



# The Eden SDA School

## Special Education Needs Policy

<b>Purpose:</b>	To ensure that all children with Special Educational Needs are identified early so that appropriate provision can be made and their attainment raised.
<b>Approved Body:</b>	Board of Governors
<b>SLT Lead Person:</b>	Mrs Lynthia Grant
<b>Lead Governor for Policy:</b>	Mrs Laura Osei
<b>Date of Approval:</b>	July 2010
<b>Last Review Date:</b>	July 2020
<b>Next Review Date:</b>	July 2021

### Definition of Special Educational Needs (SEN)

“Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. Children have a learning difficulty is they:-

- 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 school.”

### Special educational provision means:-

“For children of two or over, education provision which is additional to, or otherwise different from, the educational provision made generally for children of this age in school maintained by the LA, other than special schools in the area.” See Section 312, Education Act 1998 in Special Educational Needs Code of Practice p.6

## Aims

At The Eden School we believe in providing every possible opportunity to develop the full potential of all children. All children will have the right to a broad and balanced curriculum including extracurricular activities where appropriate and full access to the National Curriculum. All children are valued their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education. Our aim is that all children with special educational needs participate in activities compatible with the efficient education of other children and the efficient use of resources.

## Objectives

The objectives of our policy are:

- To identify and monitor children's individual needs from Early Years Setting right across the school so that appropriate provision can be made and their attainment raised;
- To plan an effective curriculum to meet the needs of children with special educational needs such as in our Provision Map and where necessary ensure that the target set on individual Education Plans are specific, measurable, achievable, realistic and time related.
- To involve children and parents/carers in the identification and review of the targets set for the individual children and where necessary those targets identified in the individual Education plans.
- To work in close partnership with, and involve, parents/ carers of children who have SEN;
- To ensure that all who are involved with children are aware of the procedures for identifying their needs, support and teach them; and
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have SEN.

## Roles and Responsibilities

### Governors' role

Our governing body school must:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs;
- Ensure that where the 'responsible person'- the Head Teacher or the appropriate governor - has been informed by the LA that a child has a special educational needs, those needs are made known to all who are likely to teach them;
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;
- **Ensure that parents/carers are notified of a decision by the school that SEN provision is being made for their child;**
- Ensure that a child With special educational needs joins in the activities of the school together with children who do not have special educational need , so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources;

- Have regard to the Special Educational Needs Code of Practice (2001) when carrying out its duties towards all children with SEN;
- Consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of coordinated special educational provision in the areas a whole;
- Have a written SEN policy containing the information as set out in the Education (Special Educational Needs) (information) (England) Regulations 1999 (reproduced in the SEN Code of Practice);
- Report to the parents/ carers on the implementation of the school's policy for children with special educational needs in the school profile and the school's prospectus; and
- In the school prospectus including the name of the person responsible for coordinating SEN provision in the school.

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEN policy;
- They are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed;
- SEN provision is an integral part of the School Improvement Plan **and the school's self-evaluation process;**
- The quality of SEN provision is continually monitored;
- **The SEN policy is reported on in the school prospectus and children's progress is reported in the school profile.**

In addition, as part of the Special Educational Needs and Disability Act (2001) new duties came into effect in September 2002. These state that the responsible body must take all steps not to discriminate against disabled children in their admissions arrangements, in the education, **exclusion and associated services provided by the school for its pupils or in relation to exclusions from the school. They must also publish three year plans showing how they will increase access for disabled children to the curriculum, the physical environment of the school, and to written information in alternative formats (Accessibility Strategy- Access Plans).** The Act says that a responsible body for the school discriminates against a disabled child if:

- For a reason relating to the child's disability, it treats him or her less favourably than it treats, or would treat, others to whom that reason does not apply, or would not apply;
- It cannot show that the particular treatment is justified.

**(pointer:- From December 2006 (in Secondary) and December 2007 (Primary) the school must publish a 3 year a Disability Equality Scheme showing how they will promote equality of opportunity for disabled children staff and those for whom they provide services. A school's Disability Equality Scheme should show the following:-**

- a) How disabled people with an interest in the Scheme have been involved in its development
- b) The methods for assessing the impact of policies and practices on quality for disabled persons;

- c) The steps that will be taken to promote equality of opportunity for disabled people;
- d) The arrangements for gathering information on the effect of policies and practices on disabled people, including information on recruitment, development and retention of disabled employees; educational opportunities for and achievements of disabled children; and
- e) The arrangements for making use of this information to help promote equality of opportunity.

