



## **SPECIAL EDUCATIONAL NEEDS (SEN) POLICY**

***To be read in conjunction with the following school policies: Equal Opportunities, Accessibility Plan, Gifted and Talented Children, Racial Equality, Anti-Bullying, Inclusion Policy, the School Improvement Plan, the 'Every Child Matters' agenda and the Holbrook Disability Scheme.***

### **School Arrangements for SEN Provision**

At Holbrook School we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We respect the fact that children:

- Have different educational needs and aspirations;
- Require different strategies for learning;
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences

Provision for pupils with special educational needs is a matter for the school as a whole. All teachers are teachers of pupils with special educational needs.

Teachers respond to children's needs by:

- Providing support for children who need help with communication, language and literacy;
- Planning to develop children's understanding through the use of all available senses and experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress in order to take part in learning.

### **Defining Special Educational Needs**

Children with special educational needs have learning difficulties that require special provision to be made. All children may have special needs at some time in their lives. Holbrook ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. Children have a special educational need if;



- They have a significantly greater difficulty in learning than the majority of children of the same age;
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age.

## **Managing SEN Provision**

The governing body has due regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs. It does its best to secure the necessary provision for any pupil identified as having special educational needs and ensures that all teachers are aware of the importance of providing for these children. They consult the LA and other schools when appropriate, and report annually to the parents on the success of the school's policy for children with special educational needs. The governing body has identified a governor who has specific oversight of the school's provision for pupils with special educational needs. He ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

The 'responsible person' at Holbrook is the Headteacher. The Headteacher ensures that all those who teach a pupil with a Statement of Special Educational Needs are aware of the nature of the statement.

The Special Educational Needs Co-ordinator (SENCo) at Holbrook is Alison Kirke. The SENCo is responsible for co-ordinating the day to day provision of education for pupils with special educational needs. The Headteacher and the SENCo liaise to ensure the efficient management of provision. The SENCo has a key role in determining the strategic development of the special educational needs policy and provision in the school in order to raise the achievement of the children. Special educational needs provision is an integral part of the whole School Improvement Plan.

The Special Educational Needs Teacher at Holbrook is Shirley Green. The SEN Teacher has responsibility for providing specialist teaching to children with special educational needs. She also supports class teachers in our inclusive classrooms by modelling appropriate techniques for delivering the curriculum to children with special educational needs. The SEN Teacher also contributes to the assessment and monitoring processes.

A team of learning Support Assistants (LSAs) provide individual and small group support to children with special educational needs in the classroom with support and guidance from class teachers, the SEN teacher the SENCo and any outside services involved with the children.

All SEN staff attend courses to improve and update their skills. The SENCo contributes to the professional development of all staff by regular input to staff meetings about local and national developments in special educational needs. She also arranges for representatives from external services to deliver training to all staff on aspects of special educational needs.

## **Identification, Assessment and Provision**

Many of the children who join Holbrook have already attended an early education setting in which their needs have been assessed. The Pre-School Alert Panel may also notify the school if a child with special educational needs is about to join Holbrook. Transition programmes will be drawn up in consultation with parents, pre-school staff and outside agencies where necessary, in order that the transfer from pre-school proceeds as smoothly as possible. All our children are assessed when they join the school so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, the class teacher will inform the child's parents. The class teacher will then offer additional interventions and differentiate work in the classroom where necessary. This level of support is called 'School Action'. If the child does not make sufficient measurable progress, the SENCo will consult the parents and organise further assessment. Holbrook has a range of specialised assessment materials which give an indication of a child's cognitive strengths and weaknesses. This information is then passed to class teachers to help them plan suitable teaching strategies for the child.

If it is decided that external agencies need to be involved in this assessment process, the child may then be placed at the 'School Action Plus' level of support. An Individual Education Plan (IEP) will be drawn up to record short-term targets, the teaching strategies to be used and a date for review. External agencies will also provide information for the IEP. No external agencies will be consulted without prior permission from the child's parents. In most cases children will be seen at school during school hours by external agencies.

