



Abbas and Templecombe
Church of England
Primary School

Special Educational Needs Policy

Reviewed September 2008



ABBAS & TEMPLECOMBE CHURCH OF ENGLAND PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

The Governing body of Abbas and Templecombe C of E Primary School fully endorse the principles identified in the Code of Practice for Special Educational Needs(2005) and the following procedures are in line with the codes recommendations.

A Objectives of the Schools SEN Policy

- 1 We intend to provide the most effective support for our pupils with special needs.
- 2 All pupils have an entitlement to access the full curriculum of the school.
- 3 Extra support is given in such a way as to minimise the disruption to the child.
- 4 Support will be provided at the earliest opportunity.
- 5 Parents will be fully involved in decisions made about their child.
- 6 Where appropriate pupils may be involved in decisions about how they should be supported.
- 7 All staff will be fully involved in the ways of providing for SEN pupils. Class teachers are responsible for the educational development of all children in their class: this necessitates the provision of appropriate differentiated activities.
- 8 All staff are committed to removing the barriers pupils with SEN have to learning.

B Role of the Special Educational Needs Co-ordinator

The governing body has delegated particular responsibility for SEN to a named governor. The School SENCO co-ordinates SEN provision throughout the school. The SENCO has responsibility to:

- Keep the SEN governor informed
- Lead the Support Assistants, including the planning and monitoring of timetables
- Liase with outside agencies

- Liase with class teachers about children who are giving cause for concern

The SEN Co-ordinator will be responsible for maintaining the records of any pupil causing concern and will be the point of contact with any of the support agencies from outside the School who might be asked for help. This contact will be initiated only with the consent of the Head Teacher and the parents. Parents will be involved at every stage of the child's school career and the SEN co-ordinator will be responsible for ensuring that the class teacher has consulted and informed the parents of any pupil who may have special needs.

C Coordinating Provision

The SENCO is responsible for ensuring the school maintains an SEN register. This information is only available to teaching staff and visiting specialist staff and is subject to the provision of the Data Protection Act.

Each class has a SEN file which class teachers keep up to date. There are sections for current Individual Education Plans(IEP), support timetables plus information from outside agencies. At Templecombe we organise our SEN provision into three categories:

- **FOCUS GROUPS**

Children in each class who have been identified as needing additional support from the class teacher. The class teacher fills in a termly grid(Appendix 1) and keeps a copy in their class SEN file. This list will be fluid and some children may need to move to the Code of Practice groups.

- **CODE OF PRACTICE GROUPS**

Children who have an IEP and according to the code of practice are assessed and identified as needing:

- Early years action
- Early years action plus
- School action
- School action plus
- Statement

For these children the SENCO co-ordinates the SEN provision and liases with outside agencies. The class teacher is responsible for writing the IEP(Appendix 2) and ensuring that it is implemented. The SENCO monitors and reviews progress. Parents and children are involved in the target setting progress and have a separate termly IEP which is written at an appropriate level(Appendix 3).

- **ABLE GROUPS**

Children in each class who have been identified as needing extension work from the class teacher. The class teacher fills in a termly grid(Appendix 4) and keeps a copy in their class SEN file. We have a separate able pupil policy.

D Admission Arrangements

Children who are admitted with special educational needs should have an early years action plan which will be taken in to consideration on entry to school where an entry plan can be formulated.

E Specialist Provision

The school does not have any specialist provision other than that listed in this policy.

F Facilities for SEN Pupils including those which assist access

All classrooms in the main building are accessible to pupils as ramps have been provided. There is access to a disabled toilet and shower room. Each classroom has word processing facilities and tape recorders.

G Allocation of Resources

The school receives delegated funding for pupils with SEN. This is additional to the funding the school gets for all pupils. Special Needs pupils have access to all the resources for the school equally with other pupils. The SEN money is spent in the following way:

- Weekly half day non-contact time for SENCO
- Supply cover for SENCO (Additional time coordinate the SEN eg, Time to see Educational Psychologist, SEN Support teacher, SEN non-teaching staff, parents, courses etc.)
- Support Assistant time(Each class has a differentiated amount of support)
- Consumables - SEN Department

H Identification and Assessment

Children are continually assessed as stated in the schools assessment policy. Continuous teacher assessment and monitoring of progress informs decisions regarding SEN children. In particular the following tests are used:

- Standard Assessment Tests (SAT's) at year 2 and year 6

- Non- statutory SAT's in year 3,4 and 5
- Edinburgh Reading Tests

When children start school on Early Years Action or Early Years Action Plus the Reception teacher and SENCO liase with the playgroup. Similarly when SEN children transfer to Secondary School the year six teacher and SENCO meet and pass on records to the relevant departments. For any in year transfers records are sent and a courtesy call is offered to the new school to ensure they can meet the needs of the children immediately.

