



# **ASHBOURNE HILLTOP Primary & Nursery School**

## ***SPECIAL EDUCATIONAL NEEDS POLICY***

### **AIMS & OBJECTIVES**

#### **SECTION 1            PREFACE**

Since the Warnock Report of 1978, it is accepted that one fifth of the general population of pupils in mainstream schools might have special educational needs of some kind during their school lives. It may also be necessary for about two percent of these children to have statutory statements made of their needs, under the regulations of the 1981 Education Act.

The range and degree of learning difficulties, behavioural problems, physical or sensory disabilities that might be found in a typical class, can be considerable and we recognise that this situation exists in this school.

It should be noted that:

1. as appropriate, the aims and objectives of the School relate to those of the LEA and are also based on the values derived from and are guided by the requirements of the 1981 Education Act and the SEN code of practice 1993;
2. to be consistent with the SEN code of practice 1993 the following terminology has been used.

If a child has significant problems (physical, emotional, psychological, medical, etc) that hinder/prevent him/her from benefiting from the normal education provided for the majority of his/her peers (who attend main stream primary schools within the LEA area) then that child has a ***learning difficulty***.

N.B. This definition of ***learning difficulty*** does not apply to pupils who have learning problems solely because his/her first language is different from the language in which he/she will receive his/her education.

If the child needs different or additional education provision to that generally provided for his/her peers (who attend a main stream primary school) then that education provision is deemed '***special educational provision***'.

A child who has a **learning difficulty** which requires **special educational provision** is said to have **special educational needs (SEN)**.

N. B. The term 'parents' is employed throughout this policy and others to refer to any parent, guardian, or other adult in 'loco parentis'.

## SECTION 2            AIMS

1. To ensure full entitlement and access for SEN pupils to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem.
2. To educate pupils with SEN, wherever possible, alongside their peers within the normal curriculum of mainstream schools after giving due consideration to the appropriate wishes of their parents and the necessity to meet individual needs.
3. To stimulate and/or maintain pupil curiosity, interest and enjoyment in their own education.
4. To enable SEN pupils to be familiar with a body of knowledge, skills, principles and vocabulary in order for them to lead full and productive lives. The Curriculum must be broad to promote intellectual, emotional, social and physical development, in order that pupils can develop as valuable members of society both now and in the future, e.g. pupils should develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, initiative and independence.
5. To identify and assess pupils with SEN as early and thoroughly as is possible and necessary.
6. To fully involve parents and pupils in the identification, assessment and delivery of SEN and to strive for close co-operation between all agencies concerned and for a multi-disciplinary approach to the resolution of pertinent issues. When considering the ascertainable wishes of the child his/her age and powers of understanding must be considered. The support of parents and pupils is crucial if an individual education programme (IEP) is to be effectively implemented.
7. To meet the needs of all pupils who have SEN by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

## SECTION 3            OBJECTIVES

These objectives relate directly to the seven aims for SEN provision at Hilltop School and are intended

to show how structures and systems that are in place actually put the aims into practice.

- 1.a) The Head Teacher also the SENCO monitors the annual intake to ensure that pupils with Special Education Needs (with or without statements) have not been refused admission or discriminated against because of their special needs. This applies equally to pupils who live within or outside of the catchment area.  
N.B. For pupils with statements of Special Educational Needs the LEA determines admission, having regard to parental preference and in consultation with governing bodies.
- 1.b) The Head Teacher and other senior managers monitor the School Curriculum and timetable to ensure that:
  - It is balanced, i.e. it allows for and facilitates adequate development in each curricular and skill area;

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- It allows for differentiation according to individual needs;
- It offers equality of opportunity and access to the different curricular and skill areas.

This entitlement curriculum is regularly reviewed to ensure that it is relevant to the children's needs, both present and future and that it is perceived as such by the children themselves and their parents.

