



Special Education Needs Policy

Introduction

The school recognizes that all children have diverse strengths, weaknesses and learning needs and will make educational provision to cater for individual differences.

This encompasses both able and gifted children and children with learning or behavioural differences.

A separate policy statement covers the school's provision for able and gifted children.

The school acknowledges the need for a positive commitment to anti-discriminatory practice. Its aim is to ensure that each child's needs are met and that he or she is included positively within the school. Children with special educational needs will be offered full access to a broad and balanced curriculum.

The school aims to encourage and assist every child to achieve his or her potential and to reach their potential level of attainment whatever their capability.

The special educational needs provision is co-ordinated by the Learning Support Coordinator/SENCO working in consultation with both the Headmistress and individual teachers. In order to avoid 'labelling' children, Fairfield prefers to refer to Learning Support and Individual Tuition.

Fairfield School does not have a specific Special Education Unit. We aim to meet the requirements of children with special needs as far as we are able within the constraints of the school environment and resources.

Staff are regularly updated by the SENCO/LSC and Headmistress on SEN developments

Any support requiring help of specialist services will be referred to an outside consultant with the cost borne by parents.

Definition of Special Educational Needs at Fairfield School

Children at Fairfield School are deemed to have special educational needs if they have a statement. Pupils are deemed to have learning difficulties and/or disabilities if they have significantly greater difficulty in learning than the majority of children of the same age.

Special Educational Needs may also encompass children with physical difficulties, which may affect their ability to access the curriculum.

Children will 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 are being taught.

The school will have regard to the Special Educational Needs Code of Practice when carrying out its duties towards all pupils with special educational needs or learning difficulties and will ensure that parents are involved in formulating Individual Education Plans (IEP), if necessary.

The school recognizes that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational

needs or learning difficulties will be treated as partners and supported to play an active and valued role in their child's education.

Children with special educational needs or learning difficulties will be encouraged, where appropriate, to participate and contribute to the assessment of their needs.

Identification and assessment

Admission to the Nursery class is dependent upon a child's age and emotional and physical development.

We do not admit children under the age of three years.

An informal assessment of development is made during the preliminary visit of each child.

In the Nursery and Reception classes, assessment is teacher-based using observation and reference to developmental age-based norms, culminating in the Foundation Stage Profile.

Within the main school (Y1-Y6) Fairfield School has a policy of selection by norm referenced assessment.

As children become older, assessment is carried out using norm referenced standardized tests in addition to teacher observation.

Initial identification of special educational needs or learning difficulties is usually by teacher observation and consultation with parents, although parental concern may initiate further investigation.

In order to help children with special educational needs or learning difficulties, the school will adopt a graduated response that recognizes that there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

If the class teacher or parent expresses concern about a child's progress or development, the Headmistress will be informed and an informal assessment will be carried out. The parents will be informed of the results of the assessment and a plan of action will be drawn up. If it is thought necessary, the Headmistress may refer the parents for further advice from a dyslexia specialist teacher or Educational Psychologist.

The school will record the steps taken to meet the needs of individual children. The SENCO/LSC will have responsibility for ensuring that the records are kept and are available as needed.

Parents who are concerned about SEN provision for their child should make an appointment to discuss their concerns with the Headmistress and class teacher.

The role of the SENCO/Learning Support Co-ordinator

The SEN Coordinator (SENCO) responsibilities include:

- overseeing the day to day operation of the school's SEN policy
- coordinating provision for children with special educational needs or learning difficulties
- liaising with and advising fellow teachers and teaching assistants
- overseeing the records of all children with special educational needs or learning difficulties
- liaising with parents of children with special educational needs or learning difficulties
- contributing to the in-service training of staff including regular updates on SEN developments.
- liaising with external agencies, including local support and educational psychology services.

Monitoring children's progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the

Headmistress and LSC/SENCO to consider what else might be done. This review may lead to the conclusion that the pupil requires extra help or support, in the form of differentiated learning opportunities (DLO) or more formal support and/or assessment.

Early Years Action

When a Foundation Stage teacher has concerns about a child's progress and that the child has significantly greater difficulty in learning than the majority of children the same age she will provide a programme of extra support. This will be called Early Years Action. The triggers for intervention through Early Years Action will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes:

- little or no progress, even when areas of concern are targeted
- continues to work at levels significantly below their peers
- has persistent emotional, or behavioural difficulties which do not respond to usual behaviour management techniques

Early Years Action Plus

The triggers for Early Years Action Plus will be that, despite receiving individualized support under Early Years Action, the child:

- continues to make little or no progress and to work at a level substantially below that of others the same age
- the child's emotional or behavioural difficulties continue to interfere with the child's own learning and that of the group

School Action

When a Main School class teacher has concerns that a child requires extra support, in addition to DLO, she will provide more highly differentiated work within the normal school curriculum. This will be called School Action. The triggers for intervention through School Action will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities (DLO) makes:

- little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualized programme.

The class teacher and LSC/SENCO will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include using different learning materials and some group or individual support.

School Action Plus

The triggers for School Action Plus will be that, despite receiving individualized support under School Action, the child:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematical skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualized behaviour management programme

- has ongoing communication or interaction difficulties that impede the development of social relationships and cause barriers to learning

If Early Years Action Plus or School Action Plus is necessary, the parents will be asked to consider seeking the help of external support services. e.g. Speech and Language Therapist, Specialist dyslexia teacher, and/or Educational Psychologist.

Those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved.

The external specialist will act in an advisory capacity, providing additional specialist assessment.

The resulting IEP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting.

The delivery of the interventions recorded in the IEP will continue to be the responsibility of the classroom teacher

Individual Education Plans (IEP)

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- the short term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- outcomes (to be recorded when the IEP is reviewed)

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child's parents. The IEP will be reviewed at least twice a year and the parents' views on their child's progress will be sought. If appropriate, the child will also take part in the review process and be involved in setting the targets.

The current Learning Support Coordinator is Mrs Sally Hart and the SENCO is the Headmistress, Mrs Lesley Barton. The Education Governors, Mrs Ann Lloyd and Mrs Colette Culligan are designated SEN Governors.

Further information can be found in the SEN handbook, copies of which can be found in the office and with the LSC/SENCO.