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Policy Drafted By - Lucy Prew - Centre Manager

Date Drafted - 1st April 2013

Date for Review -

Introduction

This policy is reviewed yearly in line with the revised Code of Practice which was updated in November 2009 for identification and assessment of special educational needs. Consultation meetings were held with the staff of the Centre during the formulation of this policy. **This policy reflects and includes our SEN procedures for referrals and remediation.**

Birth and Beyond provides a broad and balanced curriculum for all children. The Early Years Foundation Stage (EYFS) is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children may have barriers to learning requiring particular action by the Centre. The Special Educational Needs Policy at Birth and Beyond reflects awareness that children follow the same general pattern in developing the skills needed for learning development. They do not all learn at the same rate or in the same way. Children may experience a specific learning difficulty or experience learning difficulties in all areas. Many problems will be temporary but some may prove to be long term. Some children may have difficulties with motor control, social or behavioral difficulties, language or sensory impairment or with Maths and English.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their educational and learning path. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

- This policy intends to clarify all the processes of identification, assessment, monitoring, support, referral and review for the SEN child. It identifies the learning support team and all the other support services and agencies involved in enabling children to access the curriculum.

The quality of SEN for policy and provision is continually monitored, evaluated, reviewed, and updated annually. It contains yearly targets for SEN provision and is an integral part of the Centre Development Plan (SDP).

Aims and objectives

We endeavour to enable all our pupils to develop their full potential, where reasonably possible, in a structured and caring learning environment. We value all pupils in our Centre equally.

The aims and objectives of this policy are:

- To create an environment that meets the educational needs of each child.
- To identify as early as possible any child who is experiencing difficulties in the Centre environment and provide intervention.
- To define conditions and learning styles in which the child can succeed and to ensure that the Centre curriculum enables these needs to be met.
- To establish and maintain a whole Centre, joint problem-solving approach in which the parents, head teacher, class teacher, Learning Support Team, other members of staff and ancillary helpers are all partners working together with the child.
- To set out systems, procedures and practices which will:
 - Act as a guide to all staff, teaching and non-teaching, parents, and governors;
 - Inform, involve, and seek input from parents/carers and the child with SEN, making provision more effective;



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All children will be given equal access to the National Curriculum, equal opportunities, and motivational stimulus for both sexes, regardless of diverse backgrounds, ethnic groups and all physical and mental abilities.

Statutory Requirements for Pupils with Special Needs

As a major part of Equal Opportunities legislation, the Disability Discrimination Act (1999) in Centres means that it is unlawful to discriminate against a disabled person for a reason connected to their disability.

Discrimination occurs when any person in or connected to the Centre is treated less favourably than anyone else. For all Centres the areas of the Act that are most relevant are related to employment, the provisions of services through education to children and their parents/cares, and the Centres use as a community building.

Centres must also make 'reasonable adjustments' to recruitment practises, to policies and procedures and to buildings, to ensure that they do not discriminate in the way they are implemented.

To ensure full access to services offered, Centres must also provide auxiliary aids, e.g. information in different formats if the communication need of the parent/carer or the child requires this.

Where physical barriers prevent people from accessing the services of the Centre, the service should be provided by another reasonable means.

From 2004, steps need to be taken to remove physical barriers to education in all Centres.

The Centre is fully committed to the above statement and will make all reasonable arrangement to provide inclusive education and services for all those involved with the Centre. This document is in line with our Single Equality Scheme Policy which is also available in the main office.

Special facilities

The Centre welcomes applications for admission from the parents of pupils with mobility difficulties. The building is wheelchair accessible and there are several toilets for the disabled.

Specialist provisions

Centre **does not** have a special unit. After identification and application, children requiring full or part-time specialist services would be determined and placed by Discussion with parents and Sponsor.

Educational Inclusion

In our Centre 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 systems for early identification and the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our Centre community.

Children with SEN participate in all Centre and classroom activities as is reasonably practical and compatible with efficient education of all pupils to have full access to the National Curriculum.

