced curriculum.

Any withdrawals will be carefully worked out to ensure that individual needs meet the demands of the National Curriculum.

### INCLUSION

All identified children will be given full opportunity to be included into the daily activities of the school community, including school visits.

### CONCERNS/COMPLAINTS

If a parent feels that the school has not meet the child's educational needs, they should:

- (i) discuss their concerns with the class teacher.
- (ii) consult with the SENCO if their concerns continue.
- (iii) consult with the Headteacher/SEN governor

All meetings will be detailed and dated. These will be recorded in the SEN register.

### INSET/STAFF DEVELOPMENT

The plans and arrangements for INSET and staff development are determined through the School Development Plan and through the school policy on INSET. Within this, provision is made for the needs of non-teaching as well as teaching staff. The Headteacher co-ordinates all

matters related to INSET/staff development but should be advised by the SENCO of any unmet needs, which are perceived.

### EXTERNAL SUPPORT

We aim to work in close partnership with external support services who play an important part in helping schools identify, assess and make provision for children with SEN. Upon recommendation specialist support can be agreed upon and sought by the SENCO. We aim to work in close co-operation with the speech therapist, teacher for physically impaired, teacher for visually impaired, physiotherapist, educational psychologist, school nurse, health service, social services and education welfare services on matters pertaining to children who have been identified as benefiting from support from such agencies. Arrangements and liaison will be the responsibility of the Headteacher and SENCO, largely determined by the review procedures.

### PARENTS

We recognise that the relationship between parents and school is crucial both in terms of the educational development of the child and also in terms of the effectiveness of the programmes developed for individual children. The school will at all times discuss, inform and involve parents in the education of their child. A fundamental principle of school policy is that where a problem exists, SEN or otherwise, parents will be contacted as soon as it is practicable. Parents will be fully informed about school procedures. All contact will be detailed, dated and recorded in the SEN register.

The school will encourage parents to work in a teacher/parent/child partnership. Parents will always be made to feel welcome and their knowledge of the child utilised in an effective manner. At all times the child involved will be asked to contribute to discussions and will be actively involved in their learning.

### TRANSITION ARRANGEMENTS

Information such as school reports and IEPs will be sent to a child's new school as requested. Where appropriate a telephone call will also be made.

### CRITERIA FOR EVALUATING THE SUCCESS OF THIS POLICY

The school is following the progress, assessment and review procedures contained in each pupil's IEP. The SENCO also meets termly with class teachers to discuss the progress of all pupils - whether with SEN or not. Both these factors ensure that the success of this policy is being evaluated.

### Appendix 1

At Ramsbury School the staff have made the decision to retain what used to be called “Stage One” under its new name of “School Concern”. This is not statutory in the New Code of Practice 2002, but it is a useful tool which staff can use to highlight a child who concerns them, but has not yet been placed on the SEN register.

Definition of Special Educational Needs as defined in “Code of Practice 2002”:

“have a significantly greater difficulty in learning than the majority of children of the same age or 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 schools within the areas of the local education authority”.

The entitlement of a pupil with Special Educational Needs will be recognised when s/he meets the Descriptors for School Action and School Action Plus provided by the LEA. The descriptors fall into four categories of:-

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical

## Appendix 2

### Support

At the time of writing TA provision in the school is as follows:-

Class R	A full time TA is used for general help with the needs in line with early years planning
Class 1	22 hours used for targeted help with below average children as well as for general help. 23hours for a named pupil.
Class 2	2 TAs give a total of 24 hours between them to support children who are below average attainers, as well as general support.
Class 3	15 hours AM and an extra 4 hours afternoon support for children with social difficulties to support children on the special needs register, as well as general support.
Class 4	15 hours to support children on the special needs register, as well as general support.
Class 5	15 hours to support children on the special needs register, as well as general support.
Class 6	15 hours used to maximise the chances of particular children achieving their best possible results in the May KS2 SATs, as well as general support. Full time support for a named pupil.

In addition, 8 extra hours are given each week during afternoons in KS 2 to support Literacy and Maths in alternate terms.

1 to 1 tuition is also given to identified focus children.