I Monitoring and Review

All SEN children are reviewed formally twice a year at a meeting between the class teacher and the parents. The SENCO regularly meets with class teachers and assistants to monitor progress and set targets. The SENCO will visit classes on an informal basis to work alongside and observe children on the register.

J Access to Curriculum

All teachers design the learning activities in ways that enable the full range of pupils to access them. There are a range of groupings used in the classroom based on pupils abilities and opportunities for pupils to work at their own pace with and without support. Assessment activities enable pupils to record their understanding in various ways and multi-sensory approaches are used to enable some pupils to learn. Collaborative learning styles are encouraged as well as different methods of recording for some pupils. Wherever possible, we try to avoid withdrawing children from the classroom; however, it can be difficult to play some language games in Junior classrooms which do not have sufficient space. The class teacher negotiates with the support assistant time for withdrawal work to take place to ensure that the pupil education is not disrupted.

K Evaluating Policy

The following information will be collected annually and reported to governors:

- The scores of pupils from the screening process.
- SATs scores.
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In addition the SENCO will meet with the SEN governor and discuss:

- The progress pupils have made through reviews.
- The way expressions of concern were acted on.
- The number of pupils in each class identified.

- The views of the staff about the success of the policy.
- The number and nature of complaints.

L **Complaints Procedure**

If parents are concerned about the provision for their child they should discuss it with the class teacher or headteacher. The complaint will then be discussed with the special needs coordinator. The results will then be explained to the parents. All complaints will be logged in the Expressions of Concern book.

M **SEN INSET**

A SEN staff meeting is arranged once per term where IEP's and SEN issues can be updated, reviewed and discussed. All training for Literacy/Numeracy Strategy initiatives is completed by the relevant member of staff. For example, Springboard maths or Additional Literacy Support.

N **External Support Services**

The school will actively involve the following services to provide advice for pupils where appropriate:

- Educational Psychologist
- SEN Support Teacher
- Education Development Service Consultants
- Child and Family Psychiatrist
- Social Worker

The names of the personnel can be found in Appendix 5.

O **Links with Other Schools**

All information about the way pupils have been supported are passed to the secondary school by the end of June of the year of transition. Staff from the schools meet to discuss specific needs each child might have.

P **Links with Health, Social Services**

Our contact in the health service is the school nurse, based at Wincanton Surgery . We have also been allocated a school social worker. .

Q Partnership with Parents

Parents receive a termly invitation to visit the school and discuss their child's progress.

General information is provided for parents in the parents' handbook and on the parent notice board. Informal visits are encouraged and many parents help the school in a wide range of ways. Parents of pupils with SEN will be kept informed of their child's progress and will be invited to join reviews if appropriate. Parents' views will be sought prior to the school SEN planning meetings and they will then be consulted about any plans which are suggested.

The names of all those concerned with SEN can be found in the annual updated page of the appendices(5).

APPENDICES

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| 1. Focus Children: | The sheet filled in by class teachers. |
| 2. Individual Education Plan Sheet: | The sheet filled in by class teachers for children included in the Code of Practice |
| 3. Child Target Sheet: | The sheet filled in by the child/parent/class teacher for children included in the Code of Practice |
| 4. Able Children: | The sheet filled in by class teachers. |
| 5. Annual Update: | Each year the budget information and personnel list is updated. |

Signed:

Date:

Next review date: Autumn term 2009

APPENDIX 5
ANNUAL UPDATED INFORMATION

2007-2008

FUNDING

During the academic year 2007-08 four children have SEND Plus funding in the bands LLC1 and LLC11

TERMS USED

SEND	Special Educational Needs Devolved funding This is the money used to support all children on the schools SEN register.
SEND PLUS	This is extra money which has been applied for by the school from Somerset to cater for the needs of specific children.

STAFFING

SENCO: Bernie Green and Caroline Sherry,
Nominated governor: Jube Walker

A copy of the county personnel involved with Abbas and Templecombe during this academic year can be found on the wall in the SENCO's office.