Access to the curriculum

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

- - understand the relevance and purpose of learning activities;
- - experience levels of understanding and rates of progress that bring feelings of success and achievement.

The class teacher aims to provide quality first teaching (Wave 1) and provides differentiation for all areas of the National Curriculum, as appropriate, and uses a range of strategies to meet **all** children's educational needs with Wave 2 and Wave 3 interventions as needed.

All teachers are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation.



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This policy ensures that SEN provision is 'additional to' or 'different from' the educational provision made generally for children of their age in Centres monitored by the LA.

At all Stages of the Code of Practice a suitably qualified SENCO is involved.

Parents/carers of children with SEN are consulted and involved in identifying needs, the planning and reviewing of their child's IEP (Individual Educational Plan), and rate of progress.

At Centre Action and Centre Action Plus the class teacher drafts objectives for Individual Education plans (IEPs). These plans consist of specific and achievable objectives and are discussed and developed with the SEN team and the child's parents/carers for individuals or groups of pupils. Children are supported by the class teacher and LSA to achieve these targets whilst enabling full curricular access.

These IEP goals are implemented by the teacher through in-class support and/or withdrawal sessions in conjunction with the SNA and LSA as a Learning Support Team.

The SNA and LSAs assist the teacher and children with the development of skills necessary to participate more effectively in the National Curriculum. The learning targets are closely followed and resources are provided to ensure that IEP objectives/goals are met. The SEN Team meets every few weeks with the class teacher and/or LSA to review/monitor pupil progress, targets, and resources.

Individual Education Plans (IEPs) or Individual Behaviour Plans (IBPs) employ a small-steps approach and feature significantly in accessing the Centre curriculum. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. Some children at Centre Action and all children at Centre Action Plus have an IEP, including those children who require speech and language targets but may not have Special Educational Needs.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- have different styles/modes/preferences 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:

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

ELS(A) –Emotional Literacy Support (Assistant)



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Able Child

- We are aware that the able or gifted child may have special educational needs. Although we have drawn up a separate policy for them, we communicate and coordinate concerns as the children are evaluated.

Special Educational Needs: Definitions, Assessment, and Support

Definitions

Children with special educational needs have learning difficulties that call for special provision to be made. Any child may have special needs at some time in their lives.

According to the definition of Special Educational Needs in the SEN Code of Practice 1:3, children have a learning difficulty *if*:

- a) They have significantly greater difficulty in learning than the majority of children of the same age;**
- b) They have a disability, which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;**
- c) They are under compulsory Centre age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.**

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

“A child is **disabled** if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed”

See Section 17(11), Pupils Act 1989

“A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.”

See Section 1(1), Disability Discrimination Act 1995

It should be noted that pupils may fall within one or more of these definitions. Pupils with a disability will have special educational needs if they have any difficulty accessing education and if they need any special educational provision made for them.

Assessment, Referral and Support

Throughout the Centre pupils are evaluated and progress is continually monitored through teacher assessment and formal testing including: observations; baseline assessment/level descriptions in the National Curriculum at the end of each key stage; and in some cases, standardised tests. We use APP (Assessment for Pupil Progress) to analyse and support pupil progress through target setting.

New children are assessed when they join our Centre so we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum.

The **Centre nurse** does regular health checks for all new entrants and is on call for advice. She keeps the medical record and meets regularly with the Head teacher, SENCO, and support teachers to review children on the SEN Register with medical/health issues and when possible, attends our Multidisciplinary Meetings. She also provides information and staff inset as needed.

If assessments indicate a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and Centre resources.

Early identification of special needs is important to us. **The Early Years Foundation Stage Profile and Dyslexia Early Screening Test (DEST)** provide information in Year R/1. The Class Teacher and SENCO review these results, any parental concerns (and seek their input), and decide actions for intervention or referral.

A child may have already been identified prior to entry in Reception through **Early Years Action** and the teacher and SENCO will continue to:



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- use ongoing assessment and observations to identify areas of strength or learning difficulties
- involve parents in home support for learning
- review/update or implement an IEP as appropriate, arrange for specialist intervention, if indicated
- review termly any pupils who have been identified to monitor progress

A meeting may be held with the family to discuss these concerns and to plan appropriate action. Concerns may be discussed at the parent interviews but a parent conference can be arranged at any time during the term.

