

## *Killean Primary School Special Needs Policy*

### **Introduction**

In accordance with our mission statement and aims, we strive to provide our special needs pupils with the means to develop a high standard of personal development which includes social, personal, cultural and academic achievement and to promote their self esteem and self confidence. We hope to achieve this by making pupils feel supported, competent and responsible participants in their education and by setting realistic targets so there can be a genuine feeling of real achievement.

### **Definition of Special Needs**

A child is deemed to have special educational needs if he/she has a learning difficulty which calls for special educational provision to be made for him/her. The term "special educational needs" embraces a wide variety of needs including specific learning difficulties, general learning difficulties, emotional and behavioural difficulties, sensory impairment, physical disability, speech and language difficulties and medical conditions.

### **Definition of Learning Difficulties**

A child is deemed to have a learning difficulty if:

1. He/She has a significantly greater difficulty in learning than the majority of children his/her age.
2. He/She has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of his /her age.

### **The Aims**

1. To allow all special needs children access to a broad and balanced curriculum matched to their abilities
2. To foster a sense of self esteem irrespective of abilities and disabilities
3. To facilitate the involvement of all children with special educational needs, as far as possible into the school's daily work and life.

### **The Objectives**

1. To identify, review and assess the special educational needs of children
2. To ensure that all teachers are aware of the special needs code of practice and the importance of identifying and providing for children with special educational needs.
3. To ensure provision of resources and time necessary to access special needs to the curriculum within the constraints of the school's LMS budget.
4. To maintain close contact with parents/ guardians in respect of planning and monitoring children's work.
5. To work in partnership with statutory and non- statutory services to ensure that children receive quality SEN provision including statutory assessment and statementing if necessary.

### **Roles and Responsibilities**

### **The Board of Governors**

The Board of Governors will:-

- Ensure that the school has a Special Education policy and keep it under review
- Publish prescribed information with respect to its policy and arrangements in respect of pupils with special educational needs
- Report annually to parents on the steps taken to implement the school's SEN policy
- Have regard to its SEN policy in carrying out its functions

### **The Principal**

The principal will ensure that:-

- The SEN policy is being implemented within the school
- Training of staff is facilitated in the area of special educational needs
- Children are referred for statutory assessment where appropriate

### **The SENCO**

The SENCO will be responsible for:-

- The day to day operation of the school's SEN policy
- Advising other teachers
- Co-ordinating SEN provision
- Maintaining a SEN register with records on pupils with special educational needs
- Liaising with parents of children with special educational needs
- Establishing the SEN in-service training requirements of the staff and contributing as appropriate to their training
- Liaising with external agencies

### **The Class Teacher**

The class teacher will:-

- Collect and record information with the use of standardised and /or diagnostic tests about the child and make the initial assessment of the child's educational needs
- Provide or arrange special help within the normal curriculum framework, using a variety of strategies to meet the child's needs.
- Monitor and review progress

### **Links with other services and schools**

The SENCO will compile information about help available from outside agencies for children with particular needs which may be affecting their ability to make normal progress in class. This information will be shared with parents as appropriate. The SENCO will also liaise with appropriate professionals in the later stages of the SEN provision. Records will be sent on to schools in the secondary sector at the time of transfer. We aim to have links with other schools through cluster group meetings.

### **Performance Indicators**

A detailed record will be kept of any action plan or education plan made out for a pupil. The progress of that pupil will be measured by his/her success in reaching the targets set in the course of the programme. Therefore all test results and checks carried out will also be entered into the record.

### **Staff Expertise**

In Killean PS all staff members have many years of teaching experience. This includes teaching composite classes and children with special needs within the classroom setting. We also have classroom assistants with experience in special needs.

### **School Provision**

#### **Stage 1**

We aim to identify children with special educational needs at the earliest possible time after starting school and to place them on the register.

The class teacher, in consultation with the SENCO, will assess the child's special educational needs and take the initial action.

All appropriate information will be recorded and action planned. It will detail a small number of prioritised targets which are clear and realistic within the classroom setting. This may include differentiated teaching and learning strategies and/or different classroom organisation which the teacher will employ in order to help the child to achieve these targets.

*Progress will be closely monitored and reviewed (half termly)*

*The review at Stage 1 will record:-*

- 1. the outcome of the stage 1 action plan*
- 2. The further action which may be needed to take place*
- 3. The decision as to whether the child remains at the same stage or moves off the SEN register or moves to stage 2*

*Additional Stage 1 action plans may be made following this review. Parents/guardians and principal will be informed when the child is initially placed on the special needs register.*

*Close contact will be maintained in respect of planning and monitoring of the child's work. Parents/guardians will be informed of the outcome of the review.*

## **Stage 2**

If insufficient progress is made at Stage 1 a child may receive Stage 2 provision.