- 2.a) The School offers advice and INSET (training) opportunities to class teachers on employing differentiated teaching methods and resources. The SENCO works with class teachers, parents and pupils in developing Individual Education Plans (IEP) and approaches to enhancing pupil self esteem.
- 2.b) The SENCO and other staff, often outside agencies:
  - Provide expertise in the education of pupils with learning difficulties;
  - Provide expertise in the education of pupils with emotional and behavioural difficulties;
  - Provide care and expertise for a small number of pupils with physical disabilities.
- 2.c) The SEN staff support pupils in mainstream lessons as often as is possible and/or appropriate.
- 2.d) Direct support is not often possible and so we tailor make classwork and homework resource for the SEN pupils. Close liaison between class teachers and the SEN staff is necessary if personal resources are to be made effectively. A sound knowledge of the subject scheme of work is also necessary.
- 2.e) The SENCO ensures that staff are fully informed as to the special educational needs of any pupils in their charge.
- 2.f) The SENCO ensures that our pupils' Special Educational Needs are known to other schools to which they may transfer.
- 2.g) Educational provision is achieved through full integration into the mainstream school. Sensitive and creative adaptation of the curriculum may be required in order to match what is taught and how it is taught to the children's aptitudes and abilities. This can be done by adopting appropriate teaching methods and resources which are sensitive to the expected pace of learning. We consider that one of our key roles is to raise awareness of staff in these issues and to support them to 'deliver' the Curriculum to maximum effect. We truly support staff in the widest sense which is of crucial importance if the SEN policy statement is to be realised.
3. SEN staff provide a variety of experience/activities during a course of study/session and during a lesson if possible. There are opportunities for individual and/or group activities.
- 4.a) The SENCO offers advice and INSET ((training) opportunities to class teachers and others on employing teaching methods and resources that allow all pupils (irrespective of their gender, ethnic origin, academic ability, special needs, etc) to have equal access to the curriculum and to experience success and enjoyment in their work. This training covers issues such as working with children experiencing 'speech difficulties' and how to best construct worksheets and differentiated materials.
- 4.b) Lessons are conducted in a secure, supportive and disciplined manner. The pupils and the staff interact in a manner that demonstrates mutual respect. The SEN staff believe that learning takes place most effectively in the context of a caring relationship and that good teacher/pupil relationships foster trust and promote self reliance and initiative.

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- 4.c) Staff encourage pupils to pursue a piece of work over a period time, e.g. a class topic.
- 4.d) Staff use a reward system, e.g. direct verbal praise, a Star system and/or a record of achievement. This encourages pupils to work to their full potential and to experience a sense of achievement.
- 4.e) Pupils have regular homework that has a direct relationship with the course work and a clear purpose.
- 4.f) Safety is always a major concern, particularly when performing practical work.
5. The process of identification and assessment normally starts in Nursery or Reception. The class teachers meet prospective pupils and parents during the year prior to enrolment, to discuss the special educational needs of individual pupils. During the first few weeks of attendance:
- All pupils are assessed against the Foundation Stage Profile during Nursery and Reception years.
  - All pupils or pupils new to the school are screened for phonic knowledge and sight vocabulary, regular spelling tests are used to track progress and give spelling age. Identification of pupils needing support will be largely based on monitoring and observation, testing is used where and when appropriate. The SENCO may spend a short time observing specific pupils before decisions are made on the kind of support to be provided. Specific request for support are also considered from various sources including parents, teacher.
6. The effectiveness of any assessment and intervention will be influenced by the involvement and interest of the child and his/her parents. Both the parents and the child have important and relevant information to offer. Successful education is dependent on the active and positive participation of parents/pupils/teachers, supported when and where appropriate by other specific professionals and agencies. Parents are always contacted if assessment or referral indicate that a child has SEN. The parents are spoken to and consulted along with the pupil with respect to background history, current and future needs and aspirations. Once that identification, assessment and intervention have taken place pupils and parents are kept regularly informed by a variety of means, e.g. personal contact, reports, annual reviews and the formation and implementation of IEP. Case conferences are organised as appropriate and all concerned individuals and agencies will be invited to attend. Parents and pupils are always informed of the 'points for action' and any decisions made during the case conference.
7. To implement a model of special educational needs based upon that described in the Code Of Practice. (See the policy on Identification/Assessment). The school offers specific help to pupils in the areas of handwriting, reading and spelling. (see separate policies).