When the usual methods of differentiation or support do not appear to be working, further intervention and discussion may be required.

A **Pupil Intervention Meeting (PIM)** is usually requested by the teacher who then compiles all relevant information and samples of work to demonstrate which strategies have been tried and tested. Meetings may also be called by the head teacher when any concern arises about a child. **PIM** meetings will involve any teaching and non-teaching staff that can provide insight into the child's learning styles and needs. The SNA and SENCO also attend. All information gained is used to support planning in order to aid progress. Actions may involve a parent meeting, a diagnosis, suggestions for different strategies, referrals for further assessments, and may or may not result in an SEN referral. We use the revised **Descriptors for Centre Action and Centre Action Plus** as stated in the SEN Code of Practice Chapter 7 to help determine the levels of intervention. Advice/guidelines are available for the areas of need: Cognition/Learning, SPLN (Speech/Language Needs; BESD (Behavioural, Emotional, and Social Difficulties); and ASD (Autistic Spectrum Disorders).

If not already involved, the Special Educational Needs Co-ordinator (SENCO) will take the lead if the teacher and parents feel that the child would benefit from additional interventions. The SENCO will assist in further assessments of the child's needs through planning, diagnostic testing and/or making referrals to outside agencies. The parent/carer is an integral part of the process. We acknowledge and draw upon their knowledge and expertise in relation to their child. We also seek the views of the child and take them into account, where appropriate.

The SENCO and class teacher will plan further interventions to help the child to progress. This may include:

- individual testing
- different learning materials or special equipment
- extra adult support or assistance
- staff training
- access to support services for advice on strategies and/or equipment

We record the strategies used to support the child within an **Individual Education Plan (IEP) or Individual Behaviour Plan (IBP)**. The **IEP/IBP** will define the short-term targets set for the child and the teaching strategies to be used in Centre and at home. Extra learning support may be given in the classroom, in a small group, or one-to-one. This may provide help in reading, phonics, spelling, use of spoken and written language, maths, perceptual skills or memory skills, physical coordination or social skills as needed. Parents/carers of children with SEN are consulted and involved in identifying needs, the planning and reviewing of their child's IEP, and rate of progress. They may also be asked to support at home.

The IEP/IBP will also indicate a review date. Reviews take place formally once a term so the targets and strategies can be continued or revised by staff and parents. Informal reviews happen regularly throughout the term for lesson planning or discussion with the SENCO/SNA.

Provision at the consultation, implementation, and review process according to their age and abilities. A 'child-friendly' version of the IEP/IBP is often developed by the class teacher and LSA and shared with the pupil to simplify and shorten targets, making them more easily attainable. Target cards are also used by the class teacher/LSA. IEP/IBP targets are identified on a target card for children so they know what their targets are and work towards achieving them.

If the IEP/IBP review identifies that the child:

- has not been making significant progress in English, Maths, and/or behavioural skills
- targets have been modified and still not being achieved
- is working at National Curriculum levels well below expected levels of his peers
- has emotional or behavioural difficulties which substantially and regularly interfere with learning despite having an Individual Behaviour management Programme (IBP)

We consult parents and request permission prior to any external support being actioned. In most cases, children will be seen in Centre by external support services such as the Educational Psychologist (EP); Special Education Advisory Teacher (SEAT) for Dyslexia, Physical Therapy or Occupational Therapy; or the Speech/Language Therapist. This may lead to additional or different strategies to those at Centre Action. **We will support families in finding appropriate support services.**

This *enhanced level of support* is called **Centre Action Plus**. Children may be placed at Centre Action Plus without having been at Centre Action. They may be returned to/or placed at Centre Action when these external services are no longer required/involved and/or levels of progress have improved. External support services will provide information for the child's new IEP/IBP. The new strategies within the IEP/IBP will, wherever possible, be implemented in the child's normal classroom setting by an appropriate support person or therapist.

