



Foundation Stage, Key Stage 1 and Key Stage 2 SPECIAL EDUCATIONAL NEEDS POLICY

Aims

To identify and plan for each child's individual learning requirements and to provide appropriate additional support for children with special educational needs in order to allow them to make the best possible progress.

To promote an atmosphere of encouragement, acceptance and respect for achievements in which all children can thrive and to develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow.

Subject to the detail of this policy, we work to the requirements of the 1996 Education Act and The Special Educational Needs Code of Practice (2001) in the identification, assessment and provision of special education needs and the making of special educational provision. Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in school.

Objectives

To identify any particular learning needs in any of the areas of learning and to develop an effective strategy to meet those needs.

To allow children with special educational needs to fully participate in all the activities of the setting by providing additional support, adapting activities and environments and by using specialist equipment as appropriate.

When appropriate, to work together with staff from external agencies to provide the best learning opportunities for each individual child.

To work in true partnership with parents and carers, valuing their views and contributions and keeping them fully involved in their child's education.

To keep parents and carers fully informed of the needs and progress of their child.

We believe in the involvement of the child and the importance of taking their views into account. We will make every effort, where possible and appropriate, to involve the child in decision making about their special educational provision.

We are committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting children's special educational needs. We will actively support the establishment and maintenance of close links with all agencies working with the child.

Educational inclusion

In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- have different learning styles and thus require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- and helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.

We adopt the graduated response to identifying and supporting children with Special Educational Needs.

Wave One: High quality well differentiated classroom teaching.

Wave Two: Small group intervention for children who can be expected to 'catch up' with their peers as a result of the intervention. For example, NNS Springboard, ELS, ALS and FLS support programmes, Booster classes etc. These interventions are NOT primarily SEN interventions and do not in themselves require a child to have an Individual Education Programme (IEP), or to be placed on School Action.

Wave Three: Specific targeted approaches for individual children as requiring SEN intervention. Children receiving Wave Three support will always be placed on Early Years/School Action or Early Years/School Action Plus. These interventions are always **additional to** or **different from** those provided as part of our usual curriculum and strategies. These interventions and strategies are recorded within an IEP.

Responsibility

One member of staff has overall responsibility for the implementation of this policy and for liaison with staff, parents and external agencies with regard to all special educational needs issues. This person is designated the Special Education Needs Co-ordinator (SENCO). The SENCO will advise and support other staff at the setting, ensure that appropriate Individual Education Plans are in place and ensure that relevant background information about children with special educational needs is collected, recorded and updated.

The designated SENCO is Sara Harris (Headteacher).

The designated Governors for SEN are Ruth Kosiner and Suzanne Breuer-Weil.

All members of staff have responsibility for monitoring the progress of children and informing the SENCO if they believe a child may have special educational needs. All staff are responsible for supporting children with special educational needs and their parents, for implementing individual education plans and for ensuring children with special educational needs can fully participate in all the activities of our school.

Responsibility of the SENCO includes: (see Barnet Pre-School Inclusion Team publication. *The Role of the SENCO* for more detailed information)

- manages the day-to-day operation of the policy;
- maintains an accurate and up to date SEN school profile;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the Governing Body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- and contributes to the professional development of all staff.

Responsibility of the Governing Body:

- The Governing Body has due regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs.
- The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The Governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The Governing Body ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.
- The Governing Body has identified a Governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the Headteacher. The Headteacher ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement.
- The SEN Governor ensures that all Governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

Operating Policy

When a family initially applies for their child to come to our school, we ask about any special educational needs on the application form and discuss this further at the initial parent meeting.

As part of the admissions process we sometimes invite a child with special educational needs to spend some time in the class and meet the school staff in order for us to be able to assess whether we can meet their needs.

All new families are asked to complete an Individual Pupil Registration form which includes a section regarding any special educational needs and any involved professionals.

