

BURFORD SCHOOL



Burford School

Policy on Special Educational Needs



INVESTOR IN PEOPLE





POLICY ON SPECIAL EDUCATIONAL NEEDS

This policy was approved by the governing body in February 2010

This policy will be reviewed in February 2012

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General Statement

This special educational needs policy has been approved by the staff and governors of the school. This school believes that every pupil has an entitlement to develop their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource, which supports the learning of all. In this school, we recognise a pupil's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.

A SCHOOL ARRANGEMENTS

A1. Definition, Aims & Objectives:

Definition of SEN

A pupil has special educational needs if he or she has a learning difficulty that calls for special educational provision to be made for him or her. This may mean that a pupil has a significantly greater difficulty in learning than the majority of pupils at the same age in Buckinghamshire schools, or a disability that makes it hard for them to access facilities within the school. Special educational provision means provision that is additional to or otherwise different from that which is made generally for pupils at the same age in other schools by the LA (*Education Act 1996*)

Aims & Objectives

At Burford School we believe that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Burford School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim:

- to enable every pupil to experience success
- to promote individual confidence and a positive attitude
- to ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- to give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- to identify, assess, record, and regularly review pupils' progress and needs
- to involve parents/carers in planning and supporting at all stages of their pupil's development
- to work collaboratively with parents, other professionals and support services including the Educational Psychology Service

- to ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

Burford School has a Handling Policy and a Policy for Gifted & Talented Pupils.

Objectives

- Ensure implementation of government and LA SEN recommendations;
- Ensure the school's SEN policy is implemented consistently by all staff;
- Ensure any discrimination or prejudice is eradicated;
- Identify barriers to learning and participation, and provide appropriately to meet a diversity of needs;
- Ensure all pupils have access to an appropriately differentiated curriculum;
- Recognise, value and celebrate all pupils' achievements;
- Work in partnership with parents/carers in supporting their pupil's education;
- Guide and support all school staff, governors and parents in SEN issues;
- To meet the individual needs of all pupils irrespective of whether they have physical, sensory, emotional, behavioural, specific or general learning needs. In particular to be aware of the standards of achievement and progress of individual pupils in reaching their educational potential;
- To promote continuity of approach through step-by-step attention to individual needs;
- To provide appropriate resources, both human and material, and to ensure their maximum and proper use;
- To involve the pupil in the process of identification, assessment and provision and to ensure that the pupil is aware that his or her wishes will be taken into account as part of the process and of the shared responsibility in meeting his or her educational needs;
- To involve parents at an early stage, in developing a home school partnership working together for the benefit of the pupil.

A2. Roles & Responsibilities

Provision for pupils with SEN is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

The **governing body** in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs - it maintains a general overview and has appointed a representative (the SEN governor, see appendix 2) who takes particular interest in this aspect of the school.

Governors must ensure that:

- the necessary provision is made for any pupil with SEN
- all staff are aware of the need to identify and provide for pupils with SEN
- pupils with SEN join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils

- they report to parents on the implementation of the school's SEN policy through the Governors' Annual Report to Parents
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2001)
- parents are notified if the school decides to make SEN provision for their pupil
- they are fully informed about SEN issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN.

Governors play a major part in school self-review. In relation to SEN, members of the governing body will ensure that:

- they are involved in the development and monitoring of the school's SEN policy, and that the school as a whole will also be involved in its development
- SEN provision has a yearly action plan and is an integral part of the School Development Plan
- the quality of SEN provision is regularly monitored

The **headteacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEN issues
- working closely with the special educational needs co-ordinator
- the deployment of all special educational needs personnel within the school

S/he also has overall responsibility for monitoring and reporting to the governors about the implementation of the schools' SEN policy and the effects of inclusion policies on the school as whole.

