

Eridge House

Special Educational Needs Policy

Eridge House aims to be an inclusive school. At the core of our ethos, we respect and value each child as an individual, with their own unique needs. We have staff experienced in identifying a range of barriers to learning and skilled in differentiating the curriculum and adapting teaching strategies to meet children's diverse learning needs and styles.

As a school which receives funding from the government, we have an obligation to have a Special Educational Needs (SEN) policy which has regard to the Special Educational Needs Code of Practice 2001, the SEN and Disability Act 2001 and the Disability Discrimination Act 1995.

Definition of Special Educational Needs

Section 312, Education Act 1996

Children have special educational needs if they have a learning difficulty, which calls for a 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 pupils of the same age.*
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area of the local education authority.*

Children must not be regarded as having a learning difficulty solely because the language or form of language from their home is different from the language in which they will be taught.

Legislative Context

SEN & Disability Act 2001 (Section 28D)

(7) Subsections (8) to (13) apply to-

(a) maintained schools;

(b) independent schools; and

(c) special schools which are not maintained special schools but which are approved by the Secretary of State, or by the National Assembly, under section 342 of the Education Act 1996.

(8) The responsible body must prepare

(a) an accessibility plan

(b) further such plans at such times as may be prescribed

Eridge House

(9) An accessibility plan is a plan for, over a prescribed period-

- (a) increasing the extent to which disabled pupils can participate in the school's curriculum;*
- (b) improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services provided or offered by the school; and*
- (c) improving the delivery to disabled pupils
 - (i) within a reasonable time, and*
 - (ii) in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents, of information which is provided in writing for pupils who are not disabled**

(10) An accessibility plan must be in writing

(11) During the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it

(12) It is the duty of the responsible body to implement its accessibility plan.

(13) An inspection under the School Inspections Act 1996 may extend to the performance by the responsible body of its functions in relation to the preparation, publication, review, revision and implementation of its accessibility plan

(Please refer to our Access Plan 2008- 2011)

Roles and responsibilities

The responsibility of the management of the SEN policy falls to the Principal and the Special Educational Needs Coordinator (SENCO). Our SENCO is **Jamie McDowall**.

The SENCO will oversee the day to day running of the SEN policy within the school. The Principal and the SENCO will work closely together to make sure that the policy works effectively.

The key areas of responsibility for the SENCO are:

- Overseeing the day-to-day operation of the school's SEN policy
- Coordinating provision for children with special educational needs
- Liaising with and advising fellow teachers
- Overseeing the records of all children with special educational needs, including relevant IEP's.
- Keeping teaching assistants up to date with SEN issues and resources
- Liaising with parents of children with special educational needs
- Contributing to in-service training of staff
- Liaising with external agencies, including the Local Education Authority (LEA) support and educational psychology services, health and social services and voluntary bodies

Eridge House

The key areas of responsibility for Class Teachers are:

- Responsibility for the identification of pupils with special educational needs and the development of the provision for those pupils, including writing IEPs.
- Keeping the SENCO informed and reviewing individual pupil's progress at least once each half term
- Keeping parents informed about their child's progress towards their targets

In Nursery and Transition classes, a child with special educational needs has an allocated Key Person. The key person will monitor and observe the child and ensure good communication between all parties involved.

Identification, Assessment and Review Arrangements

Pupils with special educational needs are identified by;

- Teacher observation, including children's work
- Parental concerns
- External agencies, for example where a child has an existing medical condition

The provision for pupils with Special Educational Needs will progress as follows:

Record of concern

Where a teacher or other staff member expresses concern about a child who is not responding to adaptation of teaching strategies, advice will be sought from the SENCO. The SENCO will support the staff member by recommending alternative strategies and resources, in addition to arranging to observe the child within the class environment.



Where a child's progress continues to cause concern, despite additional support, the class teacher and the SENCO complete a **Record of Concern Form** (see attached Appendix 1).



The SENCO and class teacher should make contact with the parent(s) at this stage and arrange a meeting to discuss concerns, share the Record of Concern Form and seek further information from the parents



Eridge House

Children in the nursery and reception classes whose progress continues to cause concern move to a stage known as **Early Years Action**

Children in the Key Stage One and Two whose progress continues to cause concern move to a stage known as **School Action**.



Early Years Action (Nursery/Transition and Reception) and School Action (Key Stages 1 & 2)

The triggers for intervention through Early Years Action / School Action will be the teacher's or others' on-going concerns, underpinned by evidence about a child who, despite receiving differentiated learning opportunities:

Makes little progress even when teaching approaches are targeted particularly in a child's identified area of weakness.

Shows signs of difficulty in acquiring or developing literacy or numeracy skills which results in poor attainment in some curriculum areas

Presents persistent emotional, social or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school

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

Has sensory or physical impairment and continues to make little or no progress despite the provision of specialised equipment



Individual Education Plans

Strategies to be employed to enable the child to progress will be recorded on an **Individual Education Plan** (IEP) (see Appendix 2), which is drawn up by the class teacher in liaison with the SENCO and the child's parents.