Regarding any children with special educational needs, we arrange to visit the children prior to entry either at home or in their current nursery / school settings. We talk to all the professionals already involved in the child's care and development and attend any relevant meetings especially regarding a transition programme.

When a child starts at the setting a member of staff will talk to the parent about their child and will use this information to complete an entry record sheet. Any existing special educational needs, disabilities or health problems will be noted at this time.

If starting in the Nursery or Reception class, the staff will continuously monitor each child's progress. Record sheets for the six areas of learning will be regularly updated to record each child's development and achievements. This ongoing assessment and recording will be used to aid the early identification of any special educational needs. In addition to the ***significant achievement*** stickers, children with special educational needs will have their progress monitored and recorded on a **Sound Learning Early Learning Record System** form. This will be updated every term by the class teacher in conjunction with the other staff.

If children start our school in KS1 or KS2, staff collect evidence of attainment, progression and achievement using all the procedures outlined in our marking, assessment & tracking policies.

There are occasions when children have additional needs requiring them to receive extra support. This support may be in the form of assistance from a dedicated classroom assistant, a specialist assessment (for example an Educational Psychologist), therapeutic intervention (for example Speech and Language Therapy or Occupational Therapy) or specialist teaching etc. We already work successfully with a variety of external professionals both from Barnet, including the Pre-School inclusion team, as well as from the private sector, mostly from Binoh (Norwood). As an independent school, we do not have the funding to pay for professional assessments or additional help for children with Special Educational Needs. This is paid for by parents in addition to the school fees if local authority funding is not available.

We meet regularly with families of children who have additional needs in order to liaise with all the staff and professionals concerned, review the children's progress and set new targets for the children to achieve. Where appropriate, we work together with children's parents and their local authority to request funding via a statutory assessment.

There may very rarely be occasions, both before and after admission, where we feel that the extent of a child's Special Educational Needs are such that it is not possible for us to meet their needs and instead their needs would be better met in a state school. We would discuss this thoroughly and sensitively with parents and we would explore other avenues of support before coming to any final decisions about this. If, at any time, the Headteacher is of the opinion that the School can no longer make provision for a child's needs, the child's parents may be required to withdraw him/her from the School within a period of notice to be determined by the Headteacher. In these circumstances the balance of the current term's fees will be retained by the school unless the Headteacher, entirely at his/her discretion, agrees a partial refund.

Early Years Action (Nursery and Reception) / School Action (Y1 – Y6)

If a member of staff believes a child has special educational needs the following action will be taken:

- The staff member (if not the class teacher) will first consult with the class teacher.
- The class teacher will consult the special educational needs co-ordinator (SENCO) and they will then gather information about the child and make an initial assessment of the child's special educational needs.
- The class teacher and SENCO will consult with the child's parents seeking additional information, explaining why there is some cause for concern, ascertaining the parents' views and giving them ideas of how they can help at home. The SENCO will explain to the child's parents, the staged process of identifying Special Educational Needs and will explain the process involved at Early Years/School Action.
- If considered necessary, the SENCO will seek advice and support from external agencies such as educational psychologists, social services and health services. For children up to five years of age, we have the availability of liaising with the Barnet pre-school inclusion team.
- The SENCO and the child's class teacher, in consultation with parents, will decide on the action needed to help the child progress. This will be recorded within an Individual Education Plan (IEP). The IEP will include information about the short term targets set for the child, the teaching strategies to be adopted and any provision to be put in place that is additional to or different from the normal curriculum plan. The targets will be SMART targets. (SMART = Specific, Measurable, Achievable, Realistic and within a Time frame). We use the *IEP Writer* programme for creating our Individual Education Programmes.
- The child's progress will be continuously monitored by staff and the SENCO. An IEP review will take place once a term. The child's parents will be invited to attend these review meetings which will also be attended by the SENCO and the child's class teacher (and any other staff where applicable). Progress will be reviewed and the IEP may be changed and adapted as required.

