



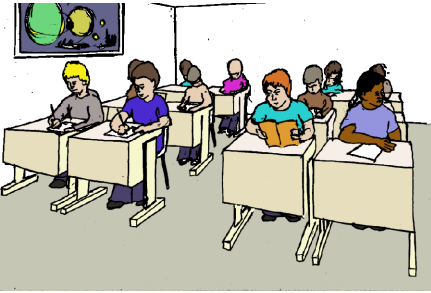
The Blake Church of England Primary School

How we will include pupils who find it harder to learn



Easy Read Summary of our policy for
Special Educational Needs

What are special educational needs? (SEN)

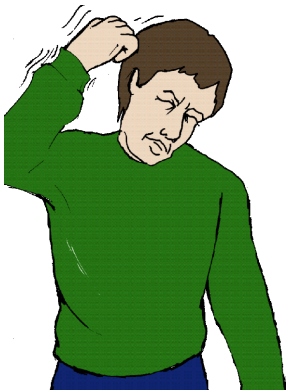


A pupil has special educational needs if it is harder for them to learn than other people of the same age.



This can be because:

- Their learning difficulty makes it hard for them to learn



- Their behaviour stops them learning



- Their disability makes it difficult for them to join in with or use everything in school.

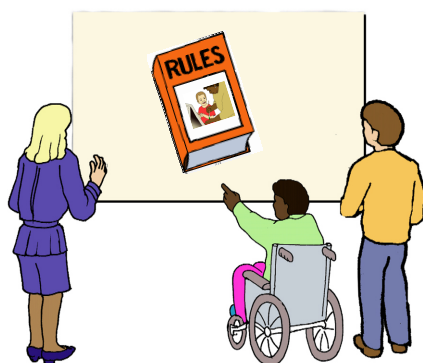


This is an EasyRead summary of our rules about how we give pupils with special educational needs:

- extra support



- or different support.



You can find the longer versions of all our rules and plans for working with pupils who need more support on the notice board by the school hall.



You can also ask for these at the school office.

What we want to do at the Blake School



We want every pupil at the school to have the same chances to:

- be included



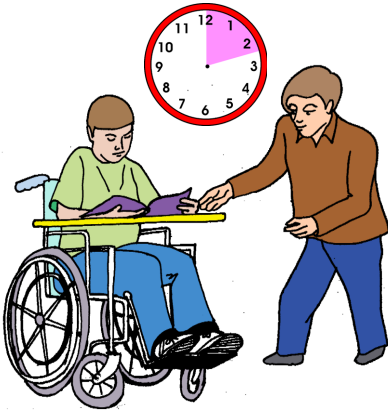
- take part



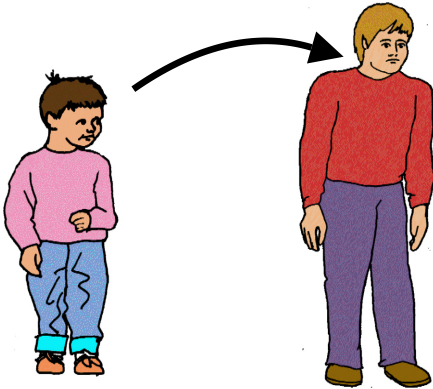
- learn as much as they can



- do as well as they can.



Some pupils will need extra support for a short time.



Others might need it for longer or for all the time they are at the school.



We need to plan to make sure every pupil gets the support they need to:

- be successful



- feel confident and know they can do things



- learn things that are useful and help them to move on to learn new things

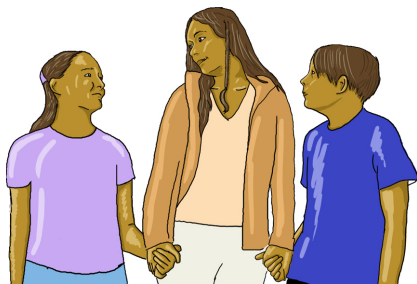


- have the chance to take part in all the different activities that happen in school



- know where they are doing well and where they need more support.

We will do this by:



- involving families in planning



- including and listening to pupils



- involving pupils and their families in review meetings to check how things are going



- working together with families and making sure they have good information about what their child is learning and how they are doing



- working with other services or people who know how to support pupils who find it harder to learn



- making sure we learn from what other people and schools are doing and that all our staff are well trained



- making sure that everyone in the school works well together to support pupils who find it harder to learn.

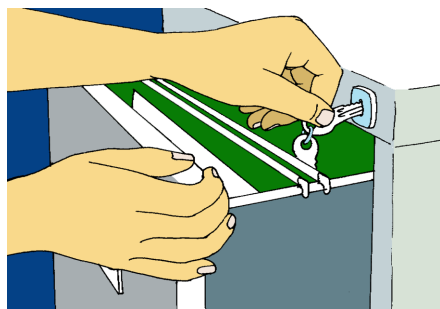
Who supports pupils?



Everyone in the school should work together to support pupils who find it harder to learn.