The SENCO takes the lead responsibility and with the classroom teacher will review the available information. When a child enters Stage 2 provision, the SENCO or classroom teacher will carry out a series of standardised and diagnostic tests and the observations of the class teacher will be used as a basis for drawing up the I.E.P. for the pupil. Where appropriate information and advice may be sought from outside agencies. The SENCO and the classroom teacher will draw up an Individual Education Plan (I.E.P.) for the child and inform the parent/guardian. The I.E.P. will detail a small number of prioritised targets. It will build upon the curriculum the child is following alongside other pupils and will make use of programmes, activities, materials and assessment techniques which are already available to the teacher. The plan will be implemented within the mainstream setting.

*The review at Stage 2 will record:-*

- 1. The outcome of the Stage 2 I.E.P.*
- 2. The further planning which may be necessary and the decision as to whether the pupil remains at Stage 2 or moves to Stage 1 or Stage 3*
- 3. Additional Stage 2 I.E.P. s may be made following the review of the 1<sup>st</sup> one*
- 4. If the decision at the review is to make a request for a consultation with the board's Educational Psychology Service, an I.E.P. will be made available while awaiting the outcome of such a request.*

*Consultation will take place with parents and pupil. The consent of parents/guardians will be requested before involvement with the Board's specialist support services.*

## **Stage 3**

If a child is not making the desired progress at Stage 2 or continuing concern is expressed by teacher, parents, health or social services professional, then he/she will receive Stage 3

provision. The decision to consult external support services and inform the ELB will have been made at Stage 2 review.

The SENCO, teacher and support services will draw up an I.E.P. and parents will be informed. The I.E.P. will be implemented, monitored and reviewed and where appropriate, parents/guardians will be included in the programme of work indicated in the plan. The I.E.P. will detail a small number of prioritised targets which will be implemented in the mainstream setting.

A new I.E.P. will be drawn up. This process will continue through Stage 3 provision.

*The review at Stage 3 will record:-*

- 1. The outcome of Stage 3 I.E.P. s*
- 2. Further planning which may need to take place.*
- 3. The decision needs to be made as to whether the pupil remains at the same stage or moves to an earlier stage or whether there is need for a request for statutory assessment.*

#### **Stage 4**

In a small number of cases, children's needs will be such that the ELB will need to consider whether statutory assessment of the child's special educational needs is necessary. Stage 4 involves reaching that decision and if appropriate, conducting an assessment. Statutory assessment may lead to a statement but it may indicate that the child's needs can be met by his/her school with other suitable provision, guided by expert help. The SENCO will draw up a new I.E.P. and prioritise targets, developed with the help of outside specialists or additional resourcing, made for the pupil by the board.

#### **Stage 5**

If the assessment confirms that the provision made by the school is inappropriate, then the Board will make a formal statement identifying the child's needs. It will then arrange, monitor and review provision. This may involve a new placement within a special unit or special school.

#### **Arrangements for Co-ordination of Provision**

**Special Educational Needs Co-ordinator :**

The SENCO is allocated 1 hour per week to maintain regular contact with classroom teachers of SEN pupils receiving Stage 1 provision in order to update records, give advice or disseminate information as required.

When a pupil enters Stage 2 provision, the SENCO, support teacher or classroom teacher will carry out a series of standardised reading tests and diagnostic tests on that pupil. The results of these tests will be used as the basis for drawing up the I.E.P. for that pupil. The I.E.P. will be reviewed half termly.

Parents will initially be invited to the school to discuss with the SENCO and /or classroom teacher, the pupil's particular difficulties and how support and help can be given to the pupil at home. Thereafter they will be informed in writing of the progress made, the educational content of succeeding action plans or I.E.P. s, their role in that context and the dates for reviews which they will be welcome to attend.

***This policy will be kept under review. It will be amended from time to time in accordance with the needs of the school.***

#### **Resources**

We aim to provide the necessary resources for our special needs pupils in accordance with their needs but within the constraints of our school budget.

*Wellington Square Reading Scheme*  
*Hampshire Spelling*  
*Blackwell Spelling Workshop*  
*Stile Phonics, Comprehension & Maths*  
*Collins Early English Skills*  
*Collins Fun Phonics*  
*Schofield & Sims Basic Skills*  
*Schofield & Sims Sound Practice*  
*Collins Number Connections*

#### **Identification Tools**

*NFER Reading, Maths and English Tests used from P2 to P7*  
*Suffolk Reading Test*  
*InCAS*

#### **Record Keeping**

All relevant information on SEN pupils is kept in the SEN register and individual files in the principal's office. Copies of these are also in the class teacher's record file.

All relevant information will be transferred to the pupil's current class teacher or school