The **special educational needs co-ordinator** (SENCo) is responsible for:

- overseeing the day to day operation of the school's SEN policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out detailed assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up provision maps, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents

- maintaining the school's SEN register and SEN records
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, etc
- contributing to the in-service training of staff
- managing SSA/TAs
- liaising with the SENCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

Class teachers are responsible for:

- including pupils with SEN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion
- making themselves aware of the school's SEN Policy and procedures for identification, monitoring and supporting pupils with SEN
- giving feedback to parents of pupils with SEN.

Special support assistants/TAs work as part of a team with the SENCO and the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEN within the class. They play an important role in implementing Provision Maps and monitoring progress. They contribute to review meetings and help pupils with SEN to gain access to a broad and balanced curriculum.

SSAs/TAs should:

- be fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for pupils with SEN
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Dinner supervisors are given any necessary information relating to the supervision of pupils at lunchtime. They may meet the SENCO in relation to behaviour management and other issues for particular pupils.

A3. Co-ordinating and Managing Provision

At Burford School:

- sharing of expertise is welcomed and encouraged
- Special educational needs is a part of the school development plan
- SEN is an item on every staff meeting agenda or the main item of a meeting
- the SENCO meets formally with SSAs each half term to review progress and provide relevant training
- the SENCO ensures that regular meetings are held, normally once a term, to review Provision maps and targets, and that parents are invited

- there is daily informal contact between all staff to monitor individual pupils and to discuss concerns
- pupils are involved as far as practicable in discussions about their targets and provision
- the SENCo ensures that the following information is easily accessible to staff:
 - the school's SEN policy
 - the SEN register
 - an overview of SEN provision from the school prospectus
 - the school's internal arrangements for SEN, including a clear description of the responsibilities of all staff
 - a class SEN file giving the names of all pupils in the class with SEN and copies of the pupil's Provision Maps, moderation descriptors and other relevant information.

A4. Admission Arrangements

Burford School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEN, in accordance with the LA admissions policy. If a parent wishes to have mainstream provision for a child with a statement the LA must provide a place unless this is incompatible with the efficient education of other pupils, and there are no reasonable steps that can be taken to prevent the incompatibility.

A5. Specialisms and Special Facilities

At Burford School:

- all teaching staff are experienced in teaching pupils with SEN. Additional training for teachers and SSAs/TAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil
- differentiated resources are used to ensure access to the curriculum; resources are easily accessible in the 'Little Room' and in each classroom
- all staff are kept well informed about the strategies needed to manage pupils' needs effectively, and we try to ensure that other pupils understand and respond with sensitivity
- pupil support aims to encourage as much independence as possible within a safe and caring environment
- we have access to the expertise of LA services and other agencies if it is required
- the school is currently undergoing building work to ensure it is adapted to provide easy access for wheelchairs and has two disabled toilet areas, one of which is also used to ensure the continence policy for pupils can be carried out.

B IDENTIFICATION, ASSESSMENT AND PROVISION

B1. Allocation of Resources

All schools in Buckinghamshire receive funding for pupils with SEN in four main ways:

- the base budget which covers teaching and curriculum expenses, as well as the cost of the SENCo
- the delegated budget for Specific learning difficulties and moderate learning difficulties.
- other specific funds e.g. Standards Fund allocations, Children's Fund.
- the headteacher, SENCo and the governors of the school regularly monitor the needs of pupils with SEN. Resources are allocated according to need. The resources available include ancillary help, teacher time and materials, and these are dependent on the school's SEN budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting statement of SEN. The school has a continuing commitment to purchase appropriate resources for pupils with SEN.

Burford school follows LA guidance, as given in the SEN Handbook, to ensure that all pupils' needs are appropriately met.

B2. Identification, Assessment & Review

The Code of Practice (2001) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated curriculum and strategies.

The Code recognises three broad levels of provision within the continuum: School Action, School Action Plus and Statement.

The Buckinghamshire SEN Handbook gives guidance on identification, assessment and review.

