



Rivington Park Independent School & Nursery

SEN Policy

Organisational Matters

AIMS AND OBJECTIVES

- We aim to provide a curriculum appropriate for all children with Special Needs: including learning difficulties, behavioral problems, physical disabilities, sensory impairments and other medical conditions.
- We aim to work in partnership with parents and the child to achieve this and to raise their attainment
- At Rivington Park we strive to meet the educational needs of all our pupils.

Rationale

Some pupils will, permanently or from time to time, have a significantly greater difficulty in learning than the majority of children of their age. Some may have disabilities which prevent or hinder them from making use of the facilities provided for our pupils. We will give these pupils individual consideration and make special provision for them, working in partnership with others as necessary.

The schools' intention is that the needs of all pupils are identified and met as soon as possible. All pupils, whether they have special educational needs or not, must have an equal opportunity to participate in the full curriculum of the school (including the National Curriculum) and all activities. Pupils with special educational needs will be encouraged to become independent and take responsibility within the school.

Early Years (Nursery)

In welcoming children with special needs, The nursery is responding to our belief that every child has equal value. We serve the children in the nursery in the following ways:

We value all children equally and according to our Equalities Policy.

We recognise that children develop at different rates and different stages.

The educational aims for children with difficulties and disabilities are the same, therefore our curriculum is differentiated to account for the needs of all children within the group.

We ensure that staff resources are allocated according to the needs of children and their place on the Special Needs Register.

We effectively communicate with the parents* of children who may have special educational needs and welcome their full involvement.

Planning is undertaken collaboratively so activities and their targets are appropriately organised and implemented for children with Special Educational Needs (SEN). Key-workers record on progress by using Individual Educational Plans (IEPs) and liaise with the Special Educational Needs Coordinator (SENCO) to ensure that progress is appropriate and activities modified and developed as necessary.

To achieve this we offer a broad and balanced curriculum with as much access to the EYFS as possible and ensure that all the children with SEN engage in all activities and are fully included.

We ensure the needs and progress of children who have SEN are monitored by our group's SENCO and we develop a support system with strategies that enable the SENCO to work with the whole setting team to work effectively with children and their parents.

We adopt a positive approach, building on children's strengths and taking into account their wishes in the light of their age and understanding.

Everyone in the school community - staff, pupils and parents - has a positive and active part to play in achieving these aims:

- Board of Directors** by fulfilling their statutory duties to pupils with special educational needs, by securing appropriate resources, by establishing a policy which has regard to the Code of Practice(2002) on the identification and assessment of special educational needs and by participating in appropriate training and by appointing a responsible governor.
- staff** by acting on the principle that every member of staff is directly responsible for meeting the needs of all pupils, by working in partnership with the Special Educational Needs Co-ordinator (SENCo), pupil, parents and other agencies and by participating in appropriate training.
- pupils** by having their wishes about their own needs regularly sought and carefully considered and by all pupils treating their peers with respect.
- parents** Through consultation and by working in partnership with the school to help meet their child's needs.

GRADUATED RESPONSE

The school has a graduated response in supporting the needs of children with special needs. At every stage the responsibility for planning learning objectives, delivering the teaching programme and assessing outcomes is the responsibility of the class teacher. The graduated response is outlined below:

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level

of support is called **School Action** or **EARLY YEARS ACTION (Nursery)**. The child's class teacher or key worker will offer interventions that are different from or additional to those provided as part of the school's usual working practices.

In nursery staff will raise any initial concerns at the earliest stages direct by reporting them to parents and recording the concerns and strategy to monitor the actions taken to address them.

We will record the strategies used to support the child within an Individual Education Plan (IEP). The IEP will show the short term targets set for the child and the teaching strategies used.

If the IEP termly review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. This may lead to additional or different strategies to those at school action. This enhanced level of support is called **School Action Plus** or **Early Years Action Plus (Nursery)**. The new strategies within the IEP will, wherever possible, be implemented in the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LEA.

Early Years (Nursery)

Rivington Park has regard for the DFES SEN Code of Practice and the statutory requirements for all Early Years providers.

With regard to children with SEN, DFES states (Education Act 1996, Section 312): "A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them."

A child has a learning difficulty if they:

- a)** Have a significant greater difficulty in learning than the majority of children of the same age; or
- b)** Have a disability which prevents or hinders the child 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.
- c)** Is under five and falls within the definition at (a) or (b) or would so do if special educational provision was not made for the child.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is or will be taught.

Special educational provision means:

- a) For a child of two or over, educational provision is additional to or otherwise different from, the educational provision made generally for children of the child's age in maintained schools, other than special schools, in the area.
- b) Sensitivity will be given to children whose mother tongue is not English.

We draw on the knowledge and expertise of Lancashire SEN advisory service where and when necessary to meet the needs of these children.

EDUCATIONAL INCLUSION

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We aim to achieve this by providing the necessary steps towards learning and participating. We have high expectations of all our children. We aim to achieve this by providing the necessary steps towards learning and participating. We want all our children to feel that they are a valued part of our school community.

BASIC INFORMATION

Roles and responsibilities.