Early Years Action Plus (Nursery and Reception) / School Action Plus (Y1 – Y6)

If at an IEP review the SENCO and the child's class teacher, in consultation with the parents, decide to request help from external support services, the child will have moved onto the next stage of provision, *Early Years Action Plus (Nursery and Reception) and School Action Plus (Y1 – Y6)*.

We will fully explain to parents the process involved at *Early Years Action Plus*.

We will seek help, advice and assistance from outside agencies when, despite receiving an individual programme and/or concentrated support, a child:

- Continues to make limited progress in specific areas over a long period.
- Continues working at a curriculum level substantially below that expected of children of similar age.

- Has emotional or behavioural difficulties which substantially and regularly interfere with his/her own learning or that of the group.
- Has sensory or physical needs and requires additional equipment and/or frequent and regular visits by practitioners from a specialist service.
- Has ongoing communication or interaction difficulties that impede social development and cause barriers to learning.

When help from external support services is sought, the SENCO will make the child's special educational needs records available to those services.

Staff from the appropriate external support services will meet with the SENCO and colleagues to review the child's progress and will advise on the most suitable form of external support.

This could include:

- advice on new IEPs and targets
- more specialist assessments or interventions (eg Speech and Language Therapy)
- advice on the use of new or specialist strategies or materials
- providing support for particular activities

The child's parents will always be fully included in this process and their views will be sought on any changes to the special needs provision for the child.

Under *Early Years Action Plus / School Action Plus*, the child's progress will continue to be monitored by staff, the SENCO and any external support services involved. IEP reviews will take place once a term. The child's parents will be invited to attend these review meetings which will also be attended by the SENCO, the child's teacher and staff from external support services. Progress will be reviewed and the IEP may be changed and adapted as required.

Wherever possible, we include targets to raise children's self esteem on the IEPs.

Statutory Assessment

If the help given by *Early Years Action Plus / School Action Plus* is not sufficient to enable a child to progress satisfactorily, it may be necessary for the SENCO and colleagues, in consultation with the parents and any external agencies already involved, to consider whether a statutory multi-disciplinary assessment is appropriate. Prior to making a request for statutory assessment, it is necessary to demonstrate to the Local Authority that a child has been provided with 10 additional hours of support a week for a period of at least a term. As an independent school without a Local Authority delegated budget, we cannot fund these 10 additional hours of support. This is paid for by parents in addition to the school fees.

A request to the Local Education Authority (LEA) for a statutory assessment can be made by the school or by a child's parents. The LEA is then responsible for deciding whether a statutory assessment is required and for carrying out that assessment.

When a request for statutory assessment is made the SENCO will provide the LEA with copies of all documentation relating to the child's special educational needs and the action taken to deal with those needs. The SENCO and colleagues will provide assistance to the LEA and support to the child and parents whilst a statutory assessment is taking place.

If the result of a statutory assessment is the issuing of a statement of special educational needs and Edgware Jewish Primary School is the educational establishment named in the statement then monitoring, support and reviews will continue to take place with the assistance of external agencies as specified in the statement.

Pupil participation

In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. We recognise the importance of children developing social as well as educational skills.

Children are involved at an appropriate developmental level in setting targets in their IEPs and in the termly IEP review meetings. Children are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

Monitoring and review

We monitor the effectiveness of our SEN policy and procedures using the East Sussex School Improvement Service SEN Self-Improvement Tool.

The SENCO reports on the results of this self-evaluation to the Governors.

The SENCO and the Headteacher hold regular meetings to review the effectiveness of the SEN policy and procedures. The SENCO also meets 2-3 times a year with the named Governor(s) with responsibility for SEN.

This policy is reviewed annually and modified where necessary.

New Settings

When a child with special educational needs moves from our school to another school, the SENCO will liaise with the new school and will pass on copies of all reports, pupil progress records and other paperwork to ensure they are fully aware of the child's needs, and of the support that has been provided to date.

Sara Harris (Headteacher) August 2008

Signed: Sara J. Harris (Headteacher) Eddy Breuer-Weil (Chair of Governors)