

New Hope Christian School Special Education Needs policy statement

Aims (or Principles)

All children with special educational needs will have their needs met at NHCS. The views of the child will be taken into account in the light of their age and understanding. We endeavor to make every effort to include the parents/carers in the education of their children.

Children with special educational needs will be offered full access to a broad balanced and relevant curriculum.

At NHCS we ensure that all children are valued equally regardless of disability, culture, sex or cognitive development. We provide maximum opportunities for all children and the eradication of attitudes that lead to low expectations and subsequent deprivation of motivation. The primary aim is the inclusion of children with SEN so that they are integrated into the academic and social life of the school and are able to reach their full potential.

Objectives:

- To identify children with special educational needs as soon as possible using standardised criteria and to put into place an appropriate plan of work.
- To ensure that the children are supported where appropriate by class teachers, Special Educational Needs Co-ordinator (SENCO), Teaching Assistants.
- To encourage effective home school liaison.
- To work collaboratively with external agencies.

We aim to ensure that pupils make progress in line with prior attainment.

The special educational needs policy will be reviewed annually.

Provision

The School Management Team (SMT), Head Teacher and SENCO are responsible for co-ordinating the educational provision for children with special educational needs.

The Code of Practice suggests that:

The Management Team must:

- do their best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensure that, where the "responsible person" - the Head Teacher or the appropriate governor - has been informed by the LEA that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- report annually to parents on the school's policy for pupils with special educational needs through the governor's report to parents
- ensure that parents are notified by a member of staff of a decision by the school, that SEN provision is being made for their child
- ensure that pupils with special educational needs join in the activities of the school with all other pupils, so far as is reasonably practical and
- compatible with the pupil receiving the necessary educational provision,
- be fully involved in developing and monitoring the school's SEN policy
- be up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed.

The Head Teacher has responsibility for the day to day management of all

aspects of the school's work, including provision for pupils with special educational needs. At the same time the Head Teacher will work closely with the school's SENCO and team.

The Special Educational Needs Co-ordinator "seeks to develop ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the quality of teaching, and standards of pupil's achievements, and by setting targets for improvement".

The key responsibilities of the SENCO include:

- Overseeing the day to day operation of the school's SEN policy
- Coordinating provision for children with special educational needs
- Liaising with and advising teachers
- Managing learning support assistants (teaching assistants)
- Overseeing the records of all children with special educational needs
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.

The school Special Educational Needs Co-ordinator

All teachers and teaching assistants will be involved in the development of the school's special educational needs policy, and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs. All teachers are teachers of children with

The school has an admissions policy that is not affected by whether or not a child has special educational needs. See the school's admission policy. *the school will be equipped for wheelchair and consideration for access has been included into future planning *

Information about the school's policies for identification, assessment and provision for all pupils with special educational needs.

Statement provision - All children with special educational needs are fully integrated and provided with access to the Accelerated Christian Education (A.C.E) curriculum Children who are withdrawn from the class for support teaching participate in the whole range of the curriculum, care is taken to ensure that the timetable for special educational needs does not preclude involvement in other Curriculum areas.

Care needs to be taken to ensure that as far as possible the child's views are included when decisions are made.

Identification and Assessment arrangements

The school policy for special educational needs follows the guidance of the Code of Practice that recommends four stages of action.

School action

The triggers for intervention through School Action could be the concern about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's area of weakness, shows signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no

progress despite the provision of specialist equipment

- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum

The teachers concern, underpinned by school evidence on progress and attainment will be the trigger to register a child at School Action. Professionals from health or social services may also be involved at this stage. Working in collaboration with parents and SENCO, teachers must collect all possible information about the child. They will be responsible for assessment, initially that appropriate as part of the delivery of the A.C.E Curriculum. This will focus on the child's learning characteristics, the learning environment the school is providing for the child, the task and the teaching style. Children should be registered at School Action when the necessary interventions including Teaching Assistant support are additional to or different from those provided as part of the school's usual differentiated curriculum. Some on-going year group assessment will be incorporated into the developing profile of the pupil. The evidence to support identification includes:

Reception: Yr1 - Yr 6 evidence from general Curriculum delivery of literacy and numeracy strategies Optional testing in Years 3 - 5, and Target setting.

The class teacher will inform the SENCO who will register the pupil and agree that advice and support are needed. The class teacher and SENCO draw up an Individual Education Plan (IEP) and inform the parents. The IEP and associated support are implemented. In each individual case the class teacher and SENCO will determine whether there is a need for further advice and support. The school should make full use of all available classroom and school resources before expecting to call upon outside resources. Progress will be reviewed, with parental involvement through Parent Consultation Evenings, and the pupil either moves to School Action Plus or remains at School Action with new targets being set. Adequate progress could be defined as follows:

- It closes the attainment gap between the child and their peers
- It prevents the attainment gap growing wider
- It is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- It matches or betters the child's previous rate of progress
- It ensures access to the full curriculum
- It demonstrates an improvement in self-help, social or personal skills
- It demonstrates improvements in the child's behaviour
- If there is no longer cause for concern the child will be removed from the special needs register and parents informed. If necessary, information will be

collected from outside agencies.