If the child continues to demonstrate significant cause for concern, an IPA (Inclusion Partnership Agreement) may be drawn up or, in more severe cases, a request for **statutory assessment** may be made to the LA.

Teacher collate evidence to support, specialists.

Progress levels for all pupils and pupils having SEN are reviewed at **Pupil Progress Meetings** with the entire staff, chaired by the Head teacher each term.

SEN Procedures for Referral and Provision:

If the Head teacher, class teacher, LSA, parent/carer, or member of the Special Needs Support Team feels a child may have special needs it is discussed with the SENCO. The class teacher will have already assessed and collected information relevant to the child's current level of performance and provides the SENCO with evidence of the child's work.

1. The SENCO and the class teacher co-ordinate notification of the parent by phone/interview if this has not been done. The parent will be asked to fill in a **SPECIAL EDUCATION Referral Form** with the SENCO or SNA for the database if the child is considered to be **Centre Action or Centre Action Plus and needs to be assessed and/or have an IEP. This is not necessary for monitoring purposes.**
2. The SENCO will enter the child's name on the **Special Needs List** and enter the information in the database.
3. If it is determined that a child is not making adequate progress and may require additional assessment by a speech/language therapist, specialist (SEAT) or EP, (for example), the teacher and SENCO will review the Levels and Descriptors for Centre Action Plus. A referral will be processed by the SENCO with input from the head, class teacher and a signed parental consent. The SENCO will discuss results of the assessment with the parent, teacher and support staff. The child would then be considered **Centre Action Plus**.
4. An **IEP/IBP** is drafted by the class teacher and LSA sometimes at Centre Action and always at Centre Action Plus, using the IEP Writer Programme. A reference copy of IEP/IBP targets for the programme is in a red folder in the staff room.
5. The SENCO will meet with the class teacher, SNA, (and LSA when possible), to further develop the draft IEP/IBP and assist with targets and strategies. The SENCO and SNA meet with the parent and the child, when appropriate, to discuss the proposed goals and seek their input. When possible, the IEP/IBP is signed by all when agreed/ revised.



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- interventions recorded in the IEP/IBP continues to be the responsibility of the class teacher who confers with the LSAs, SNA and SENCO for pupil progress.
7. A 'child friendly' version of the IEP/IBP may be developed with the child by the class teacher and LSA/SNA and kept in a red 'Learning Folder' which also serves as communication and record keeping for the teacher/LSA and SEN team (who review it at least every three weeks.) Target cards may also be used in some classrooms.
 8. In some cases, an IPA may be drawn up with parents and staff especially during times of transition to ensure that targets and interventions are in place. In exceptional cases, after discussion with the parents/carers, the child may be placed at **Centre Action Plus and a request made for the LA** to consider the need for **Statutory Assessment** which may lead to a **Statement of Special Educational Needs**. The LA notifies the parents as well, providing them with information on **Parent Partnership** to assist them throughout the process.
 9. A **statement** may include protected external support from peripatetic teachers or outside agencies, additional resources or a change of placement.
 10. The **SEN List** is reviewed every term at a **Multi-disciplinary meeting**, which usually involves the Head teacher, SENCO, SNA, Centre nurse and when possible and appropriate, may also include the ELSA, EP, EWO, and any Support Services involved. Following the MDM, the SNA and class teachers will receive updated copies of their SEN Class List for their Red SEN folders; the Centre database is updated; and the Head teacher and SEN Governor are given copies of the REG Totals.
 11. The **SEN governor** meets termly with the SENCO and receives updated versions of the SEN Totals. These meetings and reports are coordinated and prepared by the SENCO. They also review the annual targets set in the SEN policy for the Centre Development Plan.
 12. **Annual Reviews** will be held for any **children with Statements** as directed by the LA and Code of Practice. The SENCO will coordinate the meeting and reports. Parents participate in this review along with the SENCO, SNA, Support Teachers, Class Teacher, Head Teacher, Ed Psych, the child, if appropriate, and any additional persons indicated by the LA as required.
 13. IEPs/IBPs are formally updated each term and targets are either continued or new ones are determined. The SENCO is responsible for maintaining a record of the IEPs as they are developed and updated and will report to the Multidisciplinary Team each term to update the progress and any changes in the placement of children on the SEN List.
 14. At all stages the child's progress will be monitored by the Class Teacher, Learning Support Assistants, SNA and SENCO. IEP/IBP goals will be reviewed as indicated. Informal verbal and non-verbal communication/record keeping (in pupil red learning folders) is ongoing. These record sheets are to be submitted to the SENCO/SNA at least fortnightly for feedback regarding pupils on the SEN List. Formal consultation will take place at least once a term.
 15. Each term SEN pupil progress is monitored during the whole Centre Pupil Progress Meetings with the Head Teacher, SENCO, SNA, Class Teachers and LSAs to review the progress levels of all pupils in each class.
 16. If it is determined that a child no longer requires an IEP/IBP or SEN support then the name will be taken off the List. The parent will be notified by the SENCO, and where possible, an 'exit interview' will be held for feedback and discussion. Relevant SEN records and evidence will be retained as long as the child remains in the Centre and transferred as and when appropriate.