The IEP will include information about:

What the child can already do

The short-term targets for the child

The teaching or other strategies to be implemented

Any other provision to be put in place

The success criteria

When the plan is to be reviewed (between 6 weeks to 1 term)

Eridge House

The outcome of the action taken

The IEP will only record that which is additional to or different from the differentiated curriculum plan, which is in place as part of the provision for all children



Early Years Action Plus/School Action Plus

Triggers for Early Years Action Plus/School Action Plus will be that despite receiving an individualised programme and/or concentrated support under Early Years Action/School Action, the child:

Continues to make little or no progress in specific areas over a sustained period of time.

Continues working at Early Years/National Curriculum levels substantially below that expected of children of similar age

Continues to have difficulty in developing literacy and numeracy skills

Has ongoing communication difficulties that impede the development of social relationships and cause substantial barriers to learning

Has emotional, social or behavioural difficulties which substantially and regularly interfere with the child's learning or that of the class group, despite having an individualised behaviour management programme

Has sensory or physical impairment and requires additional specialist equipment or regular advice or visits by a specialist service

At this stage, the school will seek the advice of external support services, for example the Psychology in Education Service, the Speech and Language Therapy Service or the Sensory and Language Impairment Team

External professionals will establish which strategies have already been employed and which targets have been set and achieved. They will usually then observe the child with a view to advising on new and appropriate targets for the child's IEP and accompanying strategies (See Appendix 3)



Referral for Statutory Assessment

In some cases the support given by the school through Early Years/School Action Plus will not be sufficiently effective to enable the child to progress satisfactorily. It will then be necessary to consider making a referral to the

Eridge House

Local Education Authority (LEA) for a statutory multi-disciplinary assessment, in consultation with the parents and external agencies. The LEA will seek evidence from the school of the range of intervention over time, together with clear documentation in relation to the child's special educational needs and any progress made. The LEA will decide whether to proceed with a statutory assessment based on this evidence, which may lead to provision of a Statement of SEN, a legally binding document that sets out the provision that the LEA will make for the child.

Additional Support for Children with special education needs

Where children are due to be admitted to the school who are already the subject of a Statement of special educational needs, the LEA will need to satisfy itself that the school is suitable to meet that child's special educational needs. In these cases, the LEA will 'name' the school as an appropriate placement in the Statement and the school will receive funding from the LEA to employ additional support for the child.

Where the school is aware of an existing condition, impairment or disability that is likely to require additional support, but where the child is not the subject of a Statement the school may:

- Contact the LEA to request 'interim' support, whilst further information is sought from the family and any professionals involved
- In some cases, the school may ask the family to fund additional support, whilst additional information is sought

In January 2009 the school employed a teacher for SEN and EAL. This teacher is available to children with SEN and EAL one day a week at an additional cost to parents. The school liaises closely with parents. If parents can not afford this additional service the school offers the school will endeavour to do its best to help accommodate parents financially.

How pupils with SEN are included in the school as a whole

We seek to be an inclusive school by:

- using the SEN review procedures to identify any barriers in the way of the pupil and plan appropriate and reasonable action
- ensuring that all pupils have appropriate and challenging learning targets
- valuing the diversity of our pupils of which SEN are a natural part
- ensuring that our reading stock includes stories with positive images of pupils with SEN
- looking for opportunities within the curriculum to raise SEN issues
- seeking to make provision for SEN within routine class arrangements wherever possible
- seeking opportunities for pupils with SEN to work with other pupils
- encouraging pupils with SEN to play/socialise with other pupils

Eridge House

- developing links with special schools to extend all pupils' experience of diversity

Complaints about SEN Provision

At Eridge House, any complaints about our SEN provision will be taken seriously. In the first instance parents are asked to approach the SENCO , after which our usual complaints procedures apply.

Eridge House

Record of Concern

Child's Name:	DOB:
Staff Involved:	
Strengths and Interests:	
Reason for Concern:	
Evidence:	
Long Term Goals:	
Support Planned:	
Other Agencies Involved:	
Support from Parents:	

Parent(s) signature:

Date:

Teacher's signature:

Date:

SENCO's signature:

Date:

Headteacher's signature:

Date:

Eridge House

INDIVIDUAL EDUCATION PLAN

CHILD'S NAME:

DATE:

I.E.P NO:

CHILD'S CLASS:

COP STAGE: EARLY YEARS ACTION / SCHOOL ACTION

START DATE:

REVIEW DATE:

BASELINE (What the child can do already)	TARGET(S) (What you would like the child to achieve)	STRATEGY (What you and the child will do to achieve the target)	SUCCESS PROCEDURE (What you will say/do when the child is successful)	REVIEW (What happened)

Signature of Teacher/SENCO:

Signature of Parent(s):

Policy due for Review: **September 2011**

Eridge House

INDIVIDUAL EDUCATION PLAN

CHILD'S NAME:

DATE:

I.E.P NO:

CHILD'S CLASS:

COP STAGE: EY ACTION PLUS / SCHOOL ACTION PLUS

START DATE:

REVIEW DATE:

BASELINE (What the child can do already)	TARGET(S) (What you would like the child to achieve)	STRATEGY (What you and the child will do to achieve the target)	SUCCESS PROCEDURE (What you will say/do when the child is successful)	REVIEW (What happened)

Signature of Teacher/SENCO:

Signature of Parent(s):

Policy due for Review: **September 2011**