**HILLTOP SCHOOL – SEN****IDENTIFICATION, ASSESSMENT, RECORDING & REPORTING****PRINCIPLES**

Pupils who are thought to have Special Educational Needs are identified and assessed as early and thoroughly as is possible and necessary. Referral can come from a multitude of sources, e.g.

- Class teacher request
- Parental request
- DHA or GP request
- Following information from previous school
- Following screening of pupils
- Following diagnostic tests
- Following individual interviews
- Following a SEN teacher tracking and observing individual pupils in lessons.

Early identification, assessment and provision for any SEN child is very important for the following reasons:

- It can minimise the difficulties that can be encountered when intervention and provision occur
- It can maximise the likely positive response of the child
- It can allow for a temporary learning difficulty to be overcome and for future learning to be unaffected
- If the child's learning difficulty proves less transient when addressed by the school alone the external agencies can be brought in earlier and very likely with more success.

During September/October:

- EYFS – all baseline assessments cover the 6 areas of learning:-
  - i. Communication, language and literacy
  - ii. Mathematical development
  - iii. Personal, social and emotional development
  - iv. 'Knowledge and understanding of the World'
  - v. 'Physical Development'
  - vi. 'Creative Development'.
- All pupils are given a Reading Test (indicating reading and comprehension ages), and a Spelling Test.
- All pupils new to the school are given a Reading Test or screening (indicating reading and comprehension ages) and a Spelling Test.

Identification of pupils needing support will be largely based on the results of these tests and through observations which are culturally neutral and useful for a range of ethnic groups. The SENCO spends a short time observing specific pupils before decisions are made on the kind of support to be provided. Specific requests for support are also considered from various sources including parents, teachers, etc.

Some pupils will receive support in the classroom and a small number will be withdrawn for more individual help. We ensure that our pupils' Special Educational Needs are known to other schools to which they may transfer.

A process for identification, assessment and provision in accordance with the Code of Practice has been established. This process recognises that there is a continuum of Special Educational Needs and that the needs of the majority of SEN pupils lie at the *School Action* stage.

### *School Action*

When the required action in support of SEN pupils is possible from within the resources and expertise that are already available in the mainstream school then these actions are described in the SEN Code of Practice as *School Action*. The class teacher or SEN teacher identifies a pupil with Special Educational Needs. After consultation with the Special Educational Needs Co-ordinator (SENCO), information is collected and initial action is taken to address the identified special educational needs. There is discussion with parents during this stage. The SENCO takes responsibility for monitoring and managing the pupil's SEN provision. The SENCO liaises closely with the pupil's teachers and parents/guardians.

1. At *School Action* if any additional support is deemed necessary then individual education plans (IEP) are drawn up for each pupil and progress is reviewed regularly (at least twice a year and usually at least termly). Class teacher's and 'teaching assistant's views are invited and highly valued as a contribution to the review process. Parents are informed about their child's learning and encouraged to participate fully in their child's education at all stages.
2. For children of an ethnic minority groups, (including those whose first language is not English or Welsh as appropriate), lack of competence in English (or Welsh as appropriate) does not conform to the definition of SEN. The child's home, language, culture and community, should all be considered to ascertain if interpreters of bilingual support staff, etc. are required. The School always endeavours to make good use of any source of relevant and accurate ethnic advice.
3. During *School Action*, the School will, as necessary, call upon the help of external specialists perhaps for on off help in identification or assessment.