School Action Plus

If progress is not satisfactory and at least 2 School Action IEPs have been implemented and reviewed, further advice will be sought from LEA bodies this may include Learning Support Service, Educational Psychological Service and Behaviour Support Service. On their advice the pupil might move to School Action Plus. A pupil will be registered at School Action Plus by progression from School Action or because appropriate concern has been expressed by teacher, parents, health or social services professionals. Following discussion between class teacher, parents and SENCO the latter consults the Head Teacher who agrees when the involvement of external services is necessary. The SENCO with the teacher reviews available

information, consults support services. Any further relevant advice is sought. When the external services make the recommendation, the pupil moves to School Action Plus, an IEP is drawn up to include the advice of the relevant service. The IEP is implemented.

The IEP is reviewed, preferably in the presence of parents through Parent Consultation Evenings. Following the review there are 3 outcomes:

- revert to School Action
- continue at School Action plus
- Head Teacher requests statutory assessment

If a pupil's progress has been at least satisfactory for at least 2 review periods the SENCO, consulting the Head Teacher and external specialists may decide the pupil no longer needs external support intervention and special educational provision at School Action Plus. The pupil can be recorded as having special educational needs at School Action and action appropriate to those stages should be taken.

If the pupil's progress is at least satisfactory, the class teacher, SENCO and support service draw up a revised IEP.

If by the second School Action Plus IEP review the pupil's progress is not satisfactory, the Head Teacher, on the advice of the SENCO should advise the LEA that a statutory assessment might be necessary.

The parents will be told the outcome of the School Action Plus review even if they are not able to attend.

Multi-disciplinary Assessment

It is the responsibility of the Head Teacher to initiate a multi-disciplinary assessment where all the relevant services are invited to provide a record of the pupil's special educational needs and forward the information to the LEA. The bodies involved include school, parents, Educational Psychological Service, Behaviour Support Service, Learning Support Service, medical services, social services and any of the support services involved with a pupil at School Action Plus. The LEA assesses this information and decides whether or not to issue a Statement of Educational Needs.

Issue of Statement

Where a pupil is issued with a Statement of Educational Needs, it clearly establishes the provision necessary for the pupil. The school ensures that this is implemented.

How does the SMT evaluate the success of the education that is provided for pupils with special educational needs.

The Governing body addresses special educational needs each term at every other Curriculum Committee meeting where special needs is an item on the agenda. The Head Teacher, Deputy Head, and SENCO

The following are issues for discussion:

To what extent is the SEN policy being met, the ways of collecting the evidence include:

- Seeking the views of the parent and child
- Classroom monitoring
- Annual Opportunity to Excel SEN/Inclusion Review
- Impact of spending decisions on standards achieved
- TA Performance Management

Resourcing

The delegated SEN budget is deployed according to clear objectives. The cost of non-teaching SENCO, teaching assistant support for all children with special educational needs is met from the delegated budget. Additionally this

fund supports the maintenance of appropriate resources, the existence of small class sizes, the time of the Deputy Head in dealing with SEN issues and the implementation of the Code of Practice by class teachers. The Standards Fund has been used to ensure relevant teaching assistant training.

Parents

Following the principles of the revised Code of Practice the school recognises that working in partnership with parents plays a key role in promoting the culture of co-operation between parents, schools, LEAs and others. This is important in enabling children and young people with SEN to achieve their potential. Parents will be treated as partners and encouraged to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education
- Have knowledge of their child's entitlement within the SEN framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision

Arrangements to deal with complaints from parents of pupils with special educational needs.

Any parental concerns should be addressed to the SENCO as named in the policy who will liaise with the Head Teacher

Information about the school's partnership with outside agencies.

Once a need has been identified the SENCO will liaise with the appropriate outside agencies:

- ◆ LEA Administrator
- ◆ Social and health services to include Education Welfare Service, School Medical Service, Child and Adolescent and Mental Health Clinic
- ◆ Advisory teachers - sensory impairment (hearing/vision), language impairment.
- ◆ Speech and Language Therapy
- ◆ Support services - Learning Support Service, Educational Psychology Service, Behaviour Support Service.
- ◆ Advice from organisations will be sought where appropriate e.g. Down's Syndrome Association, British Epilepsy and, British Dyslexia Association.

Change of school

Where a change of school occurs the SENCO together with the Head Teacher will be responsible for ensuring the transfer of all relevant documentation / information. When transferring to another educational institution there will be liaison between the appropriate primary and secondary staff.

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