

William Gilpin CE Primary School SEN Policy

At William Gilpin CE Primary School we aim to meet the needs of all children including those with Special Educational Needs (SEN).

Children have Special Educational Needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of the children the same age: or
- Have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for children of the same age in school

We will ensure that all pupils with SEN, whether, physical, intellectual, social, emotional or behavioural, receive appropriate, differential educational support.

As with any aspect of our school curriculum, any support that our pupils receive will encompass and provide an opportunity to succeed within the five outcomes of 'Every Child Matters' (DfES 2004)

- Stay safe
- Be healthy
- Enjoy and Achieve
- Achieve Economic Wellbeing
- Make a positive contribution

At any point in their school life a child may have Special Educational Needs. A child may only require slight changes in some of their educational provision. However occasionally more intervention and support will be required to allow the child to reach their full potential.

Aims

A happy child is a better learner. At William Gilpin we aim to promote positive learning for our children with SEN through:

- Ensuring they feel a valued part of the school community
- Providing a safe and supportive environment
- Having access to range of teaching and learning strategies to suit them
- Identifying and addressing needs as quickly as possible
- Communicating their needs appropriately throughout the school
- Encouraging parents/guardians to support their child throughout their development
- Making effective use of all support services available to us.

Inclusion

At William Gilpin we strive to be an inclusive school for all our pupils through

- A broad and balanced curriculum
- High expectations
- Setting suitable learning challenges and targets
- Responding to individual needs
- Implementing strategies to overcome barriers to learning and participation
- Good communications with parents/guardians and support agencies.

Access to the Curriculum:

All children are entitled to receive a broad and balanced curriculum that is personal to them. At William Gilpin we will deliver personalised learning through quality first teaching. We will use the waves of intervention for those children who will need have SEN.

- Wave 1 - Teachers use a range of teaching and learning strategies to meet children's special educational needs within the classroom
- Wave 2 - Additional intervention methods will be introduced for children who require more support
- Wave 3 - Children with specific needs will be given highly personalised interventions.

Whilst it may be relevant to remove the child from their class environment for these interventions, care will be taken not to isolate the child from their peer groups and at the same time not to remove support that may be detrimental to the rest of the class.

Identification, Assessment and Review

Identification of a child with special educational needs should happen as early as possible. This identification can be made by a number of people including GP, an outside agency, other educational establishment, previous teachers or parent.

The needs of a child will be monitored and assessed through a variety of strategies available to us. These include end of stage assessments, teacher observations and DEST Dyslexia testing. This will ensure that provision can be made promptly to implement correct intervention and support strategies. A register of children with SEN will be kept and regularly updated and support from outside agencies sought as early as possible if required.

Once identified children will be given support depending on their need. This will be based upon the SEN Code of Practice Stages.

- School Action – needing extra support in a specific area beyond the differentiation in the classroom guided by the SENCo
- School Action Plus – needing specific support beyond the classroom guided by the SENCo and outside agencies.

Children supported at both of these levels will hold an Individual Education Plan (IEP). All persons involved in the child's education, including the child, will be involved in setting targets and reviewing progress.

For those children where there is an initial concern about their progress, an Early Identification Record will be kept.

At William Gilpin we will ensure that all records and interventions are regularly reviewed. The class teacher, SENCo, parent and child will be involved in termly reviews and changes made where appropriate. The Head teacher will be kept informed at all times and involved in the reviewing process.

Co-ordinating and Managing Provision

It is the responsibility of the SENCo to organise the day to day provision of SEN support. The SENCo will co-ordinate and timetable teaching assistants and other staff to provide the intervention strategies that the children need with minimum disruption to their school day. Care will also be taken not to remove the TA from the rest of class too often.

Allocation of resources/Staff Development

The Head Teacher and SENCo will meet to discuss the allocated budget for SEN. The SENCo is responsible for the operational management of the resourcing for special needs provision to successfully support children with SEN raise their level of achievement. The Headteacher will inform the governing body of how the funding has been allocated and used.

Staff will be kept informed of updates within SEN. Staff will also undergo regular SEN subject knowledge audits and receive training to ensure that our children receive quality first teaching at all times.

Roles and Responsibilities

Those responsible for SEN at William Gilpin are:

- Governor with SEN responsibility – Mrs B. Loweth
- Headteacher – Mrs J. Forrest
- Special Needs Co-ordinator (SENCo) – Mrs C. Colmer

The Governors:

- Have regard to the Code of Practice when carrying out their duties towards all pupils with SEN
- Are responsible for determining the general policy and the approach to provision so the needs of the children with SEN are met.
- Establish appropriate staffing and funding arrangements
- Ensure that all teachers in the school are aware of the importance of providing for those with SEN
- Nominate a Governor with responsibility for SEN
- Ensure that SEN is an agenda item at each meeting of the Curriculum meetings.

The Headteacher

- The Headteacher is responsible for the day-to-day management of special needs throughout the school.
- In cooperation with the Governors, determine the schools general policy and approach to provision for children with SEN
- Allocate appropriate staffing and funding
- Monitor and evaluate the day to day management of all aspects of the provision for children with SEN in collaboration with the SENCo
- Organise and manage annual reviews in conjunction with the schools SENCo
- Act as a link with external agencies.

The SENCo

- The SENCo is responsible for the day-to-day operation of the Special Needs Policy.
- Is involved in the strategic development of the SEN policy and provision
- Coordinates provision and monitors it's progress
- Oversee the records of all children with special educational needs
- Organise and manage in conjunction with the Head teacher the annual reviews of statemented children
- Act as the link with parents
- Act as the link with external agencies, cluster groups and other support agencies
- Monitor support and advise colleagues whilst contributing to their professional development
- Monitor and evaluate the special educational needs provision, and report to the governing body
- Manage resources to support pupils in their additional provision
- Manage teaching assistants in their support of the pupils

- Contribute to staff training and ensure staff knowledge is up to date.
- Compile and maintain the SEN register
- Oversee record keeping.

Although these are the main persons involved with SEN it is a whole school responsibility to provide for these children and so the Class Teachers and Teaching Assistants also play a major role. Our staff share the responsibility of meeting an individual's special needs and are aware of the school's procedures for identifying, assessing and making provision for these pupils. The Teaching Assistants work alongside staff supporting children's individual needs.

Links with Other Agencies, Organisations and Support Services

At William Gilpin we have links with agencies which can provide advice, support and in some instances services to assist us in our provision for SEN. We will refer pupils and their parents to those agencies who are deemed to be the most appropriate. Permission to do so will always be sought first. Other health, social services, education welfare and voluntary organisations will also be contacted if it is thought appropriate.

Partnership with Parents:

We will work closely with parents to support those children with SEN. Through clear communication links, parents will always be kept informed of any concerns we have and the action taken to deal with these. They will of course also be informed of the progress the child has made. Parents have much to contribute to our support for children with special educational needs.

Parents will be encouraged to discuss with the class teacher, and SENCo if appropriate, any concerns regarding their child's education. Contact with parents may be made by phone, letter, informal or formal interview and not just at parent consultation evenings. All significant contacts will be logged, dated and a summary of information discussed will be made. This log will be put in the child's record.

The Voice of the Child

The child will be involved at an appropriate level in setting targets and reviewing their progress. The child is the most important person throughout any SEN provision. They will always be involved in making decisions where possible right from the start of their education and their thoughts and emotions taken into account. Where a child feels they have responsibility for their learning they will be a happier and more successful learner.

Policy Date: November 2009

Signed:

Review Date: November 2014 or in light of new legislation