### *School Action Plus*

When the School requires ongoing or regular support in monitoring and delivering the SEN provision for an individual child from outside agencies and other specialists the process has then moved to *School Action Plus*. Teachers and parents/guardians should be made well aware (by the SENCO) of the agencies and outside specialists who are involved.

### *Statement of Special Educational Needs*

In a few cases, the correct provision depends upon resources that can only be accessed via a statement of special educational needs. In such a case the school will make a referral to the LEA. After referral the Local Education Authority (LEA) considers the need for a statutory assessment and may make an interdisciplinary assessment if this is deemed appropriate. If the LEA makes a statement it will then arrange, monitor and review the provision. N.B. This stage is only applicable for around two per cent of children.

In most cases any movement through the support procedure is defined in terms of thresholds. However in exceptional circumstances, pupils may demonstrate such significant or unforeseen difficulties that with multi-professional and parental agreement a rapid move through the process is necessary immediately.

**INVOLVING THE CHILD AND PARENTS**

The effectiveness of any assessment and intervention will be influenced by the involvement and interest of the child and his/her parents. Both the parents and the child have important and relevant information to offer and if the pupil is consulted then his/her self esteem and confidence often benefit. Successful education is dependent on the active and positive participation of parents/pupil/teachers, supported when and where appropriate by other specific professionals and agencies. Parents are always contacted if assessment or referral indicate that a child has SEN. The parents are spoken to and consulted along with the pupil with respect to background history, current and future needs and aspirations. The dialogue with the parents and pupil should:

- Contain an explanation of the purpose of any assessment arrangements
- Contain a reference to the possibility of regular pupil reports
- Occur within a system that:
  - i. has a structure that encourages and records the child's comments
  - ii. has a structure that facilitates systematic feedback to the child

Once that identification, assessment and intervention have taken place, pupils and parents are kept regularly informed by a variety of means, e.g. personal contact, reports, annual reviews and the formation and implementation of IEP. Case conferences are organised as appropriate and all concerned individuals and agencies will be invited to attend. Parents and pupils are always informed of the 'points for action' and any decisions made during the case conference.

**TESTING and ASSESSMENT**

All pupils will have completed screening on reading and spelling. Very low scores in each of these areas will indicate where extra help is needed or at least that further investigation is required. Discrepancies between non-verbal, verbal and spelling ages also highlight specific areas for focus. Pupils with more severe difficulties will complete diagnostic tests to indicate more specific areas of difficulty and guide the learning support teacher in planning and implementing an appropriate programme. The diagnostic tests used are as recommended by the Educational Psychologist as being most relevant to the specific pupil

**ASSESSMENT**

The provision of SEN supports the philosophy and principles in the whole School Assessment Policy, i.e.

**THE PRINCIPLES OF ASSESSMENT, RECORDING AND REPORTING**

1. Careful thought is given to the purpose of assessment, adopting a wide range of methods to reflect the whole Curriculum and learning opportunities. The main purpose of assessment must be to facilitate progress in a pupil's learning.
2. Assessment is an integral part of the teaching and learning process, a valuable formative tool.
3. The range of opportunities for carrying out continuous assessment is increased by:
  - good classroom organisation which encourages children to work independently while the teacher is concentrating on a small group.
  - effective use of the co-operation of parents and other adults in the classroom.
  - classroom experiences which arise from a wide range of stimuli and lead to tasks which offer opportunities for observation.

