



Special Educational Needs Policy

Definition of Special Educational Needs

Children have special educational needs if they have a **learning difficulty** that calls for **special educational provision** to be made for them.

Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in other schools.
- Are under compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

For children of two or over, educational provision is that which is additional to, or otherwise different from, the educational provision made generally for children of their age in other schools.

This SEN policy details how BSL will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and those needs are made known to all who are likely to teach them. BSL will use its best endeavours to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs, to allow pupils with special educational needs to join in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision and the efficient education of the pupils with whom they are educated.

BSL will have regard to the **Special Educational Needs Code of Practice** when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision that SEN provision is being made for their child. Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. BSL recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs

will be treated as partners and supported to play an active and valued role in their children's education.

Children and young people with special educational needs often have a unique knowledge of their own needs, and their views about what sort of help they would like, to enable them make the most of their education, will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Headteacher, the SENCO and all other members of staff have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.** Teaching such children is therefore a whole school responsibility.

At the heart of the work of BSL is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Provision

BSL will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from the Early Years setting and the SENCO and the child's class teacher will use this information to

- provide starting points for the development of an appropriate curriculum.
- identify and focus attention on action to support the child within the class
- use the assessment processes to identify any learning difficulties
- ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- involve parents in implementing a joint learning approach at home.

At BSL we recognize that the identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there, or arise from special educational needs. Assessment in their first language should be used when necessary.

In order to help children who have special educational needs, BSL will adopt a graduated response that recognises there is a continuum of special educational needs.

The steps taken to meet the needs of individual children will be recorded. The SENCO will have responsibility for ensuring that the records are kept and are available as needed.

The role of the SENCO

The SEN Coordinator (SENCO) responsibilities may include:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- overseeing the records of all children with special educational needs
- liaising with external agencies including voluntary bodies.

Monitoring pupil's progress

BSL's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour.

School Action

When a child with special educational needs is identified, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. This will be called **School Action**. The triggers for intervention through *School Action* will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes

- little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas, presents persistent emotional or

behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school

- has sensory or physical problems, and continues to make little or no progress
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Nature of intervention

The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment.

This may include

- different learning materials or special equipment
- some group or individual support;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;

Individual Education Plans

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when IEP is reviewed).

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents. The IEP will be reviewed at least twice a year and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

School Action Plus

In the UK *School Action Plus* external support services, will usually see the child so that

they can advise teachers on new IEPs with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials and in some cases provide support for particular activities. **However**, these services are not available for BSL to access so action at this level will require the collaboration of parents to seek advice from outside services. Parents will be requested to report back to school, provide a written report with findings so that school can make decisions based on these and, if possible, outside agencies to visit BSL, observe the child in situ and liaise with staff.

The triggers for *School Action Plus* will be that, despite receiving individualised support under *School Action*, the child:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When parents have sought the help of external support services, the resulting IEP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

School request for a statutory assessment

In the UK a request for a statutory assessment is made by the school to an LEA, the child will have demonstrated significant cause for concern. This is not available to BSL. The needs of the majority of children at this level of assessment cannot have their needs met at BSL. If however, a child is admitted to BSL with a statutory assessment and/or statement of special educational needs from the UK every possible procedure will be put into place to provide the child with an appropriate education. Parents will be informed of the level of support that the school is able to provide on the admission of the child.

The information in this policy is taken from Special Educational Needs Code of Practice. DFE 581/2001 November 2001. The Code of Practice continues to be the guideline and suggestions regarding action should not therefore be regarded as always appropriate or even correct in all circumstances for all educational situations.