

Bleak Hill Primary School



Additional Needs Policy

Bleak Hill Primary School

WORKING TOGETHER, SHAPING OUR FUTURE

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Introduction

1.1

This policy was created in Spring 2015 in line with the Code of Practice and the new draft Code of Practice.

Bleak Hill Primary School aims to meet the needs of all children. It has full disabled access throughout the school and separate hygiene facilities including a shower.

The school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges for all children responding to children's diverse learning needs. Some children have barriers to learning which means they have additional needs and may require particular attention by the staff in school.

Teachers take account of all children's needs in school and make appropriate provision, where necessary, to support individuals or groups of children enabling them to participate effectively in curriculum and assessment activities and tasks. Such children may require additional or different support from that given to other children of the same age.

Children may have additional needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with additional educational needs takes account of the type and extent of the difficulty experienced by the child.

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Aims

2.1

The aims of this policy are:

- To create an environment that meets the educational needs of each child;
- To ensure that the additional educational needs of children are identified at an early stage, are assessed and provided for;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's additional educational needs;

- To enable all children to have full access to all elements of the school curriculum/life;
- To ensure that parents/guardians are able to play their part in supporting their child's education;
- To ensure that our children have a voice in this process.

2.2

In implementing this policy, we believe pupils will be supported helping them to overcome their difficulties. The policy was drawn up in consultation with the teaching staff and the governing body.

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Educational Inclusion

In Bleak Hill we:

- Aim to offer excellence and choice to all our children whatever their abilities or needs;
- Have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation;
- We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that some children:

- Have different educational and behavioural needs and aspirations;
- Require different strategies and levels of support to aid and support learning and achievement;
- Acquire, assimilate and communicate information at different rates and in different ways;
- Require differing teaching approaches and experiences.

3.1

Teachers respond to children's needs through:

- Planning for children who require support with communication, language and literacy;
- Developing children's understanding through the use of all available senses and experiences;
- Planning for children's full participation in learning including physical and practical activities/tasks;
- Helping and supporting children in managing their behaviour and to take part in learning effectively and safely;
- Helping and supporting individuals to manage their emotions/feelings, particularly trauma or stress, and to take part in learning.

Additional Educational Needs

Children with additional educational needs either have learning difficulties that call for special provision to be made OR they are exceptionally gifted.

Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age;
- They have an identified disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
- They are under school age and fall within the definitions above.

4.1

Many of the children who join Bleak Hill have already attended an early education setting. In many cases children join us with their needs already assessed. All our children are assessed regularly using ongoing teacher assessments, National Curriculum testing and, where appropriate, standardised diagnostic tests or P Scales. We use this information to provide starting points for the development of an appropriate curriculum for all our children. Children must not be regarded as having learning difficulties solely because their language is different from that in which they are taught.

4.2

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called SEN support. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Additional Educational Needs Co-ordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

4.3

As a school we record the strategies used to support the child within an Individual Education Plan (IEP). The IEP will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term.

If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being sought. In most cases, children will be seen in school by external support services. This may lead to additional or different strategies to those at SEN support. This enhanced level of support is called Enhanced SEN support. External support services will provide information for the child's new IEP. The new strategies within the IEP will, wherever possible, be implemented in the child's normal classroom setting. Funding from the schools allocation will be put in place to support the child within the class: providing additional 1:1 support inside and outside the classroom or within a small group. This support differs depending on the level of support required to aid achievement with the child's needs in mind.

4.4

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the Provision Agreement Panel (PAP). A range of written evidence about the child will support the request including examples of the child's work and any IEP's. Funding allocated for individual children will be used for teaching assistant support.

4.5

The main methods of provision are:

- Full-time education in class, with additional help and support by the class teacher,
- Through a differentiated curriculum and/or tasks,
- Periods of withdrawal to work with a support teacher,
- In-class support with adult assistance,
- Support from specialists or outside agencies within class or as part of a withdrawal programme.

