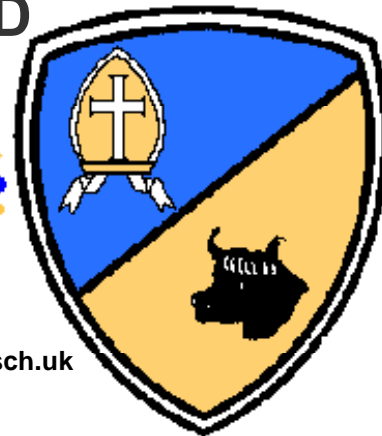


# ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



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## Special Educational Needs (S.E.N.) Policy.

**Date of Policy:** 2011

**Review Date:** 2012

The named person for our school is Mrs E.M. Burns, SENCO. This policy has been revised in February 2010 and will be reviewed annually by the governing body.

The named SEN governor is Mr K. Heaton.

### 1. Introduction

This school is committed to providing a broad and balanced curriculum for all pupils. The National Curriculum is our main focus for planning, to meet the specific needs of individuals and groups of pupils. Within planning, teachers will set suitable learning challenges and respond to pupils needs. A minority of pupils have particular learning difficulties that could create barriers to learning. We are a dyslexia friendly school, this means that we aim to break down these barriers to learning and take into account the different learning styles of the pupils.

Pupils who have some learning difficulty are said to have special educational needs. Different provision may have to be made for these pupils. Teachers will make provision where necessary and change teaching styles where necessary to support either individuals or groups of pupils'. This should enable the pupils to participate effectively in all curriculum activities.

Pupils may have special educational needs throughout, or at any time during their school career.

This policy ensures that curriculum planning for pupils with special educational needs takes account of the type and extent of the difficulty experienced by the pupil.

### 2 Aims and Objectives

2.1 The aims of this policy are:

- to create an environment that meets the special educational needs of each pupil;
- to ensure that the special educational needs of pupils are identified, assessed and provided for in accordance with the Code of Practice;
- to identify the roles and responsibilities of staff providing for pupil's special educational needs;
- to enable all pupils to have full access to all areas of the curriculum;
- to set clear expectations for all partners in the process.

### ***3 Educational Inclusion***

Throughout curriculum provision, we will respect the fact that pupils

- have different educational and behavioural needs;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

**3.1** At St. Luke's we provide equality of opportunity. Similarities and differences between people and cultures are explored sensitively. Equal treatment is given to boys and girls, and non-stereotypical behaviour / views are positively encouraged. All children will have equal opportunity to reach their full potential regardless of their race, gender, cultural background, ability or any physical or sensory disability. Children with special needs are given extra support to allow them to access the full curriculum. We aim to overcome any barriers to learning, e.g. dyslexia, dyspraxia and dyscalculia, which can hinder children's learning, by following specific programmes to cater for their individual needs.

**3.2** Teachers will respond to pupils needs by:

- providing them with the support that their needs require;
- developing their understanding through the use of available resources and by providing necessary learning experiences;
- planning for their full participation in learning, including physical and practical activities;
- helping them to manage their behaviour and emotions and to take part in learning effectively and safely.

#### ***Foundation Stage***

Throughout the Foundation stage, children's progress is closely monitored, using the Foundation Stage Profile. This means that children who may need extra support can be identified at an early stage.

### ***4 Special Educational Needs***

The Code of Practice has been revised and includes the Disability Discrimination Act 1995 (part 4) and the duties referred to in the Code are brought in by the Special Educational Needs and Disability Act 2001.

**4.1** Pupils with special educational needs have learning difficulties that call for different provision to be made. All pupils may have special needs at some stage of their school life.

**4.2** In our school, the special educational needs co-ordinator (SENCO) will:

- manage the day to day operation of the policy;
- co-ordinate the provision for and manage the responses to pupils special needs;
- support and advise colleagues;
- contribute to and manage the records of all pupils with special educational needs;
- manage the completion of all documentation required by the LEA and outside agencies;
- act as the link with parents;
- maintain resources and a range of teaching materials to enable appropriate provision to be made;
- act as link with all external agencies;
- to liaise with other SENCO's from primary/secondary schools;
- monitor and evaluate the special educational needs provision and reports to the governing body;
- contribute to in-service training of staff;

- manage a range of resources, human and material, linked to pupils with special educational needs;
- liaise with all support staff who work with the pupils on a day-to day basis;
- meet with the school's link teacher on a regular basis
- attend 2 planning meetings each year with headteacher, link teacher and the school's educational psychologist;
- liaise with the special needs governor on a regular basis.