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4. The outcomes of assessment modify our teaching methods, provide feedback on the National Curriculum as well as indicate pupil progress. On entering the School a pupil may be given a base-line assessment so as the teacher can formulate an individual action plan for that pupil.
5. We recognise the potential for assessment in developing a positive self image in the pupil from positive and constructive feed back and the feeling of success which encourages further study.
6. In addition to normal assessment, opportunities are taken to record significant points in a child's development, such as:
  - a moment of 'breakthrough' in understanding.
  - Surprises and unusual reactions.
  - Interesting examples of strategies for mental calculation.
  - Difficulties encountered and possible reasons for them.
7. Teachers in the School use a common policy for marking work which is fully understood by all staff – see 'Marking policy'.
8. Results of assessment are reported in a way useful for pupils, teachers, parents and other interested parties.
9. Assessment gradually builds up into a profile for each pupil over their school career.
10. Pupils are encouraged to be aware of the evidence and assessment techniques being used and to review their own progress by a procedure containing an element of self assessment.
11. Summative tests have an ongoing policy in their construction, marking and usage. These tests show what a pupil can do, i.e. they are criterion referenced.
12. Assessment has a common procedure:
  - a) directs teacher judgements that are as valid and reliable as possible, consistent both within the School and with N.C standards.
  - b) promote a common interpretation of the N.C. grade descriptors. Sample portfolios of work are kept for each of the N.C. subjects.
  - c) give teachers confidence in their professional judgement and skill.
  - d) be fair to pupils.
13. Assessment records:
  - a) are based on an agreed set of principles and purposes.
  - b) assess pupil progress against N.C. criteria and P levels.
  - c) must be easy to interpret, useful, manageable and not administratively burdensome.
14. Assessment records provide confidence between teachers across phases and enhance progression for pupils.
15. Recognition is given by the Head teacher and Governors for the time and resource implications of good assessment and due allowance made for this in the construction of the teachers' working day.

The overall focus will be to assess the skills determined by the National Curriculum. In the case of classroom support this will be the attainment targets in the specific subject are being supported. The centrality of English in all curriculum areas requires that the attainment targets speaking and listening, reading, writing, spelling, handwriting and presentation are likely to be the focus of assessment in withdrawal lessons and the importance of numeracy is also recognised.

The use of group tests and more importantly, individual diagnostic tests, will enable specific learning difficulties to be identified, tackled and progress made on the National Curriculum



targets. Both in terms of classroom support and withdrawal, the staff stress the importance of a small step approach to learning and achievement. This increases motivation and confidence to progress further. In withdrawal lessons targets are set each half term. Progress is assessed and new targets decided. The staff encourage pupils to be involved in this process.

### **RESOURCES AND THEIR DEPLOYMENT**

The guiding principle for the deployment of SEN resources is one on ensuring full access to the curriculum for pupils considering their individual needs.

### **THE ALLOCATION AND ORGANISATION OF SUPPORT**

We make every effort to achieve maximum integration of pupils with Special Educational Needs and their peers, while meeting pupils' individual needs. Teachers provide learning opportunities for all children within different learning environments and provide materials appropriate to pupils' interest and abilities. This ensures that all pupils (including those with special educational needs) have a full access to the National Curriculum. The following structures and systems are in place to deploy the resources effectively:

- the School offers small group tuition to raise attainment in literacy/numeracy skills;
- the School offers classroom support to increase curriculum access and pupil achievement;
- the School offers direct support to subject co-ordinators as needs arise and resources permit;
- the School strives to develop the quantity and quality of differentiation experienced by pupils in the classroom;
- the School offers trained counselling as part of our pastoral responsibilities; via relevant outside agencies such as Dr. Barnardo's, NSPCC, CAMHS
- the School offers a range of clubs/leisure activities for pupils;
- the School operates its own comprehensive 'equal opportunities' policy;
- the School operates within its own comprehensive 'behaviour' policy;
- the School has a policy of 'full and open access'.

### **ANCILLARY TEACHERS**

Staffing will be used to support pupils with Special Education Needs supplemented by the additional hours provided by the LEA for pupils with SEN statements. Money is allocated for books and equipment for these pupils. (See Finance Policy).

### **SPECIFIC RESOURCES**

The staff has access to a wide range of SEN resources. The following list indicates the variety of resources that we have at our disposal:

- a wide range of books, materials and tasks to suit pupils of differing abilities;
- a range of information technology facilities;
- an appropriately stocked Special Educational Needs resource of differentiated work ideas, reference books, information folders etc.

