

**CHARLTON HORETHORNE**

**CHURCH OF ENGLAND**

**PRIMARY SCHOOL**

**SPECIAL EDUCATIONAL NEEDS**

**POLICY STATEMENT**

Reviewed October 2011

# **CHARLTON HORETHORNE** **CHURCH OF ENGLAND PRIMARY SCHOOL**

## **School Aims:**

Charlton Horethorne Church of England School's mission is to enable everyone to acquire the knowledge, learn the skills and develop the attitudes necessary to become positive members of society.

### **We aim**

- to enable children to develop their potential by providing a broad and balanced curriculum
- to develop in children a lifelong love of learning
- to help children develop a positive attitude towards themselves, others and the world in which they live
- to encourage in children spiritual awareness and an awe of the universe
- for all pupils to have a full entitlement to the curriculum of the school
- to provide the most effective support for our pupils with special needs

## **Objectives:**

- Extra support is given in such way as to minimise the disruption to the child
- Support will be provided to pupils within classes where possible
- Support will be provided at the earliest opportunity
- Parents will be fully involved in decisions made about their child
- Pupils will be involved in decisions about their learning
- Staff will be fully involved in the ways of providing for SEN pupils

## **Rationale**

Charlton Horethorne is a school that is inclusive in its policies, practices and outlooks. There is a whole school approach to children with Special Educational Needs (SEN). The children are included and supported for both their educational and emotional needs. There are high expectations for all children. The children are supported with regard to the Code of Practice, focusing on early identification and working in partnership with the child, parents and outside agencies.

## **Admission Arrangements**

There are no special admission arrangements for children with SEN, however for any pupils with particular needs admission arrangements will be modified as best suits the child and parents.

## **The Role of the SEN Co-Ordinator (SENCO) & Allocation of Resources**

The SENCO is responsible for co-ordinating provision in collaboration with class-teachers, teaching assistants and the Governing Body. The SENCO plays a key role in determining the strategic development of the SEN Policy and provision in school in order to raise the achievement of children with special educational needs.

Teaching Assistants will, under the guidance of the SENCO & class-teachers, provide support for pupils with SEN in small groups or on a one to one basis, to meet the pupils' specific needs as detailed in their Individual Education Plans (Annex A). Pupils with more complex needs, who are supported through extra funding, will have Teaching Assistant support allocated throughout the curriculum as their needs determine.

The SENCO, with the support of colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through analysis and assessment of children's needs, by monitoring the quality of teaching and standards of pupils' achievements and by setting targets for improvement. The SENCO collaborates with curriculum co-ordinators so that the learning for all children is given equal priority, and available resources are used to maximum effect. A list of people involved with the provision of SEN within the school can be found in Annex B.

The key responsibilities of the SENCO may include:

- Overseeing the day-to-day operation of the school's SEN Policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising colleagues
- Overseeing the records of all children with SEN
- Contributing to the in-service training of staff
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services(see Annex C)

### **Identification and Assessment of Pupils with SEN**

- All pupils' progress, throughout the curriculum, is monitored through ongoing assessment by class teachers
- Progress is judged against the objectives for the year group in the National Literacy and Numeracy Strategies and through the level descriptors in the National Curriculum
- Pupils are assessed at the end of each year using the non-statutory QCA assessments in Literacy and Numeracy
- Concerns from both teachers and parents are acted upon by the SENCO and further assessments are carried out to clarify the needs of the pupil

Diagnostic assessments used by the SENCO and outside agencies include:

- Reading Assessment
- Spelling Assessment
- Language Assessment
- Numeracy Assessment
- Teacher Assessments

### **Access to the Curriculum**

We are following national guidelines of inclusion for all children. Additional Literacy and Numeracy educational needs will largely be met within the structure of a whole class Literacy and Numeracy Hour. In whole class work, teachers will involve and support all pupils by

differentiated questioning, by demonstrating skills in action and by reinforcing key points. Some children will receive pre-tutoring or may work in a small group at their level. In group time, additional needs will be addressed through tailored work in ability groups and the use of support staff, where they are available, to consolidate key points. In exceptional circumstances there may be times when teaching and learning strategies cannot be adapted to meet individual needs. In this case, provision may be made separately keeping as close as possible to class objectives. Specialist resources required for individuals will normally be provided through school or support services.

Teachers design the learning activities in ways to enable access for all pupils. There are a range of groupings used in the classroom based on pupils' abilities and opportunities for pupils to work at their own pace with and without support. Collaborative learning styles are encouraged as well as alternative methods of recording for some pupils.

### **Complaints Procedure**

If parents are concerned about the provision for their child they should discuss it with appropriate member of staff. The Head/SENCO will record all complaints and respond accordingly.

### **Monitoring and Review**

All children on the SEN Register are reviewed termly or half-termly. A Basic Entitlement Map (see Annex D) has been produced for all pupils. Where concern is raised about pupil progress a further Entitlement Map is adopted (see Annex E). Where further support is required pupils then move to School Action, followed by School Action Plus as necessary. In extreme circumstances Statements are drawn up for pupils. The SENCO will monitor the overall provision across the school through regular liaison with class-teachers and teaching assistants, this will include reviews of IEPs, monitoring planning & as agreed observations.