## **5 *The role of the governing body***

- 5.1** The governing body, in co-operation with the Headteacher, will do its best to secure the necessary provision for any pupil identified as having special educational needs .The governors have a duty to make provision for pupils with special educational needs and they will consult the LA and other schools when appropriate.
- 5.2** The governing body has decided that pupils with special educational needs will be admitted to the school in line with the school's agreed admissions policy.
- 5.3** The governing body will report annually to parents on the success of the school's policy for pupils with special educational needs.
- 5.4** The governing body will have regard for the Code of Practice when carrying out its duties towards all pupils with special educational needs.
- 5.5** The governing body will ensure that parents are notified of decisions made by the school regarding provision made for their child.

## **6 *Allocation of Resources***

- 6.1** The SENCO is responsible for the operational management of any special needs resources that are needed within the school, including the provision for pupil's with a statement of special educational needs.
- 6.2** The Headteacher will inform the governing body of how the funding allocated to support special educational needs is to be used.
- 6.3** The Headteacher and the SENCO will meet to discuss how to use funds directly related to statements.

## **7 *Assessment***

- 7.1** Early identification is vital. The class teacher will inform the parents at the earliest opportunity to make them aware of any concerns.
- 7.2** The class teacher and the SENCO will assess and monitor the pupils progress in line with existing school practice and may then seek the advice of the school's link teacher and/or the school's educational psychologist who may also assess the pupil and provide the SENCO with written feedback.

- 7.3 The SENCO works closely with teachers, the school's link teacher and Educational psychologist(when appropriate)to plan programmes of intervention.
- 7.4 When assessing pupils, their participation in the whole curriculum of the school must be taken into account. Targets need to be broken down into smaller steps to aid progress and to enable assessment to be more effective.
- 7.5 The school will use a graduated response to making provision for pupils with special educational needs (as recommended in the Code of Practice ).
- **School Action;** the class teacher, in consultation with the SENCO, parents and pupils will provide differentiated work for them within the classroom situation.
  - **School Action Plus;** external support services provided by the LEA and by outside agencies, will see the pupil in order to advise teachers. Both parents and pupils will be involved in this process. The pupil will receive extra support that is **additional to or different from** that provided as part of the school's usual differentiated curriculum.
  - **Statutory Assessment;** school will make a request to the LEA for statutory assessment if a pupil has demonstrated significant cause for concern, after consultation with an Educational Psychologist and parents.
- 7.6 The LEA will seek a range of advice before making a decision regarding a formal statement. The needs of the pupil are considered paramount in this.

## 8 *Access to the Curriculum*

- 8.1 All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to enable pupils to:
- Understand the relevance and purpose of learning activities;
  - Experience levels of understanding and rates of progress that enables the pupil to gain success and have a feeling of achievement.
- 8.2 Teachers will use a range of strategies and teaching styles to meet the needs of pupils with special educational needs. Lessons have clear learning objectives, the work is differentiated appropriately and assessment is used to inform the next stage of learning.
- 8.3 Individual Education Plans (IEP's) and Individual Behaviour Plans (IBP's) feature significantly in the provision that is made for pupils who have special educational needs. Targets within the IEP break down existing levels of attainment into smaller steps. Targets within an IBP are specific and in conjunction with behaviour charts/reward systems etc allow the pupil to monitor their own behaviour. The Support staff are involved in the reviewing process and in the writing of the IEP's/IBP's after consultation with the class teachers.
- 8.4 We will support all pupils within school in a way that acknowledges their entitlement to share in the same learning experiences as their peers. Wherever possible, we will not withdraw pupils from the classroom situation. There are times however, when this may become necessary to facilitate effective learning.

## **9 *Partnership with Parents***

- 9.1** The school prospectus will contain details of our policy for special educational needs and the arrangements made for these pupils in our school. The governors' annual report to parents will include an evaluation of the policy. The SEN governor is very approachable and will always be willing to talk to parents.
- 9.2** At all stages of the special needs process, the school will keep parents fully informed and involved. We will take account of their wishes, feelings and knowledge at all stages. We will encourage parents to make an active contribution to their child's education.
- 9.3** Parents will be kept informed of the targets which are on their child's IEP. All parents have access to a copy of their child's current IEP and teachers or the SENCO will readily explain targets to parents.
- 9.4** We liaise with parents of pupils with special educational needs on a regular basis and we keep them informed of any outside interventions and we share the process of decision making with them by providing clear information relating to the education of pupils with special educational needs.

## **10 *Monitoring and Evaluation***

The SENCO will monitor the movement of pupils within the SEN system in school. The SENCO will provide governors with regular summaries of the impact of the policy on the practice of the school.

**10.1** The SENCO will be involved in supporting teachers and support staff when reviewing and formulating IEP's. The SENCO will review the work of the school in this area and will report to the Headteacher twice yearly. The SENCO will also meet regularly with LSA's who support the children who have special educational needs. The SENCO will also keep the SEN governor updated on current policy and practice.

**10.2** The governing body will review this policy annually and will consider any amendments which may be necessary.

**Signed:**