Categories of Special Educational Need

The SEN Code of Practice recognises four broad areas of need: Communication and interaction, Cognition and learning, Behaviour, emotional and social development, and Sensory and/or physical.

Code of Practice needs	Categories
Communication and interaction	Language Autistic spectrum disorder (ASD)
Cognition and learning	Learning Specific learning difficulties e.g. Dyslexia
Behaviour, emotional and social development	BESD ADHD
Sensory and/or physical	Hearing Visual Physical

Levels of Provision

School Action

If a pupil requires additional and different support and meets the criteria as defined by the Guidance for Action in Buckinghamshire, P68 (Appendix 1) then support at School Action is put in place. A provision map is written by the class teacher with support from the SENCo, and reviewed every term. Parents are invited to reviews and encouraged to play a full part in the process.

School Action Plus

If a pupil has not made sufficient progress and meets the criteria as defined by the Guidance for Action in Buckinghamshire, P68 (Appendix 1), the level of support may be increased to School Action Plus. At School Action Plus, outside agencies are always involved on a regular basis (i.e. at least termly). This can be the school's Educational Psychologist, but may be one of a range of other LA or Health Service professionals. They may undertake more specialised assessment and/or observe the pupil. Parental permission is always sought for a formal referral to any external service.

The SENCo supports the class teacher in writing the Provision Map and liaises with any outside agencies involved. The Provision Map should reflect any advice given by outside agencies.

Parents are encouraged to attend reviews and to play a full part throughout the process.

Statement

Only a very small proportion of pupils require a Statement of SEN. These pupils are likely to have severe or complex needs that require more specialist advice and support.

Assessment Procedures

The school uses a nationally recognised assessment system in conjunction with the school's Assessment, Reporting and Recording Policy. These relate to the early learning goals, P scales, and the National Curriculum levels of attainment. PIVATS are also used alongside P Scales and national Curriculum Levels to monitor small steps of progress where appropriate. All teachers monitor and review pupil progress using this assessment procedure. In order to ensure accurate assessments are

made, teachers moderate and standardise samples of pupils' work and achievements across the curriculum.

Pupil progress is monitored and reviewed termly. Satisfactory progress is considered to be when the gap between the pupil's performance over time has not increased compared with the average expected performance of pupils within the same year group. Good progress is when the gap is considered to have decreased, based on assessments used within the school. The Guidance for Action in Buckinghamshire grid shows the provision that is considered appropriate (See Appendix 1).

Review

Reviews of pupils at School Action and School Action Plus are normally carried out after each half term. Pupils are fully involved. Parents are invited, but if they cannot attend, they may arrange to meet the class teacher and SENCo at a later date. Normally, SSAs are invited to provide brief written input prior to the meeting. New Provision Maps are also sent to parents following each review.

Annual Reviews

For pupils with statements, an Annual Review Meeting has to be held in addition to the regular termly reviews. At this meeting, consideration is given to whether the statement should continue, and whether provision/strategies should be maintained or amended. It should set new long-term objectives for the following year. Annual Reviews are normally held during the school day. All relevant professionals, including those who contributed to the original statement, are invited to attend or submit a written report.

B3. Curriculum Access and Inclusion

Where appropriate, pupils are grouped within classes according to ability/need. As there is a wide range of ability in each class, all staff provide a differentiated curriculum suitable for all the pupils, to ensure access at all levels.

Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil, or groups of pupils sensitively, to work individually with an SSA/TA or the SENCo in order to acquire, reinforce or extend skills more effectively. For some pupils, withdrawal sessions may be used to improve motor skills or application or to give support in a particular area e.g. spelling. Withdrawal programmes are normally time-limited and criteria for inclusion in such programmes are clearly specified.

Provision for pupils with SEN is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development.

