



Special Educational Needs Policy

Bungay Primary School



SENCo: Paula El-Shunar

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Primary Objectives

- To enable each child to reach their full potential.
- To adopt a whole school approach to meeting children's individual needs through having a caring and supportive staff who work together to enable each child to fulfil their potential.

Specific Aims and Objectives of the SEN Policy

- To ensure that all children experience success and have a sense of achievement.
- To ensure that all children receive a broad, balanced and relevant curriculum that is appropriately differentiated in response to their individual needs.
- To identify roles and responsibilities of staff.
- To ensure that all children irrespective of the individual nature of their educational needs, will be valued equally.
- To recognise that some children need extra support to gain access to the full range of experiences identified through the New National Curriculum.
- To ensure that all children are given appropriate support, whether academic, emotional, social, physical or behavioural to support them in accessing the New National/Foundation stage Curriculum at an appropriate level.
- To ensure early identification of Special Educational Needs.
- To make clear the expectations of all partners within the SEN process.
- To ensure that parents are able to have an active role in supporting their child's education.
- To ensure that children have the opportunity to express their views and share their achievements as part of the SEN review process.
- To build on greater integration of education, health and social care to meet the needs to children and families in line with the proposals in Every Child Matters.

To identify roles and responsibilities of staff

- To recognise that different children learn in different ways and that is the class teachers' responsibility to plan and deliver a curriculum that reflects different learning styles (visual, auditory, kinaesthetic).
- It is the class teacher's responsibility to identify and teach all the children in their class, including those deemed to have special educational needs.
- It is the teacher's responsibility to share each IEP with the parents at least termly, obtain their signature on the IEP and share with SENCo.
- There is a teacher responsible for leading SEN.



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Responsibilities for the Provision of SEN Support

- Mrs El-Shunar has the responsibility for leading special needs throughout the school.
- The leader has the responsibility for liaising with the Head Teacher, class teachers and external agencies.
- The leader liaises with the SEN named Governor and other members of the Governing Body.

Arrangements for Co-ordinating Educational Provision for Children with SEN

- The responsibility for the welfare and development of each child lies with the class teacher. It is their responsibility to ensure that curriculum entitlement is applied to all children. The needs of the children should be recognised through differentiation as well as through IEPs.
- The IEP will be working document, used to support the learning need of the child.
- The Co-ordinator will support staff and children through:
 - Consultations with class teachers once difficulties have been identified.
 - Helping staff formulate and implement appropriate strategies.
 - Helping staff write IEPs.
 - On occasions giving individual support to children with difficulties.
 - Giving general advice and support when needed.
 - Liaising with staff that specifically support SEN.
- The SENCo will liaise with external agencies as appropriate. This includes attending termly SEN planning Meeting and annual reviews.

SEN Specialism and SEN In-Service Training

- The SENCo, teachers and support staff attend appropriate courses that are strategically identified through the SEN Action Plan.
- The SENCo supports staff and leads staff meetings in order to enable staff to develop their expertise in providing evidence of a child's SEN. Staff need to do this in order to identify difficulties, make referrals, monitor progress and for the SEN Audit.
- The SENCo provides regular up dates to staff to ensure that all staff are familiar with the legal requirements of the code of practice.

Special Facilities

- The school has two buildings. The main building is on one level; however the Double Block is on two levels. The school has a toilet with disabled access in the main building.
- The school has a separate Accessibility Policy.

Allocation of Resources

- The allocation of resources is received annually according to the budget allocation of the school. The SEN Action plan informs the School Improvement Plan.
- The SEN Audit process plays a crucial role in securing funding according to the needs of the children.
- Resources are distributed between classes, according to the needs of the children and is strategically planned by the School Leadership Team and overseen by the Governors.
- For the current year, the SENCo has 4 afternoons non-contact time per week, to complete SEN paper work, attend meetings, liaise with staff/parents, observe children, manage the SEN budget, complete the SEN audit process, monitor the effectiveness of support staff/IEPs/SEN provision.