N.B.

- ❖ Children who are admitted to our Centre already identified as having SEN will be provided with SEN support as previously determined by their statement, IEP, IBP or reports.
- ❖ Children may require temporary statements requiring peripatetic provisions for medical reasons.



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❖ Children who are admitted to our Centre identified as having, or have a history of any medical or recognised syndromes or disabilities should be made known to the SENCO.

SEN Staffing

SEN support is provided by an SEN 'Team' of SENCO, SNAs and LSAs. Our SENCO post is for one day a week, although for the Autumn and Spring term of 2011-2012, one and a half days a week was contracted. An SNA- Special Needs Assistant (five mornings and one part-time afternoon a week) supports the SENCO and SEN programme by planning/working with SEN pupils; report/IEP writing; record keeping/filing, monitoring/distributing resources, and any additional responsibilities as indicated in the job description. LSAs assist both the Class teacher and the SENCO in meeting the needs of children with SEN. The SNA and LSAs work with children within and outside the classroom individually or in small groups.

INSET is provided for all staff, including non-teaching staff, where appropriate. This training takes place accordance with the Centre Development Plan, taking into accounts SEN across all areas of the curriculum. All staff, and particularly the SEN Support Team, have access to programmes of professional development for SEN. The SENCO is involved in assessing, planning, and provision of staff in-service training for SEN.

The role of the SENCO

In our Centre there is a part-time (.03) qualified **Special Educational Needs Coordinator** whose responsibilities include but are not limited to the following.

Our SENCO:

- manages the day-to-day operation of the policy according to the Code of Practice;
- trained as a 'designated teacher' for Looked After Children (LAC);
- participates in Pupil Progress Meetings for the whole Centre when possible;
- participates in Pupil Intervention Meetings to provide insight for strategies and action when children are first identified.
- identifies children with special educational needs in collaboration with parents, staff and external professionals;
- advises and supports the Teaching staff, Special Needs Assistants (SNAs) and Learning Support Assistants (LSAs) for provision of children with special needs;
- Provides or organises staff training for SEN;
- oversees the SEN records of all children with special educational needs;
- liaises with parents;
- liaises with external agencies and professionals as well as other SENCOs and County Networks;
- liaises with nursery and secondary Centres to assist with transition; this often involves site visits and may include developing/or assisting with an IPA for transition;
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- organises, manages, and chairs meetings for the development and implementation of IEPs/IBPs and Annual Reviews;
- contributes to continuing professional development (CPD) and Centre Development Plan;



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Multi-disciplinary meetings are held by the SENCO each term, involving all SEN and appropriate LA service providers. Weekly sessions are timetabled for the SENCO and SNA to meet to review pupil provision and progress, programmatic needs, resources, assessments, record keeping, report writing, training, etc

The **Centre Nurse**, with parental consent, conducts regular health checks for all new entrants and is on call for advice. She keeps the medical record and meets termly with the Head teacher and SENCO and support teachers to review children on the SEN Register with medical problems. Training is provided for all staff as needed (eg SEN disorders, use of Epipens, etc).

