



## Derwent Vale Primary & Nursery School

### SPECIAL EDUCATIONAL NEEDS POLICY

Derwent Vale Primary & Nursery School provides a broad and balanced curriculum for all children, which is differentiated to meet individual needs and abilities.

A SPECIAL EDUCATIONAL NEED CAN BE DEFINED AS:

*A significantly greater difficulty in learning than the majority of children of the same age.  
and/or*

*A disability, which either prevents or hinders a child for the making use of educational facilities of a kind, provided for children of the same age in schools within the area of the LA.*

#### AIMS AND OBJECTIVES

The aims and objectives of this policy are:

- To identify pupils with special educational needs as soon as possible
- To create an environment that meets the special educational needs of each pupil
- To ensure all pupils have access to a broad, balanced and differentiated curriculum
- To encourage pupils to develop confidence and self-esteem and recognise the value of their own contribution to their learning.
- To encourage pupils to be fully involved in their learning.
- To make clear expectations of partners in the process and the provision of special needs.
- To ensure parents are kept fully informed and are engaged in effective communication about their child's SEN.

#### ACCESS TO THE CURRICULUM.

All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable pupils to:

- Understand the relevance and purpose of learning activities
- Experience the levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet pupils' special educational needs. Lessons have clear learning objectives; we differentiate work and use assessment to inform the next stage of learning.

IEPs contain a small number of specific targets, ideally three or four, designed to enable the pupil to progress, these will be discussed with parents during parents' evenings and written into the child's report.

Wherever possible we do not withdraw pupils from the classroom. This reflects the school acknowledgement that all pupils have an entitlement to share the same learning experiences as their peers. There are times, however, when to maximise learning, we ask the pupils to work in small groups or in a one to one situation outside the classroom.

#### ROLES AND RESPONSIBILITIES.

In this school the provision for pupils with SEN is the responsibility of all members of staff.

Mrs. F Edmondson is the SEN Co-ordinator (SENCo) and is responsible for the day to day operation of the SEN policy.

Her main duties are: -

- Overseeing the day to day operation of the schools SEN policy
- Co-ordinating provision for children with SEN
- Liaising with and advising fellow teachers
- Working in partnership with the Higher Level Teaching Assistant
- Managing the Support assistants in conjunction with class teachers
- Overseeing the records of all children with special educational needs
- Contribution to the in service training of staff
- Liaising with external agencies including the LEAs support and psychological services, health and social services and voluntary bodies.

The governing body does its best to secure the necessary provision for any pupil identifies as having SEN. The governors ensure all teachers are fully aware of their responsibilities towards pupils with SEN. They consult the LA and other schools, when appropriate, and evaluate the success of the school's policy for provision for pupils with SEN termly. The Governing Body have adopted the LA admissions criteria which does not discriminate against pupils with SEN. The admissions policy has due regard for the guidance in the Code of Practice - (A copy is held centrally if you should wish to refer - 1:33).

### **EDUCATIONAL INCLUSION**

At this school we respect the fact that pupils:-

- Have different educational, behavioural needs and aspirations
- Require different learning strategies
- Learn at different rates
- Require a range of different teaching strategies and experiences

Teachers respond to different needs by:-

- Providing support in all curriculum areas
- Planning to develop pupils' understanding through the use of visual, auditory & kinaesthetic experiences
- Planning for pupils' full participation in learning, and in physical and practical activities
- Planning for pupils to manage their behaviour, enabling them to participate effectively and safely in learning

This policy ensures that teaching arrangements are fully inclusive:

- The majority of pupils will have their needs met through normal classroom arrangements and
- Appropriate differentiation, which may include short term support such as Early Literacy Strategy, Additional Literacy Strategy, Progression in Phonics and Springboard Programmes.

### **IDENTIFICATION, ASSESSMENT, REVIEW AND RECORD KEEPING.**

SENCo will work with all staff to ensure pupils who may need additional or different support to that normally found within the classroom, are identified as soon as possible.

