

Our Lady's Preparatory School, Nursery and Day Nursery

Special Educational Needs Policy

Introduction

At Our Lady's all children are treated as special and the staff consistently monitor and assess their progress.

All teachers and practitioners are committed to providing an environment which maximises the potential of every child through the tailoring of work to meet individual needs.

The role of the Trustees

The Trustees will endeavour to provide resources to support pupils learning within the school budgets. It is the responsibility of the Trustees to ensure that SEN provision is provided to enable the needs of children with SEN to be fully met.

Statutory Requirements

We are committed to early intervention and support, in partnership with parents, and where appropriate, external supporting agencies. Children with Special Education Needs are Identified, Assessed and provided for as laid down by The Code of Practice. Appropriate action (Early Intervention/Action/Action Plus) is matched to the individual child's needs.

Aims

- To ensure that all children with SEN are offered full access to a broad, balanced and relevant education, including an appropriate delivery of the Early Years Stage and the national Curriculum.
- To ensure that each child reaches his/her full potential within a happy and stimulating environment.

Objectives

- To identify special needs at the earliest opportunity and to adopt an appropriate intervention programme.
- To ensure all children receive equal access to the curriculum.
- To ensure that parents are informed of their child's progress and are fully involved at all times.
- To consider the wishes of the child and where appropriate allow them to contribute to discussions.

- To provide detail records of each child's learning and monitor their progress.
- To match different learning styles with flexible teaching.
- To ensure that the resources provided are appropriate to the child's particular needs.
- To ensure that the planning allows SEN children to experience success and a sense of value within the school community.
- To ensure that appropriate support is provided within the school and where necessary from outside supporting agencies.

Special Educational Needs Co-ordinator

The responsibility of the school SENCO is to co-ordinate the provision of education for children with SEN at Early Action, Early Years Action Plus, School Action and School Action Plus. The SENCO is responsible for liaising with the Head Teacher regarding the collation of documentation for those children on Early Years Action/School Action Plus who are to be put forward for a Statutory Assessment or who already have a Statement of Special Educational Needs.

Other responsibilities include:

- To maintain an up to date register of children with SEN.
- To meet with each teacher termly in order to monitor progress of children on the register in each class.
- To liaise with the parent of children with SEN.
- To liaise with external agencies.
- To liaise with and support class teachers.
- To contribute and advise on in-service training of staff.

The Transfer of Children at the end of the school year

Teachers liaise and transfer all information across phases with supporting written documentation – children's reports and supporting samples of work. This documentation is for all children from Early Years into Key Stage 1 and from Key Stage 1 into Key Stage 2.

All SEN documentation should be in an individual file together with updated IEPs to ensure that targets are met.

Liaison with other schools

Should a child change schools prior to the end of the Year 6 all SEN documentation is collated and sent on to the new school. At the end of Year 6 all relevant documentation is forwarded to the child's new Secondary School. To ensure a smooth transition, the Year 6 Class Teacher liaises with the Head of Special Needs at that school.

Procedures, Practices and Stages of Intervention

The experience and expertise of the Staff aids early identification of any child demonstrating a significant delay in areas of learning. Initially SEN provision will be met within the school but where considered necessary specialist expertise will be called upon to advise and support the child, parents and teaching staff.

1. **Initial Identification** of SEN arises from assessment using criteria linked to the National Curriculum and teacher identification of delay in areas of learning, physical or sensory, language, behavioural/emotional or social development. Areas of concern are highlighted to parents and the child's progress is monitored.
2. **Early Years Action/School Action** when a child is placed on the SEN register an IEP is completed and shared with parents. Progress is monitored closely and observations are documented within the IEP. The IEP is shared with parents, SENCO and all staff working with the child. The SENCO is responsible for liaising with the Class Teacher to review and update the IEP termly. Parents should be informed each term when the IEP is amended and invited to discuss their child's progress. The Class Teacher is responsible for working with the child on a daily basis, where differentiated work is undertaken.
3. **Early Action Plus/School Action Plus** the child moves to this when the SENCO and Class Teacher, in consultation with the parents, request help and advice from external services. At this stage the SENCO and where appropriate the Head Teacher will take a lead in: Any Further assessment of the child, planning future interventions for the child in discussion with colleagues and monitoring and reviewing action taken. The Class Teacher and SENCO will continue to work together to monitor progress and ensure that an IEP is in place and reviewed regularly.
4. **Multi Professional Assessment** – If progress continues to cause concern then after liaison with parents a referral to the LEA for a statutory assessment may be considered. At this stage there should be substantial evidence that a child's needs are such that he/she should be afforded the protection of a statement. All necessary forms will be completed after liaison with the SENCO, Class Teacher, Head Teacher and parents to initiate a referral. Should the LEA decide that no Statement is necessary then the parents have the right to appeal. Should a Multi Professional Assessment not result in a Statement then the child will continue to receive within the school full support with clear and attainable targets monitored by a regularly reviewed IEP.
5. **Children with a Statement of Special Educational Needs** – after a full Multi-Professional Assessment co-ordinated by the LEA a statement is produced by the LEA and the provision is reflected in the child's IEP. Children with

Statements are reviewed annually, but can be these reviews can be undertaken earlier in certain circumstances. The views of the child, where possible, should be included in the annual review. Any monies attached to the child's statement are to be used to support the child.

Parental Involvement

The school actively encourages close consultation and partnership with parents. The Class Teacher and SENCO will suggest ways and assist parents in helping to support their child at home.

Removal from the SEN Register

If the staff decide, after consultation, to remove the child from the register the parents are then informed and all documentation is filed in the child's school folder with copies of IEPs and reports.

Curriculum Access for Children with SEN

The Teachers ensure that all children throughout the school enjoy a broad and balanced curriculum and have the opportunity to work within both ability and mixed ability groups. All members of staff are aware of a multi-sensory approach to learning which benefits all children including those with SEN.

Working with other Agencies

The school has links with local outside agencies that can be contacted for support and advice concerning individual children with SEN.

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Reviewed 5th September 2009
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