The School encourages any pupils who have some sensory impairment, communication problem or physical handicap, to use their normal aids to speaking, listening, reading or writing. In striving to meet individual needs, teachers make substantial and increasing efforts to provide any recommended computational, technological or other facilities, in order to adapt

to work spaces, equipment, instruments or furniture. The following modifications have been made to the school building:

- wheelchair access to the main entrance and side entrances of the School;
- building of new toilet and shower facilities
- creation of extra storage space
- removal of trip hazards to outside play areas
- the School is looking to improve facilities for disabled people through its minor capital works budget.

### **LIAISING WITH CURRICULUM CO-ORDINATORS**

#### **PRINCIPLES**

The SENCO works closely with the subject co-ordinators and those who have a senior role in designing and managing the curriculum in order that SEN pupils:

- have full entitlement/access to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum)
- are educated, wherever possible, alongside their peers within the normal curriculum of the school after giving due consideration to the appropriate wishes of parents and the necessity to meet individual needs. Whenever possible we seek to support pupils with SEN in the classroom. This ensures that the pupil has full access to the National Curriculum and that he/she will gain from all the benefits of integration within mainstream education.
- have their curiosity, interest and enjoyment in their own education stimulated and/or maintained so as they can reach their full potential and enhance their self-esteem
- receive continual and appropriate forms of educational provision by the most efficient use of all available resources, thus allowing them to become familiar with an appropriate body of knowledge, skills, principles and vocabulary and desirable personal qualities such as safety awareness, politeness, perseverance, initiative and independence which should enable them to lead full and productive lives as far as is possible.

#### **ADVISING ON THE SCHEME OF WORK**

The scheme of work should enable all of the staff, both teaching and non-teaching, to translate the Curriculum (based on the National Curriculum if appropriate) into a structured course which will achieve the 'Aims and Objectives' of the School and specific subjects. If the following criteria are adhered to, then the SENCO will be able to work more effectively with the subject co-ordinators, class teachers and the pupil(s) under their charge.

Each Scheme of work should:

- a) guide and support all staff, including SEN, trainee and supply teachers
- b) provide a structure which facilitates the sharing of experiences by teachers
- c) govern the rate of progress to ensure an adequate pace
- d) give guidance on styles of teaching and learning
- e) not be so prescriptive that individual teaching styles and special areas of study are prevented
- f) indicate assessment opportunities
- g) indicate appropriate resources that are available for each part of the course
- h) plan suitable routes through the course which plan and allow for the best use of resources

- i) plan for progression and continuity
- j) provide detailed links with the whole School & the subject's 'Aims & Objectives'.
- k) Provide outlines showing how the National Curriculum is being covered in terms of the programme of study, the attainment targets and the levels of attainment
- l) Reflect DfES, OHMCI, OFSTED and LEA policies and developments
- m) Provide the means to inform those with a need to know the details of the courses being run, e.g. the Head teacher, the subject co-ordinators, parents, inspectors, SEN and other teachers or simply for those who have a responsibility for, or wish to build up, cross-curricular links
- n) Allow the whole School Curriculum to be regularly reviewed by appropriate persons

### ADVISING ON TEACHING STYLES

- Staff should provide a variety of differentiated experiences/activities during a course of study/session and during a lesson if possible
- There should be opportunities for individual and/or group activities during a course of study/session and during a lesson if possible
- Educational visits should be encouraged and pupils should express their thoughts and ideas through drawing, displays, photographs and tape recordings, etc
- Staff should provide a glossary of words with each topic in order to aid correct spelling, understanding of the meanings of and the use of words
- Staff should encourage pupils to recall and apply their knowledge and skills in familiar and unfamiliar situations
- Staff should allow opportunities at various times for group discussion. At these times we can listen to each other's views and hopefully reflect upon them
- Staff should attempt not to spend inequitable amounts of time with any one pupil, group of pupils, gender groups, etc. However, staff will often need to spend considerable amounts of their own time helping individual pupils
- Staff should encourage pupils to follow both verbal and written instructions accurately
- Staff should encourage pupils to share their experiences and culture with others in order to enhance the quality of learning.