### **Annual Report to Governors**

The SEN Governor will liaise with the SENCO over provision and development of SEN and will report back to the Governing Body. The following information will be collected annually and reported to Governors:

- The number of pupils identified with SEN
- Resources and Provision
- Any significant developments
- Number and nature of any complaints

## **Annex B**

### **People involved with SEN Provision at Charlton Horethorne School**

- Mrs Rose Roberts            SENCO & KS1 teacher
- Miss Rachel Haas            KS1 Support
- Mrs Heather Martin        Teaching Support
- Teachers: Mr Sears  
                  Mrs Roberts  
                  Miss Hemborough
- Mrs Anne Bawtree         SEN Governor

## **Annex C**

### **Outside Agencies Supporting SEN in Charlton Horethorne School**

- Behaviour Support Service
- Educational Psychology Service
- Hearing Support Service
- Learning Support Service
- Physical Disability Service
- Speech and Language Service
- Exceptionally Able (Gifted & Talented) Learners
- SENITAS (IT provision)
- Vision Impairment Service
- Language and Communication Team
- Educational Social Worker
- School Health Visitor
- Occupational Therapy

**Annex A**

**Charlton Horethorne Church of England Primary School**

**Teacher:** \_\_\_\_\_

**Name**.....

**Date of birth:** .....

**IEP No:**

**Start date:**

**Yr:** \_\_\_\_\_

**Stage:** \_\_\_\_\_

**RA:**

**CA:**

Targets to be achieved	Achievement Criteria	Possible resources/ strategies	Time Allocation + Support	Outcome/review
<b>Parent/Carers need to:</b>				
<b>Student needs to:</b>				

**Pupil:** \_\_\_\_\_

**Parent:** \_\_\_\_\_

**Action:** \_\_\_\_\_

**PROVISION  
FOR ALL  
CHARLTON HORETHORNE  
C OF E PRIMARY SCHOOL  
2011/12**

**Teaching Approaches**

- 1:1 support
- Small group support in & out of classroom
- Differentiation by task/outcome
- Individual/collaborative work
- Independent tasks
- Stimulating learning environment
- Whole class teaching
- Awareness/involvement in target setting
- Interactive Whiteboard
- Multi-sensory

**Language & Communication**

- Listening skills activities
- Somerset Total Communication
- Alternative methods of ..

**Target Setting & Assessment**

- Foundation Stage Profile
- 'P' Scales
- Yr 1 Assessment
- SATs - KS1 & 2
- Optional Yr 3, 4 & 5 SATs
- School Individual Tracking
- RAISE Online
- Pupil Portfolios
- Subject Portfolios

**Behaviour/Social/Emotional**

- Agreed Behaviour Policy
- Class rules
- Circle time
- Celebration Assemblies
- Achievement Chart
- Agreed Child Protection Policy
- Charity/Special days
- Leaver's Service - Wells
- SEAL

**National Curriculum/support**

- Foundation
- Revised Literacy Strategy
- Revised Numeracy Strategy
- ELS/ALS/FLS/Quest
- Booster Groups
- Springboard
- Wave 3

**Parental Involvement Home/School Agreement**

- Parents Evenings
- Annual Reports
- New Parents Evenings
- Homework Activities
- Information Meetings eg SATs
- Parents/Governors helping in school
- FSA support

**Extra-Curricular Activities**

- Football/Cricket Club
- Sports Club
- Country Dancing
- Library Club
- Class Outings
- Residential trips
- Visitors/artists/actors
- Environmental/Study Club
- French KS2

**Physical**

- Outdoor equipment for early years
- Playground markings
- Swimming at Leisure Centre
- SASP Games Coach
- Outside play equipment

**Links with Local Community**

- Services in Church
- Visit of Vicar to school
- Visit of Governors to school
- Pre-School Events in School Hall
- Entry to village 'shows' eg flower show
- Volunteer helpers in school

**Links with other Schools**

- Federation Meeting
- SAPHTO
- Sport's events
- Community Learning Partnership

**Links with Secondary School**

- Curriculum liaison meetings
- Visits by Yr 7 head & SENCO
- Yr 4, 5 & 6 activities at KA
- Yr 5 & 6 Induction visits
- KA - Passport/Achievement Folders/Bridging Units
- KA Sport's Coaching & Events

**Annex E**

Name: ..... D of B: ..... Class: ..... Year: ..... Term: .....

**Structured National Curriculum**  
Literacy Strategy  
Numeracy  
Foundation Stage  
Foundation Curriculum

**Intervention Packages**  
ELS  
ALS  
FLS  
Springboard  
Booster

**Means of Access**  
Individual Targets  
Differentiated  
Marking/Feedback  
Collaborative learning  
Group  
Paired work  
Alternative records of recording  
In class support  
Individual withdrawal  
ICT packages  
Word cards  
Visual prompts

**Social, Emotional Behaviour**  
Circle Time  
Pastoral Support  
Rewards & Sanctions

**Basic School Entitlement**

**Targets:**

**Review:** **Date:**