

**Patterdale CE Primary School
Special Educational Needs (SEN) Policy**

Signed;

Mrs Michelle Castles Chair of Governors

Mrs E.V. Stewart Head Mistress

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1. Introduction

Patterdale School provides a broad and balanced curriculum for all children, which is differentiated to meet individual learning styles, needs and abilities.

Children may have SEN throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment takes account of the type and extent of difficulty experienced by the child.

Teachers take into account in their planning, a child's special needs. The provision made therefore, enables the child to participate effectively in all curriculum and assessment activities, in addition to broader aspects of school life.

2. Aims and Objectives

2.1 The aims and objectives of this policy are:

- To identify children with special educational needs as early as possible
- To create an environment that meets the special needs of each child
- To ensure all children have equal access to a broad, balanced and differentiated curriculum
- To encourage children to develop confidence and self-esteem and to recognise the value of their own contributions to their learning
- To encourage children to be fully involved in their learning
- To make clear the expectations of all partners in the process and provision of special needs
- To ensure parents are kept fully informed and are engaged in effective communication about their child's SEN.

3. Roles and Responsibilities

3.1.1 In Patterdale School, the provision for children with special educational needs is the responsibility of all members of staff.

- 3.1.2 Liz Stewart is the Special Needs Co-ordinator (SENCo) for Key Stage 2. Nicola Reay is the SENCo for Key Stage 1. They are responsible for the day to day operation of the SEN policy. Their main duties are:
- overseeing the day to day operation of the school's SEN policy
 - co-ordinating provision for children with special educational needs
 - liaising with and advising fellow teachers
 - managing learning support assistants
 - overseeing the records of all children with special educational needs
 - liaising with parents of children with special educational needs
 - contributing to the in-service training of staff
 - Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- 3.1.3 The Governing Body does its best to secure the necessary provision for any child identified as having special educational needs. The governors ensure all teachers are fully aware of their responsibilities towards the children with special educational needs. They consult the LEA and other schools (when appropriate) and report annually to parents on the success of the schools policy for children with special educational needs.
- 3.1.4 The Governing Body has agreed with the LEA admissions criteria, which do not discriminate against children with special educational needs. The admissions policy has due regard for guidance in the Code of Practice.

4. Educational Inclusion

- 4.1 At Patterdale School, we respect the fact that children;
- Have different educational and behavioural needs and aspirations
 - Require different strategies for learning
 - Learn at different rates
 - Require a range of different teaching strategies and experiences
- 4.2 Teachers respond to children's needs by;
- Providing support in all curriculum areas
 - Planning to develop children's understanding through the use of all senses and experiences.
 - Planning for children's full participation in learning, and in physical and practical activities
 - Planning for children to manage their behaviour, enabling them to participate effectively and safely in learning
- 4.3 This policy ensures that teaching arrangements are fully inclusive. The majority of children will have their needs met through normal classroom arrangements and appropriate

differentiation, which may include short term support such as the Additional Literacy support or Springboard programmes.

5. Specialist Provision

The school has two entrances with ramps and handrails. It also has a disabled toilet.

One teacher and one Teaching assistant is qualified for Reading Intervention.

One teacher has a Bed with specialism in The Education of Children with Severe Learning Difficulties.

Two Teaching Assistants are trained in the support of speech therapy.

One Teaching Assistant is trained in spelling intervention.

6. Information about the school's policy for identification, assessment and review for all students with SEN

- In addition to the points made in 4.1 –4.3, Liz and Nicola will work with all the staff to ensure children who may need additional or different support to that normally found within the classroom, are identified as soon as possible.
- The progress made by all children at Patterdale School is regularly monitored and reviewed. The school does not identify children as having special educational needs unless we identify a need to take action that is additional or different from that which goes on in the classroom as part of our differentiated approach
- Children who are not making adequate progress are identified as having special educational needs.
- All staff consult with each other when the evidence gathered through the usual assessment and monitoring arrangements gives concern about a child's progress. A case study will be filled in for each child and kept on file. The triggers for concern are described in the SEN Code of Practice (Eys 4.21, 4.31, Primary 5.44, 5.56)
- Additional support is provided through **Early Years / School Action**. This will be reviewed and monitored informally by staff as part of our daily routine and individual children will be reviewed in staff meetings. Individual Education Plans (IEP) will be altered accordingly.
- The SENCO will consult with parents, children, carers, teachers and support staff about the IEP to ensure all interested parties are aware of the learning targets and their contribution to its implementation.
- All IEP's will be reviewed after a period of time to enable a judgement to be made about its effectiveness, but in any case, at least termly. All review outcomes will be recorded. Parents

and children will be invited to take part in the review and target-setting process.