The progress made by all pupils at this school is regularly monitored and reviewed. The school does not identify pupils as having SEN unless we are taking action that is additional or different from that which goes on in the classroom as part of our differentiated support.

Pupils who are not making adequate progress are identified as having special educational needs.

Class teachers consult with the SENCo when the evidence gathered through the usual assessment and monitoring arrangements shows concern about a pupil's progress. The triggers for concern are described in the SEN Code of Practice.

The SENCo will consult with parents, pupils, carers, teachers and support staff about any additional provision to ensure that all interested parties are aware of the learning targets and their contribution to its implementation.

If we have sufficient evidence that a pupil is making insufficient progress despite the support at EY/SA, the SENCo may seek external advice from a specialist within the Pupil and School Support Services (PaSS). PaSS is an LEA service, consisting of professionals, including specialist teachers, educational psychologists and other specialist from within CCC. The SENCo will keep parents and pupils fully involved and informed about any proposed interventions.

Pupils with a statement of special educational needs will, in addition to the ongoing review of their progress and specific support through their EHCP will be reviewed annually. A report containing recommendations will be provided for the LEA which will consider whether to maintain, amend or cease the Statement.

Our school will liaise with the receiving school when a pupil with SEN is due to transfer and will forward to them as early as possible all relevant information to enable an effective transfer.

### **ALLOCATION OF RESOURCES.**

The Head/SENCo is responsible for the operational management of the specified and agreed resourcing for the special needs provision within school, including the provision for pupils with statements.

The Head teacher and SENCo meet at least annually to agree how to use funds including those directly related to statements. The effectiveness of the resources for special needs will be monitored as part of the on-going process of self-evaluation in school.

### **COMPLAINTS PROCEDURES.**

If a parent is concerned about provision for SEN, the normal complaints procedure (as detailed in the School Prospectus) should be followed.

Under the SEN and Disability Act 2001 parents can request the services of an independent disagreement resolution. The SENCo will provide more information about this upon request.

### **PARTNERSHIP WITH PARENTS.**

Class teachers work closely with parents throughout their child's education.

Parents should in the first instance contact the class teacher in case of any concern or difficulty.

The school provides information about the Parent Partnership service to all students with special educational needs upon request.

At all stages of the SEN process, school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child's education.

Meetings to review IEPs and discuss new targets will be arranged regularly.

### **PARTNERSHIP WITH CHILDREN.**

Children are involved in the IEP process, noting and celebrating their achievements and agreeing new and challenging targets.

Children's views are recorded in an appropriate manner.

### **LINKS WITH OTHER AGENCIES.**

The school works closely with all of the LA Pupils and School Support units when identifying, assessing and making provision for pupils with SEN.

### **LINKS WITH OTHER SCHOOLS.**

The SENCo liaises with the SENCo of all schools when pupils transfer to ensure that effective arrangements are in place to support pupils at this time. This usually takes place in the Summer Term for Y6 pupils or sooner if necessary. When students move to another school their records are transferred within 15 days of ceasing to be registered at Derwent Vale Primary and Nursery School.

### **STAFFING AND PARTNERSHIP**

The school undertakes the annual audit of staff training needs related to special educational needs issues and meets these where possible, in conjunction with identified school priorities. The SENCo, in consultation with the head teacher /staff development officer will provide training through the INSET programme to ensure all staff are fully informed of relevant SEN issues and procedures within the school.

### **AIMS FOR SEN CHILDREN.**

- To give a feeling of success and progress
- To encourage the recognition of the value of their own contribution to their learning and to be fully involved in this
- To encourage the development of qualities which allow children to relate positively to others
- To develop skills and enable independence
- To create a positive self-esteem
- To develop confidence.

### **SUCCESS CRITERIA.**

- The success of this policy is judged against the aims set out above. The policy is reviewed annually.