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Identification and Assessment Arrangements and Review Procedures

- The school is committed to the early identification if any child whose academic, physical, social, emotional or behavioural development is giving cause for concern.
- The school will endeavour to identify individual needs at an early stage.
- The school keeps an Assessment file for each child. This includes various assessments both formal and informal that help to identify areas of strength as well as weakness.
- The school has a proforma for Individual Education Plans (IEP's) and follows the School Action, School Action Plus model outlined in the SEN Code of Practice. There is also a proforma for Individual Behaviour Plan (IBP's).
- If children need more support, they will be moved to the School Action Plus level, then Statutory Assessment will be initiated. This may result in a Statement of Special Educational Needs.
- These procedures involve regular reviews when the success of the strategies adopted will be measured against the targets set. The review cycle is organised by the SENCo and followed across the school.

Access to the Curriculum

- All children are entitled to a broad and balanced curriculum, appropriately to their needs.
- Children who are experiencing difficulty in gaining access to the curriculum will have IEPs. Children's strengths and needs are identified together with any arrangements and adaptations required to allow the children to take part in the activities of their year group. Strategies might include:
 - Extending time taken to reach attainment levels.
 - Breaking down tasks into smaller steps.
 - Adopting a variety of teaching and learning styles.
 - Support from teaching assistants.
 - Input from LEA learning support staff (School Action Plus Level).
 - Small group input.
 - Withdrawal for short periods of intensive one to one support.
 - Support from External Agencies.

How children with SEN are integrated with the school as a whole

- Our ethos is for an inclusive school and all children are integrated into mainstream classes.
- Additional group support is available, thus allowing use to cater for children's developmental stages as opposed to their chronological age.

Criteria for Evaluating the Success of the School's SEN policy

- Identifying children's improvement through IEP and IBP targets being achieved.
- Monitoring academic progress through school, LEA, national tests, teacher assessments and tracking of pupil progress.
- Teachers share expertise and work co-operatively on a range of SEN issues, on a regular basis, with support and guidance from the SENCo.
- Positive feedback from parents, pupils, staff and visitors.

Arrangements for considering complaints about SEN Provision

- We have an open door policy.

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- Channels for complaints include:
 - Class teachers who are readily available to discuss the pupil's progress.
 - SENCo is available to meet with parents to discuss how individual needs are being met within the school.
 - The Head Teacher will then deal with any complaints that parents still have.
- It is hoped that matters can be resolved in this way. If however, the matter cannot be resolved the Lea will be consulted and the Chair of the Governing Body informed.
- The school has a procedure for dealing with complaints.

Use Made of Teachers and Facilities from Outside the School, including Support Services

- The majority of children with SEN will be provided for through the resources and expertise within the school.
- The school works closely with the LEA Learning support team:
 - We hold termly planning meetings.
 - The Advisory Teacher for Learning Support provides input for the development for IEPs for children on School Action Plus level.
 - The Educational Psychologist and other relevant professional staff assess the needs of individual children as requested.
 - The staff from First Base support children at First Base, at school and also provide input for school staff at regular meetings.
 - The staff from KS2 harbour Pupil Referral Unit provide support at the Harbour, at school and also input for school staff at regular review meetings.

Links with Health and Social Services, Educational Welfare Services, Voluntary Organisations.

- The school aims to liaise with other agencies to ensure we are all working towards agreed targets.
- The school accepts its responsibility to liaise with statutory and voluntary agencies to ensure the overall welfare of pupils considered to be in need under relevant legislation.
- The IEP framework involves liaison between all support agencies.
- Within the LEA, we liaise with the Educational Psychologist, advisory teachers for learning support, educational welfare officers, staff from First Base and staff from the Harbour.
- We also seek the support of Social Services to provide us with general advice and guidance.
- Medical and Psychiatric services are used to input into meetings individual children's needs.

Transition Arrangements

- The school liaises closely across phases to ensure a continuum for all children:
 - Nursery staff liaise with pre-school agencies and make home visits.
 - Year 6 staff liaise with Bungay High School.
 - IEPs and IBPs are transferred when staff meet to discuss individual pupil's needs.
 - Formal and informal support is available to facilitate transfer.

Partnership with Parents

- The school adopts an open door policy with regards to parental involvement. Parents of all children are encouraged to share in their child's learning and to appreciate success.
- A child's learning is a partnership, parents have skills and insights about their child that can inform the planning needed to meet individual needs.

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- Parents views and, when appropriate, children's views are taken into account when their IEPs and IBPs are drawn up.
- Parent's permission will always be sought before engaging an outside agency.
- The IEPs and IBPs may involve strategies for parents to follow at home. Intervention is most successful when reinforced by all those who have contact with the child.

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