- **School Action Plus** – If we have evidence that a child is making insufficient progress despite support at School Action, the SENCo may seek further external advice.
- The range of support for children at SA+ will be similar to that at SA but may necessarily be more intensive.
- Children with a Statement of special educational needs will, in addition to the on-going review of their progress and specific support through their IEP, be reviewed annually. A report containing recommendations will be provided for the LEA which will consider whether to maintain, amend or cease the Statement, using the procedure described in Section 9.34 of the Code of Practice for SEN's.
- Patterdale School will liaise with the receiving school when a child with special needs is due to transfer, and will forward to them as early as possible all relevant information to enable an effective transfer.

7. Allocation of Resources

- Nicola and Liz are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements.
- The head teacher informs the governing body of how the funding allocated to support educational needs has been employed.
- The head teacher will decide how to use funds including those related directly to statements.
- The effectiveness of the resources for special needs will be monitored as part of the on-going process of self-evaluation in school.

8. Access to 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.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is differentiated and assessment is used to inform the next stages of learning.

IEP's contain a small number of specific targets, ideally 3 or 4, designed to enable the child to progress. All children at SA and SA+ have an IEP.

Wherever possible, children are educated within the mainstream classroom. This reflects our acknowledgement that all children have an entitlement to share the same learning experiences as their peers. However, there are times when it is helpful to ask children to work in small groups or in a one to one situation outside of the classroom.

The teaching staff and teaching assistants meet termly to review the special needs provision and the head teacher meets with the named governor termly (within the curriculum meetings).

9. Complaints Procedures

- 9.1 The school's complaints procedures are set out in the school prospectus.
- 9.2 Under the SEN and Disability Act 2001 parents can request the services of an independent disagreement resolution (contact Boys and Girls Welfare Association). The SENCOs will provide more information about this on request.

Section 3

10. Staffing and Partnership

- 10.1 The school undertakes an annual audit of staff training needs related to special educational needs issues and meets these wherever possible, in conjunction with identified school priorities (see School Development Plan). The SENCO as part their induction gives particular support to NT's, teaching assistants and new members of staff.
- 10.2 The SENCO will provide training through the INSET programme to ensure that all staff are fully informed of relevant SEN issues and procedures within school.

11. Partnership with Parents.

- 11.1 Class teachers work closely with parents throughout their child's education. Parents should in the first instance contact the class teacher in case of any concern or difficulty.
- 11.2 The school provides information about The Parent Partnership Service to all students with SEN's on request. Our local Parent Partnership Co-ordinator is Mary Johnson, Carlisle. She can provide independent support and advice.
- 11.3 At all stages of the SEN process the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution towards their children's education.

12. Links with other schools

- 12.1 The SENCO liaises with the SENCO's of UCC and QEGS in Penrith, and Keswick School to ensure that effective arrangements

are in place to support children at the time of transfer at the end of year 6

12.2 When children transfer to another school, their records are transferred within 15 days of ceasing to be registered at Patterdale School.

13. Links with other agencies

13.1 The school works closely with all the LEA's Pupils and School Support units (referred to in 6.9 above) when identifying, assessing and making provision for special needs children.

13.2 The named officers for Patterdale School are found in the SEN handbook

14. Success Criteria

14.1 The success of this policy is judged against the aims set out above. The policy is reviewed annually and the Governing Body Annual Report will comment on its implementation.

14.2 Additionally, the school will set specific targets against which progress can be measured on an annual basis.

- All teaching and non-teaching staff will have received training on Revised Code of Practice by July 2002.
- Parents will be invited to attend IEP reviews.