

HOLY TRINITY C OF E (V.A.) PRIMARY SCHOOL, BURY

We are a church-owned school with a happy, caring, sharing atmosphere that recognises the worth of everyone in our multi-cultural, multi-ethnic community. We recognise the centrality of the spiritual development of our pupils and promote this through the whole of our curriculum.

It is our intention that the children should experience the wonders of God's creation. They should respect each other and learn to live in peace with themselves and their neighbours. This is fostered through good links with the community that the school serves.

Our aim is to enable the children to realise their full potential through the quality of education we give them. This is achieved through a professional, dedicated staff, each of whom seeks to provide the highest standards of teaching and learning.

POLICY STATEMENT FOR SPECIAL NEEDS

A POLICY FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

INTRODUCTION

At Holy Trinity we believe all pupils are entitled to a broad, relevant, balanced and differentiated curriculum to which they should have maximum access, including the National Curriculum.

AIMS

We support the idea of integration of children with SEN in mainstream school wherever possible. These children, as with all children, should be given appropriate opportunities to develop their full potential. They should increase in independence and be encouraged to contribute to the social and cultural activities of the school. However, we recognise there will be cases when the needs of some children can only be met within the resources of Special Provision.

PRINCIPLES

Those pupils who come within the remit of the school SEN policy may be:

- Those who are recognised as very able
- Those who experience some difficulties in learning
- Those who experience difficult home circumstances which may affect their learning process
- Those who have emotional/behavioural problems
- Those children with specific medical conditions
- Those children with linguistic problems

Children will not be considered to have special educational needs by virtue of the fact that English is not their first language. If however, there is evidence of learning difficulties in their home language or when English has become established, the stage based assessment system will apply as with all other children.

Where appropriate, Individual Education Programmes (IEP's) will be developed between class teacher and special needs co-ordinator. Appropriate individual provision may need to be made by involving specialised outside agencies and their resources. Class teacher to continue writing of IEP's once they have been established.

GUIDELINES

All teachers are teachers of children with special educational needs. We have a responsibility to meet those needs with the advice and support of the school co-ordinator and external professionals as appropriate within the following guidelines based on the Code of Practice 2002.

SPECIAL NEEDS CO-ORDINATOR

There is a Special Needs Co-ordinator in school who is responsible for:

- The day to day operation of the school's SEN policy
- Advice to class teachers at School Action of the assessment process
- The update and oversight of the record keeping related to SEN procedures liaising with appropriate class teachers and/or Key Stage Assessment co-ordinator
- Liaison with parents
- Liaison with external agencies
- In-service for teaching staff on SEN issues

THE HEADTEACHER

The role of the headteacher is to ensure that there is someone responsible for co-ordinating Special Educational Needs, that the SEN policy and Code of Practice are implemented in the school and that the area is sufficiently resourced. The headteacher will ensure that the policy is reviewed on an annual basis through the School Development Plan.

THE SCHOOL AND OTHER AGENCIES

The school works in partnership with parents and other agencies to benefit pupils with special educational needs. These agencies include:

- Educational Psychological Service – Howard Nottingham
- Learning Support Service – Anne Morris
- Sensory Support Service – Shantini Wright
Leila Baldwin
- CLAS
- Pupil Learning Centre – behaviour – Angela Kanter
- SEN team – Athenaeum House
- Peel Health Centre
- Fairfield Hospital

(see appendix A for further details)

LEVELS OF SUPPORT

School Action

When concern has been raised, there should be a school based assessment by the class teacher, who should inform parents. Following this, a structured programme should be planned with the class teacher liaising with the SEN Co-ordinator and the appropriate Key Stage Assessment Co-ordinator.

At the end of a specified time period (normally 1 term) the child's progress will be reviewed and progress evaluated. If necessary, a future programme will be planned.

At this level, support should be contained within the school and no outside agencies other than perhaps for medical reasons, should be involved.

School Action Plus and Early Years Action Plus

If there is still concern about the child's progress the school may need to enter a child in the Annual Audit. This will generally take place in the Autumn Term and each child with Learning Difficulties will do a WRAT.II test. These results together with the Graduated Response forms, at least three IEP's and a recent review will be submitted in the audit.

If these children are granted School Action Plus status, funding for these children will be allocated the following April.

If a child has behaviour concerns, there are behaviour tables to fill in and enter on the ER2 to be submitted in the audit annually.

If formal assessment is advised by the Educational Psychologist, forms will be filled in the usual way and the information will be submitted to 'panel' and a statement may be issued.

If a statement is issued, it will state special school, RP or SSA with amount of hours for that child. When the final statement is issued funding will be released for the SSA into the School's budget.

This policy is in accordance with guidelines issued by DFE and Bury LEA. It may be reviewed on an annual basis and changes may need to be made to comply with the requirement of the DFE/Ofsted/Audit Commission.

APPENDIX A

SPECIAL NEEDS PROVISION IN BURY SPECIAL SCHOOLS SUPPORTING AGENCIES

Special Schools

Millwood School	Primary	Severe/moderate L.D.
Elms Bank	Secondary	" "
Summerseat	Primary/Secondary	EBD

Mainstream with Resource Provision

Brandlesholme CP	Primary	Learning Difficulties
Gorsefield	Primary	" "
Mersey Drive	"	" "
St. Marie's	"	" "
St. Paul's	"	" "
Unsworth CP	"	Speech/Language
Castlebrook High	Secondary	"
Radcliffe High	"	"
Tottington High	"	"

Education Support Services

Schools' Psychological Service
Learning Support Services
CLAS
Portage Service (Pre-school)
Education Welfare Service

Other Services

Fairfield General Hospital	Child Development Centre
Peel Health Centre -	School Nurse, School doctor, Speech Therapy