

The Meadows Montessori Primary School

Special Educational Needs Policy

Legal Definition of Special Educational Needs

A child is considered to have Special Educational Needs if she / he have:

- A significantly greater difficulty in learning that the majority of children of the same age
- A disability which either prevents or hinders him / her from making use of the educational facilities provided for children of the same age.

The law says that children do not have learning difficulties solely because the language of the home is different from the language in which she / he are taught.

Many children will have special educational needs of some kind at some time during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. But a few children will need extra help for some or all of their time in school.

Basic Principles

Principles from the Code of Practice are:

- All children with special educational needs should have their needs met
- The special educational needs of children are normally met in mainstream (ordinary) early education settings or schools.
- Parents' views should be taken into account and the wishes of the child should be listened to.
- Parents have a vital role in supporting their child's education
- Children with special educational needs should get a broad, well-balanced and relevant education including the Early Years Foundation Stage (for children aged 3 - 5) or the National Curriculum (for children aged 5 - 16)

Special Educational Needs could mean that the child has difficulties with:

- All of the work in school
- Reading, writing, number work or understanding information
- Expressing themselves or understanding what others are saying
- Making friends or relating to adults

- Behaving properly in school
- Organising themselves
- Some kind of sensory or physical needs which may affect them in school.

At The Meadows Montessori Primary School we accept the definitions of special educational needs as well as the principles of the Code of Practice, but believe that children at the higher end of the ability range also have special educational needs and have the right to have those needs met.

We recognise the following:

- Each learner is an individual with his or her own particular educational needs.
- All pupils have the right to a broad and balanced curriculum differentiated to reflect these needs and with regard to continuity and progression.
- Learning experiences should encourage self-motivation and independence and focus on positive achievement.
- The nature of children's special educational needs might be long or short term and in one or more areas i.e. physical, social, behavioural, emotional or cognitive development.
- The special needs provision made by our school is a process which is strongly rooted in partnership with parents.

These objectives will be met by The Meadows Montessori Primary School:

- Early identification of children's needs
- Gathering of relevant and important evidence, including discussions with parents.
- Drawing up individual education plans (IEPs) and reviewing outcomes termly - with teaching staff, parents and the child.
- Using IEP's to guide the teachers planning and focus support for the individual pupil.

Role of the Special Educational Needs Coordinator (SENCO) - Sam Sims / Danielle Brumpton (Willow Park SENCO)

The responsibilities of the SENCO are:

- Day to Day operation of the school's SEN policy
- Advising other teachers
- Liaising with parents and outside agencies
- Overseeing resources specifically purchased for SEN materials and equipment

Identification of Special Educational Needs

Initial identification is in most cases either due to the class teacher or parental concern about a relative lack of progress on the child's part.

Evidence will then be gathered through classroom observation, the child's work, assessments any other information on health or social problems, a discussion with parents and the child him/her self and also from previous teachers.

Assessment

Children are assessed in school in various ways and when deemed necessary, by outside agencies. The results of the assessments are used to help individually tailor the support program needed for the child. Work is differentiated accordingly and support arranged in the classroom. If a child requires specific support from outside agencies then this will be arranged by the school alongside the parent as necessary.

Review

A $\frac{1}{2}$ termly review takes place looking at the child's progress against his / her IEP. The review is conducted at a meeting with all the teaching staff present. Recommendations are discussed and the IEP modified as and where necessary. Parents are sent a copy of the previous IEP with the outcomes, as well as a copy of the proposed new IEP. They are then invited to discuss the new IEP with the class teacher / SENCO.

Liaison with other schools

The Meadows Montessori Primary School will work aim to work closely with any chosen schools that our children move onto. We will endeavor to ensure that there is continuity and progression in provision for them. We will ensure that teaching staff have allocated time to meet with the new school SENCO and discuss the child's needs - alongside the parent and the child.

We will also work closely with previous nurseries and schools of children who are joining us. Visits will be arranged to ensure that there is a smooth transition for the child and that the relevant information is passed on to us in order for us to able to quickly put a suitable program of support in place.

Signed:

Date: