



Individual Needs Policy

This school policy includes Special Educational Needs as defined in the Revised Code of Practice 1:3 – please be aware that significant reform of provision for children with Special Educational Needs and those with Disabilities is currently in process through a government green paper. The following policy statement has not therefore been reviewed in full, but is a statement of the governing body's current agreed guidance.

At Marlborough school we are committed to serving all children's individual needs. We recognize that some children may find learning significantly more difficult than the majority of those in their class or they may have a disability or delay that prevents or hinders them in making use of the resources immediately available. Others might meet particular emotional challenges at specific times and for specific periods. Additionally we recognize that those children identified as being gifted and talented have needs of their own.

1 Aims and Objectives

- 1.1 The Governing Body and teaching staff do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the headteacher or the appropriate governor has been informed by the Children's Services Authority (CSA) that a pupil has special educational needs, those needs will be made known to all who are likely to teach them.
- 1.2 The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- 1.3 Headteacher, staff and governors draw up and report annually on the policy and effectiveness of the school's work for pupils with special educational needs.
- 1.4 The staff ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.
- 1.5 Marlborough School works closely through the *Falmouth Learning Network* with the other schools and the Nurseries in the town and has established a formal link with *Happy Harbour*, the local Nurture Group, based at Falmouth Primary School.

2 Responsible Persons

- 2.1 The responsible person for SEN is **Richard Gambier** (Headteacher).
- 2.2 The person co-ordinating the day to day provision of education for pupils with special educational needs is **Lisa Pearce** (SENCo).
- 2.3 The Governors responsible for SEN are **Helen Turner** and **Hannah White**.

3 Admission, Inclusion and Specialist Provision

- 3.1 All the teachers in the school are teachers of children with Special Educational Needs. As such Marlborough School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.
- 3.2 The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with statements of special educational needs and those others with less significant problems.

3.3 The building has a number of adaptations to provide for the physical needs of most children. There is a lift and two dedicated shower/toilet rooms and an adapted toilet cubicle in the Reception classroom. Wheelchair access with appropriate ramps and rails can be gained through the main entrance, playground doors and the infant courtyard. Governors recognize that access provision needs to be kept under regular review

4 Access to the Curriculum

- 4.1** The School Curriculum is made available for all pupils. Where pupils have special educational needs, a graduated response is adopted. In other than exceptional cases, the school makes full use of classroom and school resources before drawing on external support.
- 4.2** The school makes provision for pupils with special educational needs to match the nature of their individual needs and the classteacher and SENCO keep regular records of the pupils' special educational needs, the action taken and the outcomes.
- 4.3** There are flexible groupings of pupils so that learning needs may be met in individual, small group or whole class contexts.
- 4.4** The curriculum is differentiated to meet the needs of individual pupils. Teaching styles and flexible groups reflect this approach.
- 4.5** Schemes of work for pupils, within classes and year groups, reflect whole school approaches to teaching and learning and take account of special educational needs.
- 4.6** Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.
- 4.7** In its awareness of all individual needs, Marlborough School, delivers Maths and English in small groups throughout the school. A range of additional support activities and resources are provided.

5 Providing the graduated response at School Action and School Action Plus

5.1 The school offers differentiated learning activities. However, some pupils fail to make progress and show signs of difficulty in some of the following areas:

- acquiring literacy and numeracy
- presenting significant behavioural, emotional or social difficulties
- sensory or physical problems
- communication or interaction difficulties

In these cases the school may place children at "School Action" and support that is additional to and different from the differentiated curriculum may be provided through an Individual Support Plan (ISP) in a range of ways including:

- Classroom organisation and management
- In-class support by teacher/teacher assistant
- Withdrawal for individual/small group work
- Behaviour modification programmes
- Use of specialist equipment
- Alternative teaching strategies and advice for parents

5.2 The resources allocated to pupils (see 7) who have non-statemented special educational needs are deployed to implement these individual support plans at school action as outlined in the revised Code of Practice. Parents are informed and, where appropriate, pupils involved in decisions taken at this stage. (See also 8, 11 and 12)

5.3 If a pupil does not make progress despite the school taking the action outlined, advice is sought from the appropriate services referred to in Section 8, the ISP is amended accordingly and the pupil moved to "School Action Plus".

