

S.E.N. POLICY STATEMENT

In our school children with Special Needs are encouraged to develop and learn successfully alongside other children within a stimulating learning environment. They are integrated fully in all aspects of school life in order to achieve their full potential. We ensure needs are identified in partnership with parents/carers and through on-going teacher assessment. Appropriate provision is made through a broad, balanced, relevant and differentiated approach to the National Curriculum utilising all available resources. What is provided is not something different but a more carefully planned and appropriately resourced version of the learning opportunities available to all.

POLICY FOR SPECIAL EDUCATIONAL NEEDS (S.E.N.)

Definition of S.E.N.

“A child has Special Education Needs if he /she has difficulty which calls for Special Education provision to be made for him/her.”

1993 Education Act

It should be noted that up to 20% of pupils in mainstream schools have Special Educational Needs and it is conceivable that many children will, at some point, experience some form of learning difficulty which impedes progress.

The number of pupils considered to have S.E.N. in our school can be seen on the S.E.N. register which is updated in termly meetings between class teachers and SENCO (Special Educational Needs Co-ordinator – Mrs. R. Vinyard).

The school supports the principle of full entitlement to the National Curriculum for all its pupils believing that, while the way in which education is delivered must be varied to take account of individual needs, what should be provided for children with additional needs is not something different but a carefully planned and appropriately resourced version of the learning opportunities available to all. We believe that all children have a right to a broad and balanced curriculum, relevant and differentiated, which demonstrates progression and coherence.

Assessment and Provision

A graduated approach as identified by the Code of Practice (updated 2001) is followed by the school in order that early identification and assessment takes place. On-going teacher assessment identifies those pupils who are experiencing difficulty.

Early Years' Action / School Action

When children who need additional support, to access learning in their class, are identified appropriate interventions are put in place. The class teacher, in close consultation with the support assistant and SENCO, writes termly Individual Education Plans (IEPs). Further support from parents is sought and a home-school link is established. Termly reviews take place and new targets are set if appropriate.

Early Years' Action Plus / School Action Plus

IEPs continue to be implemented and further advice is sought from external agencies e.g. Educational Psychologist, Physiotherapist. Funding may be granted from the Local Authority (L.A.) to support children in school.

Additional support for children with Special Needs takes place in-class, either individually or within a small group, or through withdrawal from the classroom to work towards specific targets as set out in the Individual Educational Plan (IEP). Again this may be on a one-to-one basis or in a small group.

In order to meet the needs of individuals, differentiation is considered to be an integral aspect of effective learning.

Class teachers provide differentiated learning activities through daily plans and evaluations. Classroom organisation encourages independent learning and the opportunity for a range of teaching and learning styles to be utilised.

Resources

Support staff work alongside class teachers to fulfil the needs of those children with additional needs. The school's own support teachers work with those children perceived by the school to have additional needs in Literacy. We strive to ensure that children with additional needs have full and equal access to the National Curriculum and, where pupils are withdrawn, we believe it very important that they continue to work in a stimulating learning environment.

Disabled toilets are available centrally in the school and also near the school hall. There are a variety of entrances available to cater for the needs of a disabled child or adult.

Parents as Partners

We value the views of parents and utilise their distinctive knowledge in setting up home/school programmes, which are recorded, on Individual Education Plans. Prior to annual review meetings parents are sent a form on which they may indicate their views regarding progress made. All this information is then shared with the parents at the review meeting and future targets are set. We endeavour to encourage regular communication between home and school.

Pupil Participation

We believe that children who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. Children are encouraged to complete a form on their progress prior to annual review meetings and, if appropriate, attend the meeting for a short time.

Involvement of External Support Agencies

We strive to work in close partnership with a range of S.E.N. support services. These include: Educational Psychology, Hearing Impaired Service, Pupil Referral Service, Speech & Language Therapy, Child Mental Health Services, Occupational Therapy, Physiotherapy, Health Service, Social Services and Educational Welfare

Services. A list of named persons working alongside the school in meeting the provision for children with additional needs is attached. Full inter-service collaboration at review meetings is sought.

Formal links with Special Schools have been established and children from Mill Green are involved in an integration programme.

Staff Development

We endeavour to make every teacher a teacher of children with additional needs. In order to achieve this, a number of strategies are in place:

- Support in developing I.E.P's and suggestions regarding appropriate resources from SENCO and Support Teacher.
- Use of external support agencies.
- Provision of up to date reading material.
- Attendance at Courses.
- INSET (training) for all staff.
- Half-termly meetings between support assistants and SENCO.

Responsibilities of the Governors

In order to meet the guidelines set out in the Code of Practice the SENCO and named governor, Mrs. L. Brandwood, meet regularly to give awareness and update on S.E.N. issues.

Evaluation of Policy

This policy is reviewed annually to refocus attention on the needs of individual children and is therefore valued by all staff.