B4. Evaluating Success

The success of the school's SEN policy and provision is evaluated through:

- monitoring of classroom practice by the SENCo and subject co-ordinators
- analysis of pupil tracking data and test results:
 - for individual pupils

- for cohorts
- value-added data for pupils on the SEN register
- termly monitoring of procedures and practice by the SEN governor
- school self-evaluation,
- Reporting to parents, information about the implementation and success of the SEN Policy
- the school's annual SEN review, which evaluates the success of our policy and sets new targets for development
- the School Development Plan, which is used for monitoring provision in the school
- visits from LA personnel and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision
- frequent meetings of parents and staff, both formal and informal, to plan provision maps and targets, revise provision and celebrate success.

In the light of the findings, the policy may be revised and amended accordingly.

B5. ARRANGEMENTS FOR COMPLAINTS

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo. For a problem that might need time to explore fully, parents/carers should make an appointment rather than rushing the discussion early in the morning before school.

In the event of a formal complaint parents are advised to contact the headteacher or a governor, if they prefer. The Buckinghamshire Parent Partnership Service is available to offer advice (see C1 below).

C PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

C1. PARTNERSHIP WITH PARENTS

The staff at Burford School will continue to forge home/school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent consultation meetings to review SEN targets with the class teacher and SENCo are held termly. Parental Consultations are also twice a year in the autumn and spring terms with the class teacher to discuss general progress within the class, but parents are welcome to visit the school or arrange meetings at other

times to discuss any aspect of their child's progress with the class teacher or SENCo. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English. SEN information and leaflets/audio guides are available in a number of community languages through the school or Buckinghamshire Parent Partnership Service.

Buckinghamshire Parent Partnership Service provides a range of support for parents of pupils with SEN, including Independent Parental Supporters (IPS) and parent training about the Code of Practice. IPS gives advice and support to parents of pupils with SEN at any age or stage. Parent Partnership also gives information about mediation services. Buckinghamshire Parent Partnership arranges meetings and produces leaflets and Audio guides about many aspects of SEN. Their contact number can be found in Appendix 2. Parents are made aware of this service if their child is identified as having special needs and leaflets are available in school.

C2. THE VOICE OF THE PUPIL

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

At Burford School, we encourage pupils to participate in their learning by:

- contributing to reviews and targets (formally or informally)
- talking to SSAs/TAs and teachers about their learning
- class and individual reward systems

C3. LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

The school has access to a wide range of education, health and social services professionals available in Buckinghamshire. This includes The Specialist Teaching Service which has services for Cognition and Learning needs (on a buy-back system for schools) and core funded services for Communication and Interaction, visual and hearing impaired and for pupils with Physical Disabilities. Health specialists such as Occupational Therapists, Physiotherapists, Speech and Language Therapists and others. It also includes the Educational Psychology Service. We are committed to using the expertise and advice provided by other professionals. Appendix 2 lists the services we currently use. Other health, social services, and voluntary organisations can be contacted as required.

C4. LINKS WITH OTHER SCHOOLS AND TRANSFER ARRANGEMENTS

The SENCo liaises with the school's transition leader to ensure transition for pupils with special needs are effectively managed.

Transfer and links with other schools

- SEN action records are transferred following county procedures
- there are opportunities for all pupils to visit their prospective Secondary School
- pupils with SEN are given additional visits, if required, so that they will become more confident in the new situation
- representatives from local secondary schools are available for consultation before the time for transfer
- for pupils with a statement of SEN, the pupil's statement is amended by 15th February of the year of transfer. It must be amended in the light of the recommendations of the annual review in Year 5, the parents' views and preferences and the response to consultation by the LA with the schools concerned
- the SENCo of the receiving school, where possible, attends the final annual review of Year 6 pupils with statements for whom the particular school has been named
- Representatives from the identified secondary school visit our school to meet parents and pupils before transfer.

