



Hamilton Primary School



SPECIAL EDUCATIONAL NEEDS POLICY STATEMENT

This document has been drawn up in accordance with the DfES revised Code of Practice (2002) and acknowledges the guidance therein.

SECTION A: School Arrangements

Hamilton Primary School believes that all children have the same right of access to the curriculum, and provides a broad and balanced curriculum for all children. The National Curriculum is the starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs that require particular action by the school. Provision for pupils with Special Educational Needs is an integral part of classroom planning. All children have the same rights of inclusion and are fully integrated into the community and structure of the school. All class teachers take responsibility for every child in their care, encouraging and supporting all children to fulfil their potential.

The Special Needs Coordinator (SENCo) is part of the Support Team which reports directly to the Management Team through the Support Manager. This team participate in the setting of targets for the School Plan.

Aims

- To ensure the implementation of government and LA (local authority) SEN recommendations.
- To deliver a broad, balanced, relevant education as a right for all children at Hamilton Primary School.
- To ensure that age, gender, race, religion, or individual needs do not constrain any educational entitlement to the appropriate curriculum.
- To meet the individual needs of all children irrespective of physical, sensory, emotional, behavioural, communication, specific or general learning needs.
- To ensure the school's SEN policy is implemented consistently by all staff.
- To encourage parents as partners in the learning process of their children.
- To develop in all children, self-confidence, self esteem and respect for others.
- To provide thoughtful, appropriate, assessment and testing for the benefit of all children.
- To accommodate different learning styles by providing a range of teaching techniques and resources.
- To recognise notable achievement made by all children.
- To ensure an inclusive approach to learning for all children where possible.
- To ensure that children have a voice in this process.

Special Educational Needs

According to the Code of Practice, a child is defined as having a Special Educational Need if he/she has a difficulty which calls for special provision to be made for him/her.

- A child has Special Educational Needs if he/she has significantly greater difficulty in learning than the majority of pupils his/her age.
- A child has Special Educational Needs if he/she has a disability or impairment which prevents or hinders him/her from making use of the educational facilities of a kind generally provided in school for children of the same age.
- A child has Special Educational Needs if he/she displays behaviour and/or emotional difficulties which prevent him/her from full participation in the whole curriculum.

Needs

The school is resourced for supporting children with a range of needs from specific learning difficulties to emotional and communication difficulties. Each child will be considered according to his/her needs. Within the limits of resources available to us.

Disability

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

Able, Gifted and Talented

Hamilton Primary School has a separate policy for Able, Gifted and Talented children.

Temporary Special Educational Needs

Any child may have a special educational need whilst at Hamilton Primary School. This may be temporary due to, for example, emotional trauma, long term absence, frequent change of school or a short term medical problem. For other children, their special need will be supported over an extended period of time.

Behavioural Needs

Hamilton Primary School's Behaviour Policy incorporates a code of Practice by which all children, parents and teachers abide. The policy sets out in detail the expected rules of the school and procedures for supporting and managing children demonstrating challenging behaviour.

Medical Needs

The school will support any children who require any medical aids, for example the wearing of glasses and hearing aids. A qualified first aider will administer medication for chronic conditions.

The Role of the SEN Co-ordinators:

- a) To implement the school's SEN policy on a day-to-day basis.
- b) To support and advise class teachers.
- c) To co-ordinate and manage the provision for SEN pupils.
- d) To update and oversee the records of all pupils with SEN.
- e) To work with parents of children with SEN.
- f) To liaise with external agencies including the Educational Psychology Service and other support agencies.
- g) To contribute to INSET training for all staff.
- h) To attend review meetings of SEN pupils and statemented pupils where appropriate.
- i) To manage SEN Learning Support Assistants.
- j) To monitor and evaluate SEN provision and report to the Governing Body.

Role of the Governing Body

The Governing Body has due regard to the Code of Practice when carrying out its duties toward all children with special educational needs. To this end a member of the Governing Body meets regularly with the Support Manager and SENCo to monitor the implementation of the policy. The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children through consultation with the LEA and other schools, when appropriate. The Governing Body ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.

SECTION B: Identification, Assessment and Provision

Procedures for identifying, assessing, recording and reporting children's progress are a continuous and systematic aspect of the education at Hamilton Primary School. In respect of children with special educational needs the school follows the Buckinghamshire guidelines and operates a graduated approach.