(Please note: - this new requirement stretches beyond children in your school to the adults employed or who may use the premises. Schools are free to locate their Accessibility Plans, Disability Equality Scheme and Annual action plan in one or a number of different documents. A school's Accessibility Plan could, by considering staff and users of its services, be extended to form the basis of its Disability Equality Scheme as both are broadly the same planning cycles. Similarly, action plans for the scheme could be incorporated into the school improvement plan and self-evaluation arrangements under the New Relationships with Schools.

### **SENCO's role**

Currently the SENCO is **Mrs Lynthia Grant** who is responsible for co-ordinating the provision of SEN throughout the school. This will involve:

- Day to day operation of the SEN policy;
- Providing advice to staff supporting, liaising with them and where necessary the completion of Individual Education Plans;
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress;
- Overseeing and maintain specific resources for special educational needs;
- Liaising with outside agencies;
- Contributing to and, where necessary, leading the continuing professional development (CPD) of the staff;
- Monitoring, evaluating and reporting on the provision for children with SEN to the governing body in conjunction with the designated responsible person;
- Co-ordinating the range of support available to children with special educational needs;
- In conjunction with the class teacher liaising with parents/carers of children with SEN.

### **Arrangement for co-ordinating provision for children with SEN**

The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in the life of the class. For some children, it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, times activities related to the needs identified. This may be delivered by the teacher, teaching assistant or SENCO and will compliment classroom work so that the skills, knowledge and understanding will be transferred to the classroom. **This may be a part of the school's co-ordinated arrangements which appear in a Provision Map. A Provision Map details the various programmes and arrangements that**

**we operate to meet identified needs. The SENCO and Governor/s will normally oversee this provision to ensure it meets the objectives of this policy.**

### **Admission arrangements**

Normal admission arrangements apply. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access the governors will make reasonable adjustments to ensure the child's needs are fully met. **(Please see Accessibility and DES above)**. If a child is transferring into the school with a statement, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs are met.

Any variation to the above will need to be agreed by the full governing body.

### **Specialist facilities**

There are no specialist facilities or special unit in the school as we endeavour to include all our students in all aspects of the day to day activities at the school. However, we employ two Behaviour Specialists who work on a one-to-one or group basis with students who are presenting negative, anti-social behaviour.

### **Resources**

Most of the resources used by children having special educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs and time allocated to the SENCO to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENCO.

### **Identification and assessment arrangements and review procedures**

The school follows guidance contained in the Special Educational Needs Code of Practice (2002). This recommends a graduated approach.

The code does assume that there are hard and fast categories of SEN, but recognises that children's needs and requirements may fall within or across four broad areas.

These are:-

- Communication and interaction;
- Cognition and Learning
- Behavioural, emotional and social development;
- Sensory and/or physical.

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school. However, where through careful identification and assessment we and/or the parents/carers determine that a child is not making adequate progress, the class teacher (or in secondary subject teacher/ head of department etc) will consult SENCO. They, in conjunction with the child and parents/carers, will review the strategies and approaches that are currently being used and the way these might

be developed. Where this review leads to the conclusion within the class or school we will help the child through School Action.

### **School action**

- **Schools do not need to write IEPs for children where they have a policy of planning, target setting and recording of progress for ALL children as part of a personalised learning that:-**
- **Identifies learning targets for individual children with SEN;**
- **Plans additional or different provision from the differentiated curriculum offered to children; and**
- **Reviews provision in the light of individual children's outcomes;**

**In this case a Provision Map will be used. Please note we are currently of the opinion that where a child continues to have learning difficulties and moves to School Action Plus they will need an IEP)**

### **School action Plus**

This is similar to School Action, but will involve us in contacting external support services provided by the LA and other external agencies such Health Authority. We will seek advice on fresh targets and strategies, or more specialist assessments that can help us with our planning. An IEP will be written to reflect these new targets after consultation with these agencies, parents/carers, child and the SENCO and class teacher. We will ensure that parental consent is sought before any outside agencies are involved. **An IEP will be provided for:-**