### LIAISING ON THE DEPLOYMENT OF ANCILLARY TEACHERS and SUPPORT STAFF

This financial year the LEA is providing 2 hours 10 minutes of teaching time per week and 44 hours on ancillary time per week to meet the extra needs of pupils with SEN statements which the School cannot reasonable be expected to provide from its own resources.

In order to ensure that these precious ancillary teaching hours are deployed effectively the following systems operate:

- Special Education Needs issues are discussed at Staff Meetings
- All staff are made aware of their responsibilities towards pupils with Special Educational Needs.

The decisions of to whom, when and where to offer support of influenced by a number of factors including:-

1. The extent and number of pupils with SEN in a group. (N.B. Pupils with statements have a legal entitlement to support).

2. A specific request for classroom support from a teacher would receive consideration as would requests from parents or an individual pupil. Issues which might be factors in such a request might include:
  - Subject co-ordinators might be concerned that pupils of all abilities have access to the curriculum, and would wish to work with the SENCO on a range of issues concerning differentiation
  - A teacher may have a class with a high number of pupils who exhibit social/emotional and behavioural problems. Here a shared approach to developing classroom management skills can maximise learning and also further the professional development of the staff pairing. (Please also see section social/emotional/behavioural problems).
3. Following the introduction of the National Curriculum and the priority given to the core subjects, the School has ensured that this is reflected in the allocation of support for English, maths and Science lessons.
4. The School currently has a Language Support teacher from SSEN. The SENCO liaised closely with this team to ensure that support is not duplicated unnecessarily. Pupils for whom English is a Second Language may also experience special educational needs and a flexible Support programme ensures the most effective provision.

A support timetable for the School, to show where SEN support is received, should be produced as early in the academic year as is possible. This should be done by either the SENCO or by the Head teacher as agreed and distributed to all relevant teachers, etc.

### **DEVELOPING A COHERENT POLICY ON STAFF ABSENCE/SET WORK**

If SEN pupils are not to suffer when their normal class teacher is absent then the set work should be:

1. appropriate to their ages, abilities and experiences in the subject;
2. be relevant to their current, recent and/or impending learning;
3. be clearly and unambiguously explained.

All class teachers should keep a planning/teaching file for their teaching groups. The file is to be used for guidance and are kept in the classrooms and contain the following:

- A class list;
- Details of pupils with 'Special educational needs', medical conditions and potential problems;
- Details of any support staff available;
- Copies of lesson plans for current week:
  - i. Date, day of the week and lesson;
  - ii. Recent relevant work covered;
  - iii. Today's set work (with due consideration to SEN pupils and differentiation);
  - iv. Any props, equipment, texts, worksheets, etc. to be used;
  - v. Title and number of texts/worksheets to be collected in;
  - vi. Any props, equipment, texts/worksheets to be collected in;
  - vii. Details of any homework to be set;
  - viii. A space for comments by the cover teacher, e.g. work progress, specific/individual, behavioural problems, etc.

The file is kept by the Headteacher so that the regular teacher and SEN are able to follow up any comments made – thus effecting a monitoring of the work and behaviour of the class that is covered. Any persistent problems should be referred to the Headteacher.

**CO-OPERATIVE TEACHING**

Classroom support should be ‘co-operative’. The teacher and support teacher are a team sharing planning, preparation of resources, deciding appropriate teaching styles, outcomes and the nature of assessment. Co-operative teaching/learning is encouraged in classroom support. It fosters a supportive atmosphere where help is given and received and where pupils with SEN can interact with confidence.

