

LYDEARD ST LAWRENCE COMMUNITY PRIMARY SCHOOL

Special Needs Policy

Rationale

All children have the right to equal access to the school curriculum. They are entitled to appropriate support to realise their potential. Inclusion is an integral part of all our whole school policies.

We recognise we need to be equipped both materially and also with specific skills and an informed understanding of all our pupils. We aim to build on the strengths of our pupils and our staff.

Aims

- To assess the needs of individual children and provide early intervention.
- To provide support enabling access to a broad and balanced curriculum, within the same structure as their own peer group.
- To encourage the children to understand their own learning needs and preferences and devise strategies to aid themselves.
- To promote a series of structured, small steps over a longer period of time.
- To recognise and celebrate success.
- To provide support, training and resources for staff.
- To be inclusive in all areas of school life.

Definition of Special Needs

Children deemed to have special educational needs

- Are in the lowest percentiles nationally.
- Are perceived to be underachieving, following objective assessment, in the view of their class teacher and SENCO.
- Are working to their potential, but falling behind their peers.
- Have significantly greater difficulty in learning than their peers.
- Have a speech or language disorder or difficulty processing information.
- Are under pressure due to home circumstances.
- Have a physical or emotional disability which impacts on their ability to access the curriculum.
- Exhibit behaviour that interferes with their learning or that of their classmates.

Code of Practice and Identification of Needs

Class teachers and SENCO will jointly assess child's needs taking account of classroom performance, test /screening results and criteria indicators. This will be discussed with parents at Parent meetings or 1:1 consultation.

Children who meet the criteria of Special Needs and require intervention beyond Basic School Entitlement will be assessed as School Action or School Action Plus. Children are still entitled to be given a Statement of Special Needs, but Somerset's policy is to limit these where possible and use the funds directly to support schools' Action Plus pupils.

There are two consultation meetings annually where children giving concern can be discussed with Somerset support professionals when additional support/advise can be sought and future plans/interventions discussed.

All children deemed to need School Action will have their needs addressed by an IEP or group IEP. This will be reviewed and shared with parents twice a year (minimum). They will be drawn up by the class teacher in consultation with the SENCO, and implemented by the teacher, child and parents.

All staff will be aware of any children in school with, or without, a Pastoral Support Plan (PSP), needing particular behaviour management. They will be given strategies and support to promote appropriate behaviour. (see Behaviour Policy)

Transfer

Children with Special Needs transferring at Year 6 benefit from close liaison with Kingsmead AEN. There is an established transfer programme that is adapted to suit individual needs as required each year.

Assessment, Recording and Reviews

Assessment is provided as appropriate. Records are kept of assessments, outside reports and meetings. Individual children's provision/interventions are tracked regularly. Reviews are carried out prior to a new IEP's implementation. (min 2x /year).

Children at Send Plus level will have an annual review prior to re-application for funding. (March)

Monitoring

Regular monitoring of individual children is carried out by SENCO and Head teacher. On entering the school at foundation stage the children will be observed and monitored to enable early intervention of any Special Needs. E-profile, Foundation Stage profile and PIPs' data at the end of Yr R will be used to inform the monitoring process.

Responsibility

The SENCO of the school, jointly with the head teacher, is responsible for overseeing the day to day provisions for Special Needs.

A Special Needs Governor will monitor for the governing body.

All teachers are teachers of Special Needs and are responsible for the implementation of IEPs in their lessons and the delivery of high quality Wave 1 teaching

Appendix

1. Revised Code of Practice
2. Resources
3. Homework
4. Equal Opportunities

Governors approved: 7th July 09

To be reviewed: 2011