Special Needs Co-ordinator (Nursery)	Miss H Mosscrop
Special Needs Co-ordinator (Primary)	Mrs A Mokri
Special Needs Co-ordinator (Secondary)	Mr M Ruaux

The Class Teacher or Nursery Key Worker:

- identifies that a pupil has special educational needs.
- plans what each pupil should learn where appropriate with the Primary Support Service (IEPs)
- teaches pupils at all stages
- supervises any helpers (such as learning support assistants) involved in the learning of their pupils.
- assesses and records whether progress has occurred
- The nursery operates a key-worker system in order to best meet the needs of individual children. Our key-worker system ensures that each adult is especially responsible for and close to up to eight children each day so each child receives plenty of adult time and attention. The key-worker also ensures planning is differentiated to meet the needs of children within his/her group, developing the curriculum to account for the needs of each child within the group and recording observations and assessments appropriately for the SEN file.

Special educational needs co-ordinator:

- oversees the school's special needs policy;
- advises teachers on how pupils might meet planned learning objectives;
- co-ordinates provision for pupils with special needs;
- maintains the school's special needs register and oversees the records kept by class teachers on all pupils with special educational needs, and which form part of the pupil's individual education plan.
- liaises and works in partnership with the parents of children with special educational needs;
- contributes to the training of staff and governors;
- liaises and works in partnership with external agencies, including the Educational Psychology Service, Primary Learning Support Service, Behaviour Support Service, Child Protection Service, Health Education Service, Hearing Impairment Service, Educational Welfare Service, parent partnership service and medical services
- The SENCO is responsible for writing the IEPs and setting appropriate targets with the support of the key-worker and in conjunction with parents/carers. They also ensure that if necessary a behaviour management plan is written and put into place where a child's behaviour poses a risk to themselves or others in the Pre-school.

Parents:

As part of their responsibilities parents/carers are encouraged to keep staff informed about issues that may affect their child.

Head teacher:

- has overall responsibility for management of the policy, for assessment and provision for pupils with special educational needs and for keeping the governors informed. Any complaints about general or specific provision will be referred to the head teacher in the first instance.

"Responsible person" (At Rivington Park the Head Teacher):

- is informed by the LEA when they conclude that a pupil at the school has special educational needs, and the person responsible for ensuring that all the appropriate people know about that pupil's needs.

Admissions policy:

The currently agreed admissions policy of the school requires that new external admissions into Year 7 may need to achieve Level 4 SAT outcomes however existing pupils who have progressed through the primary years may not. It is therefore likely that school will need to meet the SEN requirements of some children. Of course, many children with specific learning difficulties may also achieve L4 SAT outcomes and be eligible for admission. Providing that the school can meet those needs, or obtain funding to meet those needs then the pupil is eligible for admission.

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.

The Special Educational Needs Co-ordinator and Head teacher will work closely with the Special Educational Needs Co-ordinator of feeder nursery schools or other primary schools in coming to a decision about the most appropriate provision for pupils with special educational needs. The Early Years Co-ordinator will liaise with health visitors, the under-fives team and with local play groups.

Special Facilities:

The school building is fitted with ramps to cater for children in wheel chairs. There is also a disabled toilet. Access to the first floor and second floors of the main building however do not have lift access which is a significant limitation for some pupils seeking admission to the senior school (Yr 7-11).

In nursery full disabled access is available throughout both floors of the nursery.

In-service training of staff and training for Directors

In drawing up the staff development and training programmes, the Head teacher will give consideration and appropriate priority to the needs of all teachers with regard to special educational needs. The school's in-service training plans for special educational needs will be reported to the governors, and will include details of training for class and subject teachers, the Special Educational Needs Co-ordinator, Learning Support Assistants and other ancillary staff.

The Special Educational Needs Co-ordinator will assist in the provision of training for teaching and non-teaching staff. In particular s/he will form links with the LEA and other schools to devise and share training opportunities.

The school will give high priority to training on special educational needs responsibilities, assessment and provision when drawing up their own plans for training.

GRADUATED RESPONSE AND PROVISION (IDENTIFICATION AND ASSESSMENT)

The school adopts the graduated response procedure recommended by Lancashire LEA for the identification of provision for pupils with special educational needs. The advice of specialists will be sought when needed.

Access to the full curriculum of the school, including the National Curriculum, is to be achieved by the careful differentiation of class work by the class/subject teacher. Through careful planning the teacher will define what the pupil is expected to learn.

Once the learning objective is defined a class teacher can seek advice from the Special Educational Needs Co-ordinator on strategies which might be used to help a pupil achieve the learning objective. It is always the responsibility of the class teacher to assess whether the objective has been achieved.

Schemes of work will take account of the need for teachers to plan individual programmes for identified children with appropriate content and pace using a variety of teaching methods and materials. Particular consideration will be given to the use of ICT.

All those who teach a pupil with special educational needs will be informed of the need by the Special Educational Needs Co-ordinator. If there is essential information (e.g. that a pupil is epileptic), or a pupil requires treatment or management different from that normally given to other pupils, the Special Educational Needs Co-ordinator will ensure that all who are likely to come into contact with the pupil are appropriately informed.