Children at 'School Action Plus' have different provision in addition to that available in the classroom for all children. Wherever possible new strategies and programmes will be implemented in the child's normal classroom setting. Occasionally it may be necessary to withdraw a child in a small group if the special programme requires resources that cannot be managed in the normal classroom. This will be done in consultation with the class teacher.

Children are involved at an appropriate level in setting targets for their IEPs and in the IEP review meetings if appropriate. They are encouraged to monitor their own performances and make judgements about their own achievements. Holbrook staff encourage pupils to share concerns and discuss strategies. Parents are kept fully informed about their child's progress and are encouraged to attend meetings to review IEP targets where possible.

If a child requires a very high level of input and support from outside agencies and continues to demonstrate significant cause for concern, a request for a Statutory Assessment will be made to the LA. If the LA panel agrees to the request the Statutory Assessment may, or may not lead to a Statement of Special Educational Needs being issued.

The SENCo is 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 of Special Educational Needs. The

Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed. The SENCo draws up the resources bid when the school is planning for the next school improvement plan.

## **Curriculum Access and Inclusion**

Holbrook strives to be an inclusive school, engendering a sense of community and belonging through its inclusive ethos. A broad and balanced curriculum is provided for all pupils and the systems for the early identification of barriers to Learning and participation are an integral part of the school. We are committed to giving all of our children every opportunity to achieve the highest of standards by taking account of pupils' varied life experiences and needs.

The school is committed to providing an environment that allows children with disabilities full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access as are our designated school entrances.

Teachers modify teaching and learning as appropriate for children with disabilities by ensuring that work:

- Takes account of their pace of learning and the equipment they use;
- Takes account of the effort and concentration needed in oral work, or when using for example, vision aids.
- Is adapted or offers alternative activities in those subjects where children are unable to manipulate tools or equipment, or use certain types of materials;
- Allows opportunities for them to take part in educational visits and other activities linked to their studies;
- Includes approaches that allow hearing-impaired children to Learn about sound in science and music, and visually-impaired children to Learn about light in science, and to use specialist resources to access art and design and in design and technology.
- Uses assessment techniques that reflect their individual needs and abilities, for example Braille National Curriculum tests.

## **Monitoring and Evaluation**

The SENCo monitors the progress of children with special educational needs using appropriate assessment data. This includes analysis of pupil tracking data, IEP reviews and standardised test results in addition to information from class teachers, the SEN teacher, LSAs, parents and reports from outside agencies. Provision is then amended to reflect the child's needs if the expected progress is not made.

The SENCo implements LA procedures for school self-evaluation of the effectiveness of our provision for special educational needs.

The SENCo and the named governor also hold regular meetings to review Holbrook's provision for children with special educational needs. The SENCo also gives regular updates about recent developments and progress in Holbrook's special educational needs provision to the full governing body.

## Complaints Procedures

If parents are unhappy with any aspect of special needs provision for a child, they are welcome to contact the class teacher in the first instance. Parents can contact the SENCo by phone and appointments can be arranged for meetings. Parents can also contact the West Sussex Parent Partnership Service by phoning 0845 0751008 - Monday to Friday (8.30am – 5.00pm) or by email on [parent.partnership.ed@westsussex.gov.uk](mailto:parent.partnership.ed@westsussex.gov.uk). This service provides the parents of children with special needs with advice, information and support. Complaints that are unresolved by the normal school procedures can be referred to the governing body.

## Links with Other Schools and Transfer Arrangements

Holbrook has links with QE2 School in Horsham. Children from QE2 participate in music lessons at Holbrook on a regular basis. The SENCo liaises with staff at other special schools when transfers are required and also visits special schools and facilities for information on meeting specific needs. She also meets other Horsham SENCos at the monthly LA Inclusion Project meetings where there are opportunities to exchange information about resources and best practice in local schools.

Transition programmes are drawn up in consultation with Secondary School SENCos and parents for Year 6 children at School Action Plus and with Statements. These children are normally taken to visit their new school with the SENCo and an LSA on at least one occasion before the usual whole class induction day visits. The Holbrook SENCo visits some individual children with special educational needs who have transferred to local secondary schools during their first term, in case there any difficulties to be resolved.

**Reviewed: Spring 2009**

**Governor Signature: .....**      **Date .....**

**Next Review Due: .....**