SPECIAL EDUCATIONAL NEEDS (S.E.N)

From January 2002, schools are required to implement a new Code of Practice for Special Educational Needs. The Special Educational Needs and Disability Act (2001) underpins the new Code and delivers a strengthened right to mainstream education for children with special educational needs. The Act has amended the Education Act 1996 and transformed the statutory framework for inclusion into a positive endorsement of inclusion. The Act seeks to enable more pupils who have special educational needs to be included successfully within mainstream education. This clearly signals that where parents want a mainstream education for their child everything possible should be done to provide it. Equally where parents want a special school place, their wishes should be listened to and taken into account. (From: Inclusive Schooling DfES 2001)


• Children with special educational needs should have their needs met
• The special educational needs of children will normally be met in mainstream schools or settings
• The views of the child should be sought and taken into account
• Parents have a vital role to play in supporting their child’s education
• Children with special educational needs should be offered full access to a broad, balanced and relevant education including the National Curriculum

Summary of the Assessment Stages.

School Action is characterized by the gathering of information:-
• Initial identification and registration of special needs by the class teacher
• Explanation of procedures to parents
• Parents’ views of their child’s progress are sought
• Child’s own views
• A record kept of the nature of the concern, the action taken, the targets set, and when progress will be reviewed.

Whatever course of action is pursued, this should be reviewed within a term and progress discussed with parents. If special help has not resulted in satisfactory progress after two terms the School Action Plus stage may be entered.

School Action Plus involves the support of specialists outside the school. In consultation with parents an Individual Education Plan (IEP) is drawn up which includes input from the support services.
A review will take place as and when appropriate and parents invited to attend.
If at the outcome of the review, the Headteacher considers referring the child to the LA for a statutory assessment there must be a range of written information and evidence to support the referral. It may be that a child is at School Action Plus Stage for several terms. The child may be given a Statement of Special Educational Needs by the LEA after consultation with all relevant parties including the school.

Chapter 2 of the Code of Practice: Working in Partnership with Parents.

Key Points:

2:2 Parents hold key information and have a critical role to play in their child's education. All parents of children with special educational needs should be treated as partners. They should be supported so as to be able and empowered to:-

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their children's education
- Have knowledge of their child's entitlement within the SEN framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision

2:16 All LEAs must make arrangements for parent partnership services. It is essential that parents are aware of parent partnership service so that they know where they can obtain the information and advice needed. LEAs must therefore inform parents, schools and others about the arrangements for the service and how they can access it. LEAs must also remind parents about the parent partnership service and the availability of disagreement resolution services at the time a proposed statement or amendment notice is issued.'


It is always the school's policy to work closely with parents at every Stage. Parents are encouraged to consult with their child's class teacher and/or the Special Needs Co-ordinator and/or the Headteacher if they so wish. The School's Special Needs Policy is available for inspection in the office.

**CHILD PROTECTION**

We are a caring school which puts welfare and child happiness highest on our agenda. The daily contact with children makes us well placed to observe outward signs of changes in behaviour, failure to develop or abuse.

Parents should be aware that where it appears to a member of staff that a child may have been abused, the school is required, as part of the Area Child Protection Procedures, to report their concerns immediately. The head works closely with the Education Welfare Officer and the Norfolk Area Child Protection Committee for your child's welfare. Use of the procedures in this way is an obligation placed upon the school by legislation and in no way infers that any parent/carer is being accused of any wrongdoing.
OUTSIDE AGENCIES

The school works hard with outside groups to help to improve the education and welfare of our children.

Health - We have regular contact with the School Nurse (Colman Health Centre 503827) and school doctor
- Yearly contact with the dentist
- Yearly year 6 weight monitoring

Behaviour - Support teacher (Anna Pearson)
- Educational Psychologist (Jan Blaker)

Learning - Learning Mentors and the Norwich Education Partnership

A Learning Mentor is able to offer many different packages of intervention. They target support around attainment, attendance and behaviour, which can be offered through pupil groups, one to one or parent groups. They work closely with school staff, parents and outside agencies to help each child achieve their full potential.

The Headteacher in agreement with the parents refers the child for a mentoring intervention. A package of work is carefully selected and planned. The children's work and progress is monitored and evaluated by the team half termly. Learning Mentors meet regularly with the class teacher and parents to discuss the children's progress and success. The Norwich Excellence Partnership supports our Learning Mentors through their training and supervision.

Educational Welfare - Attendance Officer who monitors pupil attendance and absence

We have further resources available to us as a school through the Norwich Excellence Partnership. Following discussions with parents, we are able to use the Inclusion and Exclusion Centres based on the Valley Primary School site and refer to other agencies as appropriate for additional help for children and families.

PASTORAL CARE

The Pastoral provision of the school is divided into two main parts:-

Pastoral Teaching, which is intended to help equip each pupil with the knowledge, skills, understanding, attitudes and values which will aid them to take a full and happy role in society.

This is given within teaching time to pupils in groups of various size.
Pastoral Care, which is the aid given to individual pupils through guidance, welfare, listening and other measures of support, which assist the pupil to cope with their personal circumstances.

Caring for pupils involves close liaison with their parents and sometimes requires the assistance of a range of back up services provided by outside agencies. At St. Michael’s we aim to ensure that all our children feel safe and secure in an environment that in its turn is safe and secure.