6 Identification and Assessment: a graduated response

- 6.1 If progress is still not achieved despite "School Action Plus", the child may be assessed bearing in mind the County guidance with a view to initiating a statutory assessment of special educational needs under the 1996 Education Act. The appropriate forms are used for recording and referral as necessary.
- 6.2 Identification of children with special educational needs is undertaken by all staff through the SENCO and the appropriate records and CSA forms are maintained. Records are kept through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher or the special educational needs teacher together with end of Key Stage assessment. These allow the pupil to show what they know, understand and can do, as well as indicating any learning difficulties. Where necessary, pupils are referred to the SENCO for diagnostic testing to construct a profile of the child's strengths and weaknesses.
- 6.3 An assessment is made as children with special educational needs arrive at the school and for all of them their progress is reviewed through formative and summative assessments as outlined in the Code of Practice. ISP reviews are held at least twice yearly with on going interim reviews of progress toward targets. Additionally, the progress of children with a Statement of Special Educational Needs is reviewed annually.
- 6.4 Detailed records are kept of the pupils receiving extra teaching support. These include:
- individual trackers
 - provision maps
 - professional reports and correspondence
 - academic and screening results;
 - intervention history
 - social and emotional ratings
 - school attendance
 - progress comparison with non- sen peers

All appropriate records are passed on to any receiving school and where possible or necessary transition conferences are held.

- 6.5 The school keeps a **Record of Need** to register children placed at:
- Close Observation – an initial stage including initial concerns or early monitoring
 - School Action
 - School Action Plus
 - Statement

Only those at SA, SA+ and statemented are reported. The RON is reviewed termly.

7 Resources

- 7.1 For the 2010-2011 financial year the school has been allocated £23,416 for pupils without a statement of SEN. These funds are devoted to the purchase of SENCo duties, teaching hours, ancillary hours, amount of specialist equipment.
- 7.2 The school supplements this with £10,000 from the base budget and Standards Funding.
- 7.3 The analysis of school assessment data, ISPs and other support requirements along observation and motoring of pupils' identified needs guide the governing body in allocating resources.
- At 1st September 2012, the school had
- 13 pupils on **School Action**
 - 9 pupils on **School Action Plus**
- 7.4 The Local Authority makes £8 363 available to the school to support the pupils who are the subject of statements under the terms of the 1996 Education Act. This is converted into: 25 support hours.

At 1st September 2012, the school had

- 4 pupils who are each the subject of a **Statement of Special Educational Needs**.

8 Liaison

8.1 Parents are always informed before an external agency becomes involved with their child. (See also 11).

8.2 *Regular liaison is maintained with the following external agencies for pupils at **Action Plus** and pupils with **Statements of Special Educational Needs** as applicable:*

- | | |
|--|---------------------------------------|
| ▪ Educational Psychology Service | ▪ Looked after children officer |
| ▪ Social Care | ▪ Reintegration officer |
| ▪ Child and Family Service | ▪ Special Education Section |
| ▪ The Hearing Support Service | ▪ Parent Partnership Service |
| ▪ The Vision Support Service | ▪ Occupational Therapy |
| ▪ Health Service including Healthy Schools | ▪ Autistic Spectrum Disability Supply |
| ▪ Education Welfare Service | ▪ Service |
| ▪ Portage | ▪ Well-Being Projects |
| ▪ Early years Service | ▪ Speech and Language Therapy |

8.3 The school has links with local nurseries and secondary schools and liaison is maintained particularly with regard to transition issues.

9 Complaints

As detailed in the school's Complaints Policy,

- The complaints officer is the headteacher (Richard Gambier)
- All formal complaints will be acknowledged within 5 school days of receipt and we aim to respond in writing within a maximum of 5 weeks.

10 Staff Development

In-service training needs related to special educational needs are identified by the senior management team in consultation with the staff and incorporated into the staff development plan.

11 Working with Parents

11.1 The school actively seeks the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.

11.2 Parents are always kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school are consistently maintained. Parents are kept fully informed and advised on support available.

11.3 As mentioned in '8' above, parents are fully consulted before the involvement of CSA support agencies with their children, and invited to attend any formal review meetings at all stages.

12 Pupil Participation

The school works to ensure that pupils are fully aware of their individual needs and the targets in their Individual Support Plans. Steps are taken at the earliest appropriate time to involve pupils in decisions which are made regarding their education.

13 Evaluating Success

13.1 This school policy is reviewed annually. The governors gauge its success by the achievements of previously agreed targets outlined in the pupils' ISP, progress review and/or annual review. In addition evidence may be gathered regarding:

- staff awareness of individual pupil need
- success of the identification process at an early stage
- academic progress of pupils with special educational needs
- improved behaviour of the children, where this is appropriate
- pupil attendance
- the number of behavioural interventions including exclusions
- number of children on the school's Record of Need
- consultation with parents

13.2 The school meets the statutory requirements of the SEN Code of Practice 2001. It will respond in a timely manner and as appropriate to the altered priorities and provision requirements of final legislation following the implementation of the Green Paper.

Agreed with Teaching Staff	27.November.2012
to be Adopted by the Governing Body	29.November.2012