The Graduated Approach

The school follows the guidance of the SEN Code of Practice 2002. The graduated approach involves a decision making process based on the following questions:

- Is the child able to access the curriculum?
- Is the curriculum sufficiently differentiated for the pupil?
- Is the child making adequate progress within the differentiated curriculum?

This will be ascertained through consultation with the child, class teachers, SENCo and parents. Underachievement is identified as early as possible through teacher referral. Use will be made of baseline assessments, school tests, standardised reading tests, national curriculum assessments. The school also uses PIVATS for performance monitoring and the assessment of learning.

After consideration of these factors the child may be placed at School Action:

School Action

Provision Mapping is used to indicate need across whole year groups. This document also indicates the type and frequency of support needed to address these issues. The types of support will vary according to the needs of the child and the resources available. The approach is likely to be a combination of the following methods:

- Where appropriate, individual targets, (which are additional to and different from the differentiated curriculum plan), are delivered either in class or in short withdrawal sessions.
- Ability group teaching, including differentiation of the curriculum by task.
- Banding including reduced group size.
- Mixed ability groups, collaborative working.
- Whole class teaching, with support, including differentiation by outcome or input from an LSA.
- Individual or small group teaching with either a teacher or LSA.
- Provision is flexible and withdrawal is planned so as not to jeopardise the child's right to a broad and balanced curriculum.

School Action Plus

The decision to place a child on School Action Plus is taken when there is a lack of satisfactory progress made in spite of support at School Action. This decision is made in collaboration with the child, parents, teacher and SENCo. At this stage the SENCo will request specialist support from outside agencies. Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. Teachers are encouraged to use SMART targets (**S**pecific, **M**easurable, **A**greed, **R**ealistic, **T**ime bonded). All children at School Action Plus and with statements have an IEP.

Statutory Assessment

An application for a child to have a statutory assessment may be made to Bucks County Council by the school or the parents of a child. When an application has been made by parents, the school responds with relevant evidence within the given timeframe. The decision on whether to proceed is the responsibility of the Local Education Authority. The school works closely with a number of professional agencies who provide assessment criteria to make a request to the LEA for Statutory Assessment. When deemed necessary a Statement of Special Educational Needs will be provided, setting out learning objectives and provision entitlements. A statement *may* ensure input from the Specialist Teaching Service, and/or Speech and Language Therapy.

Throughout the graduated approach parents are actively encouraged to attend meetings to discuss their child's special educational need.

SECTION C: Partnership within and beyond the school

Parents

The knowledge, views and first-hand experience parents have regarding their children are valued for the contribution they make to their child's education. Parents are seen as partners in the educational process and are encouraged to take an active role in their child's progress. When children are admitted to Hamilton Primary School, the school and parents will enter into a Home School Agreement signed by both parties. The Home School Agreement outlines how parents can support their children's learning at home.

The school actively promotes contact with 'Parent Partnership' who are able to provide impartial information, advice and support to parents at any stage of the SEN process.

All parents are welcome to contact the SENCo if they have any concerns about special educational provision. This may be done through the school office. An initial response will be made regarding these concerns as soon as is reasonably possible.

Any official complaints should be made through the school's complaints procedures.

The voice of the child

It is the intention to listen to and act upon the views of the child when considering support and provision. Targets are discussed with children regularly and when appropriate, children are invited to share their views at termly or annual reviews.

Links with other schools

Hamilton Primary School has developed good links with other mainstream and special schools ensuring the smooth transfer of pupils with special educational needs to other primary establishments and into secondary education. The SENCo maintains these links and ensures the transfer of records and pupil information. The SENCo is involved with liaison groups, within the county, to develop and maintain relationships with colleagues in order to share good practice and keep abreast of county initiatives.

Links with other agencies, organisations and support services

The school, and in particular the SENCo, will continue to maintain close links with the Educational Psychologist, Support Service for the Visually Impaired, Community Paediatrician, Education Officer, Speech and Language Service, School Nurse, Educational Welfare, Pupil Referral Units and Parent Partnership. The school also purchases the support of the Specialist Teaching service to help with individual assessment and support for children on School action Plus. It is intended that regular contact with all these agencies will ensure essential provision for children with SEN. The SENCo will maintain these links and approach different professional bodies when necessary.

Revised Policy Date: September 2007

Mrs S Maslen and Mrs C Laxton, Special Educational Needs Co-ordinators

This policy became operational from 12 September 2007. The policy may be amended from time to time in accordance with school development and any changes to legislation.