Funding

The Head teacher informs the governing body of how the funding allocated to support special educational needs has been deployed. The Governing Body can allocate extra funding from the main budget. The Head teacher and the SENCO meet annually to agree on how to use funds directly related to statements.

Resource Allocation

The Governors *set the budget for SEN* and are committed to providing resources on an annual basis for SEN provision.

- A proportion of our budget is allocated for resources, which include identified materials for use to support children who need additional or different activities.
- The provision of additional support is made as appropriate from the delegated SEN budget.
- The details of how individual pupils receive support are recorded in their IEPs.
- We intend to develop our resources to support children with SEN that link with priorities stated in the Centre's development plan.
- We are continuing to develop a professional library and resource base of books/equipment/materials available for children with SEN. Various technological aids are available to use when necessary.

The **SENCO** *is responsible for the operational management* of the specified and agreed resources for special needs provision within the Centre, including provision for children with statements of special educational needs.

Our Partnership with Parents

The Centre works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-Centre agreement is central to this. Parents have much to contribute to support children with special educational needs and ensure success of the SEN policy. Parents/carers are notified early if we have any concerns. There is always a willingness to listen to issues brought forward for discussion.

The Centre prospectus contains details of our policy for special educational needs and the arrangements made for these children in our Centre. The Governors' Annual Report to Parents contains an evaluation of the policy in action. A named governor takes a special interest in special needs and is always willing to talk to parents.

We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

- The Learning Support Team offers formal parental consultations at least twice a year to update IEPs/IBPs and monitor progress.

- Parents are requested to be responsible for ensuring the completion of any necessary homework or practice for helping with IEP/IBP goals.
- Reports are sent home in the summer term as part of the class teacher's report.

Parents of children with Special Educational Needs are provided with the following information as needed:

- a summary of the SEN policy (the entire policy is available in the Main Office);
- support which is available for children with SEN within the Centre
- parental roles for involvement and decision-making, incorporating their views as part of the assessment and review process. We emphasise the importance of their contribution for pupil progress;
- specialist services, such as those provided for children with special needs;
- local and national organisations which might provide information, advice or counselling for families of children with special needs;
- procedures for acting upon parental concerns;

- Parent Partnership Service for support and advice.

Complaints

Parents with a complaint about the support being given to their child should follow the Centre's complaint procedure towards correcting the situation:

- 1) **Initial Complaint** - speak to Class Teacher
- 2) **More Resolution Needed** - confer with Centre Manager

Pupil Participation

In our Centre we encourage children to take responsibility and to make decisions. This is part of the culture and policies of our Centre and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing personal, social, and emotional skills as well as educational skills.

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

Links with Other Centres for Transfer

The SENCO is building links in the community and Internationally for parents, who wish to support their child further.

Monitoring and Evaluation of the SEN Programme and Policy

Evaluation of Practice

We evaluate the success of our policy and practice by assessing the progress and development of the children in receipt of support.

IEPs/IBPs are reviewed continuously, but formally, each term, to check that targets are being met and that progress and programmes are appropriate.

Pupil progress meetings for all pupils, including those with SEN are held each term to monitor levels with class peers and the National Curriculum.

Pupil participation in target setting and monitoring achievements provides feedback for staff/parents regarding pupil progress and success of SEN provision.

The **SENCO**:

- monitors the movement of children within the SEN system in Centre



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supports and advises the governing body, the head teacher, and staff to implement the SEN policy and procedures

by holding meetings each term and updating the SEN policy each year;

- discusses SEN policy/issues and reviews whole Centre progress to target pupils or areas for attention with the head teacher and staff

by attending Pupil Progress meetings for the whole Centre, including SEN, each term and PIMs as scheduled. (Informal communication is on-going);

- coordinates with the named governor with responsibility for special needs to discuss SEN matters relating to Centre policy

by meeting each term and preparing a brief summary/report.