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Roles and Responsibilities

Head teacher	Mr. I. Wellens
Additional Needs Coordinator (SENCO)	Mrs. C. Dawson
Additional Needs/Inclusion Governor	Mrs. K. Davison Mr. D. Martland
Inclusion Officer	Mrs. C. Parry
Educational Psychologist	Dr. J. Dean

The Head teacher and SENCO meet termly with the Inclusion Officer, Educational Psychologist and a number of other agencies involved in children's education and welfare. Here children's progress and individual needs are monitored and discussed and the professionals offer advice, support and next steps.

5.1

The SENCO

The role of the SENCO includes:

- Managing and monitoring the day-to-day operation of the policy;
- Co-ordinates the provision for and manages the responses to children's additional needs;
- Supports and advises colleagues and parents/carers;
- Oversees the records of all children with additional educational needs;
- Acts as the link with parents/carers;
- Acts as link with external agencies and other support agencies;
- Monitoring and evaluating the special educational needs provision and reports to the governing body;
- Monitoring and support the successful implementation of IEP's;

- Managing a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- Contributes to the professional development of all staff;
- Apply for funding or additional support when a need is identified;
- Monitors and tracks the children's progression.

The Governing body will, in cooperation with the Head teacher, determine the school's general policy and approach to provision for any pupil identified as having additional educational needs. The Governors will ensure the appropriate funding and staffing arrangements are in place and maintain a general oversight of the school's work. They will also evaluate and review the policy.

The **Head teacher** has responsibility for the day-to-day management of the school, including additional needs provision. He keeps the Governing body informed about additional needs issues within the school and ensures that the school has clear strategies for involving parents in their children's education

The **class teacher's** responsibilities include:

- Being aware of the school's procedures for the identification and assessment of children with additional needs;
- Collaborating with the SENCO to decide on the action required;
- Keeping and updating records;
- Developing Group Plans, IEP's (Individual Education Plans) or IBP's (Individual Behaviour Plans);
- Working with the pupils to deliver the targets with differentiated planning and/or tasks and expectations;
- Developing positive relationships with parents/carers.

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Allocation of Resources

6.1

The SENCO is responsible for the ordering and management of the specified and agreed resources for special needs provision within the school, including the provision for children with Statements of special educational needs/ Education Health Care Plans (EHCP).

6.2

The Head teacher and the SENCO meet annually to agree on how to use funds directly related to Statements/Education Health Care Plans (EHCP) and Enhanced SEN support.

6.3

The Head teacher informs the Governing body of how the funding allocated to support special educational needs has been employed.

6.4

The new Draft Code of Practice focuses on the use of direct payments to parents for special needs provision and services. This is an area that will be under review as the LA gives guidance on the best way forward.

7

Identification, Assessment and Review

7.1

Early identification is vital. This is initially the responsibility of the class teacher. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

7.2

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process. A pupil progress sheet will be completed.

7.3

The SENCO works closely with parents and teachers to plan an appropriate programme of support. Two parents' evenings are held each year and parents of children with I.E.P.s are invited to meet the class teacher to review the IEP and discuss the current IEP.

7.4

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

7.5

The LA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this.

7.6

2014 saw the introduction of Education Health Care Plans (EHCP). These will replace previous Statements of Educational Needs. The LA are working with a number of agencies changing and amending current Statements to EHCP's. This process is planned to be completed in 2017. The LA and school will keep Governors and parents informed of any changes to come.

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Partnership with parents

All staff at Bleak Hill work closely with parents/carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

As a school we offer parents/carers regular meetings to share the progress of children with special needs. Here we inform parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

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Pupil Participation

9.1

Children are involved, at an appropriate level, in setting targets in their IEP's and in the termly IEP review meetings. Children are encouraged to make judgements about their own performance/learning against their IEP targets. Here success and achievement is recognised and celebrated.

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Monitoring and evaluation

10.1

The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

10.2

The SENCO is involved in supporting teachers involved in the creation of IEP's (Individual Education Plans) for children. The SENCO and the Head teacher hold regular meetings to review the work of the school in this area.

10.3

The Governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the full governing body through completing SEN/Additional Needs information section within the Head teachers report.

This policy will be reviewed annually in agreement with the Head teacher, teaching staff and Governors.