Transfer within the school

- teachers liaise closely when pupils transfer to another class within the school
- meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress
- there are close links between the school and the pre-school; the pre-school leader meets teaching staff to discuss pupils with SEN when they are about to start school
- Where appropriate, pupils with SEN are encouraged to complete a 'passport' to share with their new teacher, SSA/TA and/or classmates

C5. Staff Development and Appraisal

Professional development needs are identified through the school's performance management process and School Development Plan. Teaching staff and support assistants are encouraged to attend relevant courses and share their knowledge with others in school. In particular:

- the school is committed to gain expertise in area of SEN
- there are regular training sessions for SSAs/TAs
- the SENCo attends the partnership SENCo support group termly meeting
- whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school
- reading and discussion of documentation, and SENCo/teacher meetings are considered to be part of staff development, as well as a time to share information
- the SENCo and other staff attend County meetings and INSET when relevant
- newly appointed teaching and support staff meet the SENCo to discuss SEN procedures in the school. There is an induction pack outlining the school's procedures and approach to SEN

Staffing and Qualifications

In accordance with new regulations regarding Special Educational Needs (1st September 2009), the SENCo named has held the position for at least six months prior to 31st August 2009, holds Qualified Teacher Status and holds a Senior Leadership Position (Deputy Headteacher) at the school.

Mrs D Williams SENCO
Mr P Lerner SEN Governor

Other policies referred to in this document:

- Inclusion Policy
- LA Admissions Policy
- Contenance Policy
- Assessment, Recording and Reporting Policy
- Handling Policy?
- Gifted & Talented Policy

Reviewed and amended by the Curriculum Committee .

For review: Autumn 2010

Appendix 1:

Guidelines for graduated approach in Buckinghamshire – NC Levels or P Scales

This table indicates the achievement/attainment levels at which appropriate action may need be taken for school age children. For children with moderate learning difficulties the achievements are likely to be equally low in all areas. For children with specific learning difficulties the achievements in literacy or numeracy may show some specific weaknesses. For children with communication and interaction difficulties weakness may appear in language loaded areas or some aspects of PSHE. Children with significant behavioural difficulties may underachieve in a number of areas.

TABLE TWO - Guidance for Action in Buckinghamshire (GAB)

Guidance on provision required for children with SEN in the Foundation Stage is given in the Early Years SEN Handbook.

Year Key Stage	Average Expected Level	Action	Action +	Children whose progress has been so slow that their attainment is significantly lower than that of their peer group may require a statutory statement
Y12		NC 5c	NC 4a	NC 4c or below
KS4 Y11		NC 4a	NC 4c	NC 3a or below
KS4 Y10		NC 4c	NC 3a	NC 3c or below
KS3 Y9	NC 6b	NC 3a	NC 3c	NC 2a or below
KS3 Y8		NC 3c	NC 2a	NC 2c or below
KS3 Y7		NC 2a	NC 2c	NC 1a or below
KS2 Y6	NC 4b	NC 2c	NC 1a	NC 1c or below
KS2 Y5		NC 1a	NC 1c	P8 or below
KS2 Y4		NC 1c	P8	P8 or below
KS2 Y3		P8	P7/8	P6/7 or below
KS1 Y2	NC 2b	P7/8	P7	P6/7 or below
KS1 Y1		P6/7	P6/7	P4/5 or below

Appendix 2:

Burford School SEN Contacts

Service/Agency	Contact Name	
CAMHS		
Cognition and Learning Support Teacher	Sally Newell	
County SEN Officer	Mike Warth	
Communication and Interaction Support Teacher	Margaret Bennett Maggie Bellairs	
Educational Psychologist	Maxine Godley	
Occupational Therapist	Rebecca Strange	
Parent Partnership		
Physical Disabilities Support Teacher	Caroline Strange	
Physiotherapist	Cathy Kinsman	
PRU and Integration Service	Kaneez Hashmi	
School Nurse	Anne Bushrod	
SEN Consultant	Janet Burgess	
SEN Governor	Peter Lerner	
SEN/ICT Support Teacher	Dave Part	
Speech and Language Therapist	Alison Heyworth Jane Kennett	
Teacher of the Hearing Impaired	Louise Corfe	