Records for all pupils with special educational needs will be kept.

Early Years Identification

This follows a graduated approach as required by the 2001 SEN Code of Practice (see SEN tool kit) ie, initial concerns, EYA (Early Years Action), EYA+, Statement Assessment.

By daily observations and recording, by individual staff members/key-workers about the children for whom they have responsibility, areas of development which may be delayed.

By parents/carers expressing concern about their child's development and being given an opportunity to discuss how the staff can best support their child and the process that support will take.

By taking account of needs identified by other professionals and working partnerships with these professionals and parents/carers to meet the child's need.

Where concerns are raised by other staff members, highlight concerns about a child at a staff meeting.

Where a child expresses their own concerns about not being able to achieve in particular areas.

Where records from previous settings indicate a child has experienced a special educational need.

Identification of SEN is an ongoing flexible procedure, which can be undertaken when a child's needs become apparent.

Early Years SEN Planning

The SENCO will discuss the child's needs with the parent/carer and with permission put the child on the Special Needs Register.

The area SENCO will be notified by the SENCO, of the Pre-school's concerns and a decision made about whether a child is at Early Years Action or Early Years Action Plus Stage of the Code of Practice.

The curriculum will be differentiated to accommodate the child's needs.

Individual key-workers in liaison with the SENCO will devise an IEP.

IEP targets will be written in conjunction with parents/carers to monitor the child's rate of progress. These IEPs will provide opportunities to work on a daily basis to support areas of need and evaluate progress against targets set.

IEP targets will be assessed weekly and reviewed termly.

Where parents do not give permission for intervention the Pre-school will continue to sensitively support the child while maintaining an open relationship with parents.

A decision will be made by the SENCO and the Area SENCO as to when a child is to come off the SEN register or moved onto Early Years Action Plus or the statementing process with parents permission.

On transfer to schools the relevant SEN transfer forms will be completed and sent on before half term of the Summer term, so future planning can take place to meet the child's needs. Current IEPs will also be sent on in June/July of the year prior to the child starting school in September.

PARENT PARTNERSHIPS

" Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LEAs and others. This is important in enabling children and young people with SEN to achieve their potential." (Code of Practice-2002)

Rivington Park values working in partnership with all parents. We will seek to involve parents in all decisions about their children. The views of parents will be sought at all stages of assessment and provision. No decision will be made about assessment or provision without seeking the views of parents and the pupil. All communications involving decisions will be recorded. Verbal decisions will be confirmed in writing. Copies will be kept of letters sent. All letters must be sent by post.

We will try to get to know the parents of pupils with special educational needs and encourage them to ask questions about the school and the provision made for their

child. Together parents and teachers can build a far more complete picture of a pupil and his/her needs than can be done separately. Working together more than doubles the effect of working apart.

We recognize that the failure of a parent to participate in the partnership does not indicate lack of interest or willingness. Our careful and sensitive handling of matters concerned with special educational needs will benefit all parents. We will do our best to ensure that parents are involved in all decisions about their child. We will make every effort to encourage parents to work in partnership with us .

The school will keep records of all who are parents and/or have parental responsibility for each pupil. When this involves adults in more than one household, we will deal directly with the parent who has day-to-day responsibility for the pupil. We will seek to involve all parents or those who have parental responsibility in decisions about their child, but recognise that this may require sensitive handling.

MONITORING AND EVALUATION

The SENCo monitors the movement of children within the SEN system in school. The SENCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCo is involved in supporting teachers involved in drawing up IEPs for children. The SENCo and the headteacher hold regular meetings to review the work of the school in this area. The SENCo and the named governor with responsibility for Special Needs also hold termly meetings.

EVALUATION OF SUCCESS

The school will evaluate the success of this policy of the school by enquiring how effectively pupils with special educational needs participate in the whole curriculum and all activities. This is done through regular meetings between the SENCo and the Head Teacher.

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For Review August 2011

COMPLAINTS/CONCERNS OR FURTHER INFORMATION

Any concerns/complaints will be investigated by the SENCO/ Head Teacher
If necessary they will be forwarded to the Area SENCO.
Independent advice and support is available from Amaze Tel: 01273 772289.

The Disability Discrimination Act states: From Sept 2002, it has been unlawful to discriminate against disabled children in the provision of any service a) to treat a disabled child less favourably b) not to make reasonable adjustments for disabled children.

The Disability Rights Commission (Tel: 0845 7622633) provides a range of information and guidance on the Disability Discrimination Act. This organisation would be able to advise if the concern relates to an issue of the possible discrimination of a disabled child.

Alternatively complaints can be raised direct with OFSTED at: -

OFSTED
3rd Floor
Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

Tel: 0845 601 4772

1. Folders

Each Class teacher or Nursery Room Leader will have a folder for the Individual Education Plans for the children in their class or Nursery Room.

2. Recording formal and informal communications

Information gathered from talks with parents and outside agencies either from face to face encounters, by phone or by letter, should be noted in a folder and dated. Where appropriate a Parent Contact Form will be used. A copy shall be given to the parent and a copy put in the IEP folder.