The Head teacher

- is responsible for the day to day management of all aspects of the Centre's work, including SEN provision and reports SEN issues to the governing body

by monitoring plans and lessons; IEPs/IBPs; preparing reports and providing staff coverage and Inset as needed;

- agrees with the governing body how the allocated funding for SEN resources has been deployed

by reporting at governors' meeting;

- ensures that the needs of pupils with SEN are met by providing appropriate services and resources as indicated in the IEP/IBP

by funding/supplying resources and provides Inset as part of CPD as needed;

- discusses pupils' learning and behaviour; curricular needs, Centre development plans, staff Inset requirements, etc.

by meeting regularly with the SENCO, and holding staff meetings, Pupil Progress and PIMs meetings;

- allows for staff participation

by scheduling PIMs and IEP/IBP planning meetings each term and arranging coverage for staff to attend;

- requests additional referral services

Class teachers, LSAs, and SNAs

- ensure that all pupils access the National Curriculum and identify any pupils who may have developmental delays or difficulties progressing at the same rate as their peers

by providing quality Wave 1 teaching, differentiating lessons, preparing for/attending Pupil progress and PIMs meetings; assessing, recording and presenting examples of performance in comparison with peer progress;

- are involved in the development and review of the SEN policy

by reading, reviewing and contributing to the policy;

- are aware of their responsibilities in the implementation of the policy with regard for parents/carers views and pupil participation

by meeting and discussing pupil progress with parents/carers and seeking their views as well as the child, wherever possible;

- are responsible for identifying/monitoring and reporting any child who may be experiencing a learning difficulty, developmental delays, medical problems, emotional or physical stress which may be impeding their education or social development

by informing the Headteacher and SENCO of the concern and providing evidence with regard to any interventions/programmes already applied;

are responsible for drafting, implementing, and reviewing IEPs/IBPs for pupils with SEN

by on-going communication with their LSAs for drafting, revising and recording information for IEPs/IBPs and preparing for meetings with the SENCO/SNA;

- are responsible for developing 'child friendly' IEPs /IBPs or target cards and ensuring that the pupil contributes to easily achievable target setting and understands how to meet them.

by monitoring and revising targets with the child and LSA;

- maintain the red SEN class folders which include child records and all relevant SEN information, reports, IEPs/IBPs, forms, and lists in their classrooms

by filing any reports, IEPs/IBPs, and the SEN class list for pupils with SEN;

- monitor and document pupil IEP progress

by regularly assessing/recording IEP/IBP targets or target cards for these pupils; SENCO/SNA contact by meeting or using record forms (at least fortnightly); and providing samples of work or assessment to support teacher drafts at formal IEP/IBP meetings.

Appendix(S) Some children:



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- ...
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- Neale Individual Reading Analysis
- BPVS British Picture Vocabulary Scale
- DST-J Dyslexia Screening Test for Juniors
- Phab -Phonics Abilities Test
- CAT-Cognitive Abilities Test

Special Educational Needs Guidance Document



Helpful definitions of Educational and SEN terms:

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ASD	Autistic Spectrum Disorder
BESD	Behavioural, Emotional, and Social Difficulties
EBD/SEBD	Emotional Behaviour Disorder/ Social/Emotional Behaviour Disorder
HI	Hearing Impairment
IBP/IBMP	Individual Behavioural Plan/Individual Behaviour Management Plan
MLD	Moderate Learning Difficulty
MSD	Multisensory Impairment
PD	Physical Disability
PMLD	Profound Learning Difficulty
SI/SPD	Sensory Integration or Impairment/Sensory Processing Disorder
SLCN	Speech, Language and Communication Needs
SLD	Severe Learning Difficulty
SLT/SALT/ ST	Speech and Language Therapy/Therapist
SpLD	Specific Learning Difficulties
VI	Visual Impairment

SDP-SEN Targets for the Centre year 2013 - 16

1. To implement new programmes for improving Comprehension for Listening and Thinking Skills.
Purchased resources, currently in use. Achieved; on-going.
2. To implement new programmes for Social Skills Development.
Time to Talk Programme purchased and implemented.



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