



Special Educational Needs Policy

At Wheatfields Primary School, we believe that all children are special. We believe all children and their families to be of equal worth, whatever their background or academic ability. We believe that every child is entitled to equal access to all areas of the National Curriculum and to the optional activities organised by the school.

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 schools within the area of the local education authority.
- Are under compulsory school age and fall within the definitions above or would so do 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.

Many children will at some time have an educational or pastoral need, and we recognise that children have different needs at different times. We are concerned to meet the needs of all children - not only those with learning difficulties but also the needs of more able children. The needs of the more able child are dealt with in a separate policy. Teachers recognise their responsibility to deliver an appropriately matched curriculum to all children. Staff will seek to make each other aware of the needs of individual children in order to ensure continuity of approach.

The Special Educational Needs Coordinators (SENCOs) are Mrs Anne Howell (Foundation and KS1) and Mrs Helen Shevlin (KS2). The Governor with responsibility for Special Educational Needs is Mrs Maureen Clarke.

The school's admissions policy makes no distinction as to pupils with special educational needs or disability. Within the admissions policy the aim of the school is to meet the needs of the child of any parent who wishes to register at the school. No pupil can be refused admission on the grounds that he/she has special educational needs or a disability. The school has adequate wheelchair access.

The governors, through the Finance Committee, will allocate funds to meet the needs of pupils with special educational needs. The Finance Committee will draw the attention of the governors to the amount delegated to the school by the Local Authority to fund pupils with statements, the amount delegated by the Local Authority in the Additional Educational Needs (AEN) budget and to the amount allocated for special educational needs in the school's

budget. In drawing up the staff development and training programmes the head teacher will give consideration to the needs of all teachers and TAs with regard to special educational needs. The governors will give high priority to training on special educational needs when drawing up their own plans for governor training.

The school adopts the graduated response procedure recommended by Cambridgeshire Local Authority for the identification of provision for pupils with special educational needs in accordance with the SEN Code of Practice (2001). Children are placed at School Action or School Action Plus according to the criteria set by the Local Authority. Copies of the criteria may be obtained from the SENCO.

We aim to identify any child's special educational needs as early as possible and plan suitable interventions. When concerns about a child arise, we will ensure that :

- parents/carers are involved and their views taken into account
- the views of the child are taken into account
- educational professionals, parents and children work in partnership.
- interventions for each child are reviewed regularly

When the class teacher has identified a child who has a special educational need at that time, he/she will discuss the child's problems with the parents and provide appropriate differentiation and help in the classroom. The child's progress will be monitored and, if the problems persist, he/she will move to **School Action**.

As part of **School Action** the SENCO may use diagnostic tests to assess the nature of the difficulty and arrangements will be made to assist the child either in the classroom or in a small withdrawal group. The SENCO and class teacher will draw up an Individual Education Plan (IEP) which will set specific targets. If the targets are not met after an agreed time and if the child meets the Local Authority criteria, he/she will move to **School Action Plus**. As part of **School Action Plus** the SENCO will call on the advice of external specialists to help the child progress, e.g. Cambridgeshire Access and Inclusion Service (CAISTS), educational psychologist, physiotherapist. Some children will receive additional support funded by the Additional Educational Needs (AEN) budget. In extreme cases, where the child has complex needs and is failing to make progress the school may decide to apply to the Local Authority for Statutory Assessment. The Local Authority will then decide whether to proceed with the assessment. **Only in a minority of cases will the Local Authority need to make a Statutory Assessment.** Not all Assessments will culminate in a Statement of Special Educational Needs. If the Local Authority decides to make an Assessment, advice will be sought from the school, the educational psychologist, relevant health and social care agencies and the child's parents.

In cases of illness, where pupils are absent for more than 15 consecutive days, the school will work closely with hospital and home teaching services to provide a broad and balanced curriculum as far as the pupil's medical condition allows.

Wheatfields Primary School values working in partnership with parents. We will seek to involve parents in all decisions about their children and parents will be encouraged to discuss their child's progress with the class teacher and the SENCO. Arrangements will also be made for parents to meet with any outside specialists involved. We would hope that, if any concerns were to arise over the way in which the school is addressing the needs of their child, parents would discuss the matter with school staff. However, if after that any concerns remain, the

Local Authority has a Parent Partnership Officer, Sharon Camilletti, whose role is to support and develop positive relationships between schools and parents, whom parents may wish to contact on 01223 718154.

Governors will be kept informed of the arrangements for children with special educational needs by liaison between the SENCO and governor with responsibility for overseeing the provision for special educational needs in the school. The SENCO will also report annually to the governors.

The governors will evaluate the success of this policy by enquiring about:

- partnership with parents
- the effectiveness of the staged procedure in meeting needs
- how well pupils with special educational needs take part in the whole curriculum of the school
- how independent pupils with special educational needs become
- how resources have been allocated to and between pupils with special educational needs
- details of how many Statutory Assessments have been made and the number of visits from specialist teachers, educational psychologists and other agencies.

The governors' observations on the above will form the basis (together with the legally required financial information) of the special needs section of the annual report to parents.

Special Educational Needs Policy has the full agreement of the Temporary Governing Body and was accepted by them on 22nd June 2006.