**ADVISING ON EQUAL OPPORTUNITIES**

There are three separate policy documents that fall within the auspices of a School’s ‘Equal Opportunities Policy’, i.e. policies on Differentiation, Gender and Multicultural Education. In addition to these three policies, there are several other educational areas that need to be specifically mentioned in a School’s comprehensive policy on Equal Opportunities:

1. Setting/mixed ability;
2. Teaching styles;
3. Entitlement of access to the whole course of study;
4. Progression within the course of study.

A collaborative approach between subject co-ordinators and support teachers is essential if ‘Equal Opportunities’ and differentiation are to be implemented effectively.

Sometimes necessary changes engendered by a pupil’s specific statement of SEN will need to be made to a teacher’s normal tasks, resources, responses, support or group structure.

**ADVISING ON GIFTED/MOST ABLE PUPILS**

The School offers help and advice for the education of ‘gifted/most able’ pupils whenever required. To ensure that pupils who have been designated as ‘gifted’ are appropriately challenged, teachers frequently modify the scale and/or the extent of the tasks with which they are presented. In addition, such pupils are encouraged or required to read, write and talk about their work and to engage in discussions and/or to work with similarly ‘gifted’ pupils, either from this School or from some other in the local or broader communities.

The SENCO co-ordinates input from teachers around a common theme to pupils who had scored highly on either or both the verbal and non-verbal reasoning test. Gifted pupils may experience social/emotional problems and need specialist support. If the School supports pupils gifted at sport then counselling, social skills training and sports psychology approaches may be relevant.

**EXAMPLES OF THE RESULTS OF CO-OPERATIVE TEACHING**

1. The teaching assistant will work with a differentiated group of less able/more able children across an age range or class according to need.
2. Co-operation with the language support teacher and the class teachers has led to the production and use of differentiated materials and approaches.
3. Cross curricular themes have been explored involving pupils in display work and verbal presentations to their peers during assemblies and ‘show and tell’ times.
4. The SENCO works collaboratively with all co-ordinators in entering groups (possessing a high proportion of SEN pupils) in all projects and topics that the school is engaged in.
5. The SENDO works collaboratively with the co-ordinators to advise or develop differentiated materials and approaches for lower ability pupils where necessary.

**MONITORING AND EVALUATING PROVISION**

Currently 2008/09 there are 4 pupils with statements of Special Educational Need attending the school

A nominated governor for Special Education Needs links the SENCO and other staff with the Governing body. Effective monitoring/evaluation of the SEN provision is dependent upon the maintenance of accurate and up to date records. The criteria by which the monitoring and evaluation of the SEN provision is undertaken are used to structure the SEN annual report to Governors and is described below:

**PARENTS**

1. the number of parents of pupils with statements who attend 'review meetings' (expressed as % attendance);
2. the number of parents of SEN pupils who request that their child be educated at this school;
3. the degree to which the pupils and parents have been consulted during annual reviews and transition plans;
4. any pertinent feedback from pupils and parents;
5. regular updating of the information pack for parents in the annual SEN policy review;

**PUPILS**

6. the number of IEP's in operation for pupils at School Action and School Action Plus;
7. pupil achievement and progress;
8. routine examination by the Governors of anonymous individual SEN case studies;

**BUDGET**

9. the amounts of the budget allocated to pupils a)with, and b) without statements of Special Educational Needs;
10. any appropriate adjustments in budget allocation to reflect changing needs;
11. the amount of school budget (expressed as £ and %) spent on equipment/building modifications;

**PLANNING**

12. the inclusion of Special Education Need issues in development planning;
13. time allocated to planning for pupils with Special Educational Needs;

**STAFF/INSET**

14. involvement by all staff in INSET courses relating to SEN issues;
15. senior management involvement in SEN issues;

**INDEPENDENT REPORTS**

16. analysis and publication of OFSTED/LEA reports.

The school's annual report contains a report of the effectiveness of provision and any Amendments made or proposed over the year to our Special Educational Needs policy. Parents are encouraged to offer their views on Special Educational Needs provision as arranged by the Governing body.

Compiled by:	Revision Number:
Approved by:	Revision Date:

