

# Alia Primary School

## Special Educational Needs Policy

### Introduction

Alia School aims to provide a caring environment which encourages students to develop fully their skills, knowledge and personal qualities. The School believes that all children should have their needs met, and that they should have full access to a broad, balanced curriculum. Some children will need extra support in order to progress and understand the material they have covered.

The School has clearly defined methods of assessing and identifying children with Special Educational Needs. The School aims to work in partnership with parents who have an important role in their child's learning. The student's views are also important, and the student will be encouraged to participate in all the decision-making processes in their education.

It is important that children who have Special Educational Needs are identified early in their school career and their needs matched with appropriate provision. The School has a range of strategies to support children and Individual Education Plans underpin the process of planning and monitoring intervention for students. The Special Educational Needs Coordinator manages the provision for children and liaises with external services if needed.

### Definition of Special Educational Needs

Alia School agrees to accept the definition of Special Educational Needs as:

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

*Children have a learning difficulty if they:*

*a. Have a significantly greater difficulty in learning than the majority of children of the same age or*

*b. Have a disability which 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*

*c. Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.*

*d. 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.*

## **Fundamental Principles**

Alia School agrees that these fundamental principles inform our school SEN Policy.

*A child with special educational needs should have their needs met.*

*The special educational needs of children will normally be met in mainstream schools or settings.*

*· The views of the child should be sought and taken into account.*

*· Parents have a vital role to play in supporting the child's education.*

*Children with special educational needs should be offered full access to a broad, balanced and relevant education.*

## **Rationale**

This policy describes the way that we meet the special educational needs of the children at Alia School.

We recognize that students learn at different rates and that there are many factors affecting their achievement, including ability, emotional state, age and maturity. We believe that many students, at some time in their school career, may experience difficulties which affect their learning, and we recognize that these may be long or short term.

At Alia School, we aim to identify these needs as they arise and provide teaching and learning contexts that enable every child to achieve to his or her full potential.

## **Objectives**

· The progress of all students will be continuously monitored to identify needs as they arise: needs will be identified and support provided as early as possible.

· Full access to the curriculum will be provided through differentiated planning by class teachers, SENCO, and support staff as appropriate.

· Specific input, matched to individual need, will be provided in addition to differentiated classroom provision, for those students with SEN.

· Progress of students with SEN will be monitored and reviewed regularly to provide the most effective and relevant learning provision.

· All members of the school community will perceive students with SEN positively.

· SEN provision is positively valued and accessed by staff and parents.

· Parents will be fully involved in plans to meet their child's special needs.

· All children will be involved, wherever possible and will be encouraged to contribute and participate in all decision-making processes.

· Children will move on from us well equipped in the basic skills of Literacy, Numeracy and social independence to meet the demands of school life and learning.

## **Arrangements for coordinating SEN provision**

- The SENCO will regularly meet with class teachers and will be available to discuss and review concerns of students who are being monitored.
- The SENCO will be alerted to newly arising concerns at any time.
- The SENCO will monitor planning for SEN and will support class teachers and Shadow teachers/learning support staff on request. Targets arising from IEP meeting and reviews will be used to support planning for children. Class teachers primarily deliver SEN support through differentiated teaching methods. The SENCO and Shadow teachers/learning support staff provide additional support throughout the school.
- Support staff, class teachers, SENCO, and outside services liaise and share developments in order to inform reviews and forward planning. Planning meetings are held once a term at minimum.

## **Admission Arrangements**

Children with special educational needs are considered for admission to the school on exactly the same basis as children without special educational needs. Alia School adheres to the admissions policy laid down by the Governing body of Alia School, in which students with SEN can be given preference

- Parents are encouraged to meet staff and to discuss any special needs when registering their child's name.

Prior to starting school, parents of children with a Statement of SEN will be invited to discuss the provision that can be made to meet their identified needs.

## **Special Facilities and Access Arrangements**

- Alia School is not accessible for wheelchair users.

## **Resources**

Additional support for students is provided by shadows/aides within classrooms. A shadow/aide's time is currently matched to the schools literacy and numeracy strategy timetable. Children with SEN are targeted within the Literacy and Numeracy hour. Children with statements are supported in core curriculum subjects where this is appropriate to the Statement objectives and provisions. Additional individual help is timetabled for children with a specific learning need.

- Children with specific learning difficulties will have individual/group lessons according to their individual needs.
- Resources for SEN are purchased as appropriate and are matched to recurring needs throughout the school. Specific individual resources are purchased where this is viable and are also used to support other children where this is appropriate.

Specialist resources are accessed for children with Statements of SEN through submission to the administration after specialist advice has been sought.

- Training for SENCO and shadows/aides are allocated and run by Alia for Early Intervention.

### **Identification and Assessment Arrangements, and Review Procedures:**

Children may be identified as having special educational needs for a variety of reasons. Their progress may be impeded due to: general learning difficulties; specific learning difficulties; social, emotional and behavioral difficulties; physical difficulties.

When identifying a child as having special educational needs, it is important to evaluate their progress by not only referring to age related norms, but also by comparing the child's achievements from term to term. Children progress at different rates - detailed assessments and observations will indicate whether the child is progressing.

- Identification of initial concern will be by the class teacher or parents.
- The identification, assessment, monitoring and review procedures follow a structured staged approach.

#### **- School Action**

When a class teacher or the SENCO identifies a child with SEN, the class teacher should provide interventions that are *additional to* or *different from* those provided as part of the school's usual differentiated curriculum and strategies.

### **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: provision to be put in place; when the plan is to be reviewed; success and/or exit criteria; outcomes (to be recorded when IEP is reviewed)
- All IEP targets should be achievable for both the student and the teacher.
- IEPs will be reviewed termly and the child and their parents will be involved with this process.
- Monitoring of targets and planning will provide evidence to agree movement between the stages of the code of practice. Parents will be informed if any changes are made.
- All children with statements of special educational needs will have short-term targets set. The strategies to meet these targets will be set out on the IEP.
- All statements will be reviewed annually.

### **Arrangements for providing access for students with SEN to a balanced and broad-based curriculum.**

Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all students.

Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit. Alternative methods of responding or recording may also be planned for when and where this is appropriate.

SHADOWS/AIDES support hours are planned to support children in accessing the literacy and numeracy curriculums mainly.

## **Inclusion**

Alia School values students of different abilities and fully supports inclusion.

Within the school, staff and students will be constantly involved in the best ways to support all students' needs within the school. There is flexibility in approach in order to find the best placement for each child.

Within each class, teaching and learning styles and organization will be flexible to ensure effective learning. Grouping to support children with SEN will be part of this process.

## **The School's Arrangements for SEN In-service Training.**

All staff have access to professional development opportunities and are able to apply for SEN training when a need is identified through Alia for Early Intervention. Support staff are encouraged to extend their own professional development and the management team will ensure 'tailor-made' training where this is appropriate.

## **Arrangements for partnership with parents**

Staff and parents will work together to support students with SEN.

Parents will be involved at all stages of the education planning process. Parents will be invited to meet with the class teacher and the SENCO to discuss any aspect. Parents will be informed of the Parent Partnership scheme at initial meetings and subsequent meetings as appropriate.

At review meetings, we try to make sure that the child's strengths as well as weaknesses are discussed and that suggestions as to how parents can help at home are specific and achievable. We will ensure that all parents are clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

IEP targets will include some targets to work towards at home and parents are always encouraged to contribute their views to the review process. All IEPs and reviews will be sent to parents.

Parents' evenings provide regular opportunities to discuss concerns and progress. Parents are able to make other appointments on request.

Regular communication between home and school will ensure that all concerns are promptly acted on. Where this does not happen, parents are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaint procedure, available from the school office, sets out the steps to make a complaint in more detail.

## **Student Participation**

All children will be encouraged to contribute to the decision-making processes that occur in their education.

Children should be involved in the target setting for their IEP and should feel confident that their views will be listened to.

Children will be involved in discussions about choice of schools and will be encouraged to contribute to annual reviews and to the assessment of their needs.