- **The child's strengths and weaknesses**
- **The date of the IEP is written;**
- **The names of staff and/or outside agencies involved with the targets;**
- **Short-term targets;**
- **The teaching strategies;**
- **What provision we will make;**
- **When we will monitor and review the plan;**
- **How we will judge progress (success criteria) including the exit criteria;**
- **Any outcomes after a review; and**
- **The signature and comment from both the child and parent**

All IEPs are reviewed at least twice a year and targets are discussed at parents'/carers' evenings and/or individual appointments.

### **Criteria for evaluating the success of our policy**

The policy will be evaluated against the objectives stated on page 1 by:

- **An analysis of all teachers' planning by Subject Leaders/ Head Teachers/ SENCO ensures that a differentiated approach is taken and that the learning objectives in Individual Education Plans (IEPs) are identified and reflected in planning.**
- **Parents/Carers are involved with individual targets set with the children by discussing, receiving and having their views recorded; (particularly relevant for those used with IEPs for their child;**
- **Children are involved in discussing, constructing, reviewing and having their views recorded on their own IEPs;**

- IEP targets being monitored to ensure that children progress through specific, measurable, achievable, realistic, time-bound targets (SMART);
- Ensuring that outside agencies, where appropriate, have their comments and recommendations recorded on the IEPs and are involved in their development;
- The **School Prospectus shows the success of the policy or any changes needed for subsequent year;**
- The School Improvement Plan and SEF priorities which include the provision for SEN;
- Undertaking the value for money review of our SEN funding;
- Any external evaluation.

Success criteria will be:-

- (100% of) or all planning reflects IEP targets and any previously identified need.
- A percentage of those children identified and needing IEPs reach their expected target as judged through objective testing and /or teacher's professional judgement and/or no longer need additional support;
- All IEPs include written/ recorded comments from parents/carers and children, and where necessary outside agency involvement.

### **Complaints procedure**

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher/tutor. If this proves unsuccessful the matter should be referred to the SENCO and /or Head Teacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the Local Authority and /or Secretary of State.

### **Continuing Personal Development**

Through the monitoring and evaluating of our provision the SENCO, with the Head Teacher (or CPD Co-ordinator), will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or management objectives. Staff who attend further courses will feedback on courses attended through staff meetings or department/ faculty meetings. The effectiveness of such professional development will be monitored and evaluated by the SENCO, and information provided during the annual evaluation of the school's overall SEN provision.

### **Links and Use of Outside agencies**

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with SEN. Where it is necessary to contact outside agencies, the SENCO will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the Local Education Team including the Educational Psychologist, Learning Support Team, Physical and Sensory impairment Support Service Team, Speech Therapist, Behaviour Support Team, Health and LA personnel. Any or all of these agencies may be involved in the Provision Map and/or construction, delivery or review of targets set in children's Individual Education Plans in order to ensure children's attainment is raised.

### **Partnership with parents/carers/ children**

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents/carers' contribution to their child's education is valued highly by the staff of school. Parents/Carers are encouraged to involve their child in the decision making processes, including recording children's views and implementing and reviewing where necessary the IEP. This school will also update parents/carers with relevant information.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as an equal partner in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practice making choices, will be more secure and effective children in their school years. In this school, we encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEN this includes discussing the strategies for their success. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

### **Links with other schools, agencies, including the voluntary sector**

Links are maintained to ensure smooth transfer on school entry through liaison and visits to the local Early Years Setting and School Start where necessary. Children are invited to visit us for the induction visits in the term before they start school. If necessary the school liaises with other agencies at this stage.

Children with SEN who transfer from other schools are supported through their induction to the school by the class teacher, SENCO and by classroom buddies to ensure that they have a smooth transition.

Liaison from year 6 to Year 7 ensures a smooth transition as Staff from the Secondary Department of The Eden School usually visits us and specialist staff from the Learning Support Faculty also maintain close liaison which continues into Year 7.

This policy will be reviewed on a yearly basis and reported on in school prospectus.

Date agreed at the governing body meeting: .....

Signed.....