



Brookside Primary School

Special Educational Needs Policy

Special Educational Needs provision at Brookside School takes place in accordance with the nationally agreed framework

The term "Special Educational Needs" (SEN) refers to those children of all abilities which constrain them from maximum access to the curricula abilities at Brookside School. These constraints may be one, or the combination of the following:

- Physical
- Social
- Emotional
- Behavioural
- Sensory
- Intellectual
- Lack of educational opportunity

The purpose of the policy is to:

- ❖ Outline a shared understanding of procedures in order to foster equality of opportunity for all children
- ❖ Create a positive environment where effective learning and positive attitudes flourish
- ❖ Assist the induction of new members of staff
- ❖ Assist staff in the early identification of SEN.

We acknowledge that children should have the right to access a curriculum where work activities can be done at a variety of different levels e.g. differentiation for inclusion and a variety of different ways chosen to meet individual needs.

We also acknowledge that all teachers have a role in meeting SEN.

These factors require the Class Teacher to:

- ❖ I identify a child with SEN (see paragraph on identification later in this policy)
- ❖ Assess, either formally e.g. using PIVAT's or through discussion depending on the nature of the need
- ❖ Plan a programme and involve children's parents through letter inviting them to school to discuss their child
- ❖ Provide resources
- ❖ Monitor progress, consult with Special Educational Needs Co-ordinator (SENCo) and keep paperwork up to date (Record of Concern and IEP's)

Core Values and School Aims

Please see the attached sheet at the back of the policy

Admissions

Brookside School is a community school that serves its local area. The admissions policy is determined and administered by the LEA (Rushcliffe Area Education Office).

Brookside School is committed to being fully inclusive and to addressing the needs of all children, including those with SEN.

Where a child requests admission to the school and has clearly identified needs, we reserve the right to delay/phase in the child's full time admission to enable us to put appropriate support in place to meet the child's individual needs e.g. recruit staffing, purchase equipment or to organise/adapt teaching areas.

The school will consult fully with parents/ LEA and involved agencies to ensure a smooth, planned admission.

The Role of the Special Educational Needs Co-ordinator (SENCo)

The SENCo is currently Mr Lowther who will:-

- ❖ support class teachers in monitoring their role and assist with IEP's
- ❖ review the Special Needs Policy
- ❖ review children's progress
- ❖ facilitate INSET and professional development and ensure feedback
- ❖ liaise with other co-ordinators in the Harry Carlton family of schools
- ❖ bid for extra Special Needs support through AFN and HLN

- ❖ keep formal records of all children with Special Needs (Record of Concern and IEP's attached) and make them available for parents
- ❖ liaise with the SEN support assistant (LSA)- currently Mrs Heddington, Mrs Harris, Mrs Young, Mrs Peatman and Mrs Parr
- ❖ ensure resource availability
- ❖ liaise with parents and external support agencies

Identification of Concern

A teacher of a child may identify initial concern. The nature of concern is discussed following which the child's work may be scrutinized and /or a formal assessment will take place. Formal assessments do not only alert concern but can diagnose the specific problem areas to target. The assessments used in school include:

- PIVAT's – a way of measuring small step progress towards National Curriculum targets
- Salford Reading Test – testing to find children's reading ages against the national average
- Young's Spelling Test – This gives spelling ages compared to national levels
- DST- a screening process to identify forms of dyslexia
- Optional SAT's – tests in Numeracy and Literacy against a nationally representative sample of children

Throughout both parents/carers and child are spoken with and kept informed. Parents and children will be actively involved with the setting of individual targets and where possible in assessments of their child's progress.

We can also contact a designated teacher from Inclusion support and Fountaindale Service to help assist with our assessments.

We are working collaboratively with outside agencies such as Inclusion Support Service at Notts County Council and when we feel we need a more extensive assessment of a child we will involve the Educational Psychologist (Karen Davies). Other agencies include:

- Karen Thompson – Inclusion Support Service
- Karen Davies – Educational Psychologist
- Dr Porter – Community Paediatrician
- Barbara Burman – Support for Behavioural Difficulties
- Althia Smith and Sarah Daniel – School Nurses
- Parent Support Group (01509) 852480

A model of how children with SEN are catered for at Brookside School

Record of Concern (ROC)

A concern is identified by the class teacher, parent or other member of staff and consultation takes place between the SENCo, teacher and parents. A ROC is completed for the child. The action to be taken at this stage is usually to provide differentiated work to be done in the classroom. If progress is made, the child will be kept on ROC for another term or if the child is identified as having greater needs, then the child can be moved onto School Action (SA).

School Action

This is where the child may be described as having SEN needs. The child is provided with an Individual Education Plan (IEP) containing specific targets e.g. to learn the first 5 high frequency words. IEP's should include 3-4 crisply written targets as stated in the 'Code of Practice November 2001'. The SENCo now takes the responsibility for managing the child's provision, working with the class teacher and any other available support (e.g.TA's). Again at the termly review the child may:

- a) move to ROC
- b) remain at School Action
- c) proceed to School Action Plus

School Action Plus (SAP)

At this stage the class teacher and SENCo seek extra support from specialists outside the school e.g. Educational Psychology, Inclusion Support Services and Behavioural Support Service.

If no progress is seen to be made by the termly review at School Action Plus then the school may, following consultation with parents request Higher Level Needs provision.

At present a panel is set up by Notts County Council to review the funding for children with School Action and School Action Plus needs. They will also assess the funding for children with a more profound and complex need. These children will be Higher Level Needs children. However most children in Nottinghamshire schools usually stay on School Action Plus and will receive extra funding through the panel if granted.

Parent Partnership Group

The LA runs a Parent Partnership project to provide support for parents of children with SEN. They can be contacted on (01509) 852480.

The role of the governing body

There is a governor with specific responsibilities for SEN who can be contacted through the school. The governing body does its best to secure the necessary provision for any pupil identified as having SEN. The governors ensure that all teachers are aware of the importance of providing support for these children. They consult with the LA and other schools, when appropriate, and report annually to the rest of the governing body on the success of the school's policy for the children with SEN.

The governing body has decided that the children with SEN will be admitted to the school in line with the school's agreed admissions policy.

Monitoring and evaluation

The SENCo monitors the movement of children within the SEN system in school. This will include children who have been identified as having a disability and are therefore highlighted on the school's DDA Access Plan (Please refer to DES file). The SENCo then provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCo meets with the teachers and named governor with responsibility for Special Needs to answer any questions and give the opportunity to see how the children on the SEN register have their needs met through their IEP's

The governing body reviews the policy annually and considers any amendments in light of the annual findings. The SENCo reports the outcome of the review to the full governing body.

Resources and support programmes

- Interactive Whiteboards
- Computer programmes (e.g. Clicker 4)
- Differentiated work
- ALS and ELS materials
- PIVAT's
- Plus One
- Power of 2
- Springboard Numeracy programme

- Better words (Better Reading Partners)
- 5 Minute Box

Paul Lowther (Deputy Head Teacher/ SENCO)

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