We share information so that we can all support pupils well and we check how things are going.



We keep good records of which pupils need extra or different support and how we are supporting them.



If the pupil moves to another class or a different school we share what we have found out about the support they need.

How different people support pupils who find it harder to learn



School Governors are the people who manage the school.



The law says that governors have to make sure pupils get the extra or different support they need.



They also have to check this is happening and tell parents what is going well and what needs to change.



The head teacher has to make sure all the staff are supporting pupils who find it harder to learn and check they are being included.



The special educational needs co-ordinator is the person who finds out which pupils need extra support.

They make sure everyone is working together to help them learn and be included.

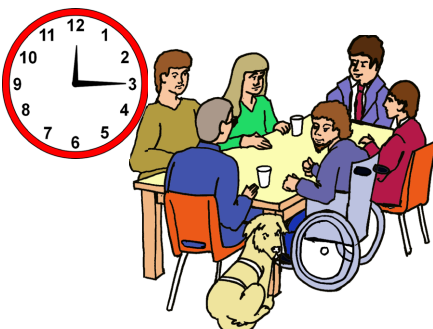


Class teachers support pupils in their class who find it harder to learn and tell their parents how things are going.

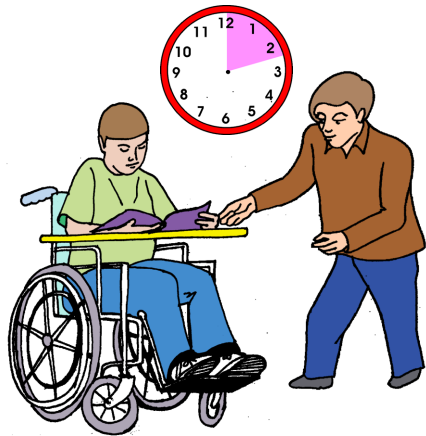


Teaching Assistants make sure pupils are included in the class and check they are learning the things they need to.

Teaching assistants also work with children in small groups or on a 1 to 1 basis.

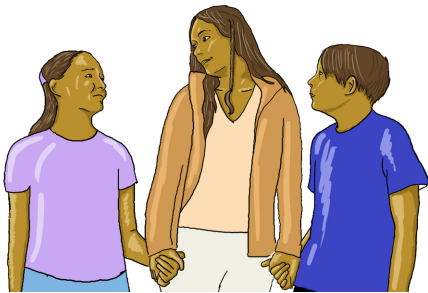


Lunchtime supervisors are told if pupils need extra or different support at lunchtimes.



We involve pupils as much as we can in deciding what they have to do and planning the support they need to do it.

Deciding who can come to the school



We will try to support all pupils whose parents want them to come to this school.

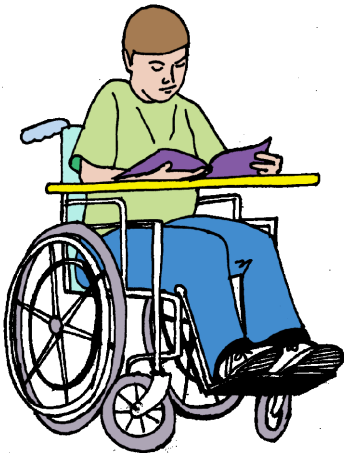


We will only say that they cannot come if we think it will stop other pupils learning properly and there is no way we can stop this happening.

How we will support pupils who find it harder to learn



All our teachers are well trained and know how to give pupils the extra or different support they need.



We teach pupils in the way that works best for them.



We make sure all staff and other pupils understand and support pupils who find it harder to learn.



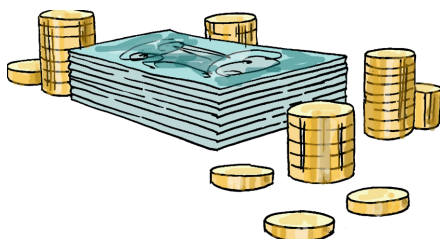
We support pupils to be as independent as possible.



We work with other people and organisations who can help us support pupils who find it harder to learn.

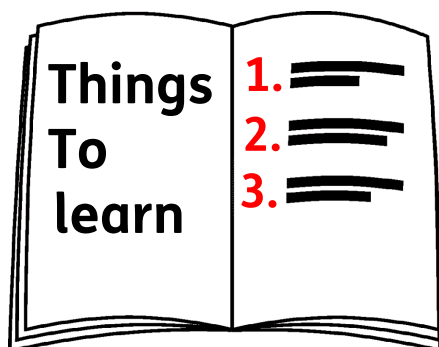


We have plans to make sure we are including all pupils properly and check these to make sure we are doing what we should.



We are given extra money to support pupils who find it harder to learn and we have to check that we are using this well to give pupils the support they need.

Making sure pupils get the right support



If we think a pupil is finding it harder to learn, we start by agreeing 3 things that we think they should be able to learn in about a year.



We check how things are going. If they are finding it difficult to do these things then we think about the extra or different support they might need.

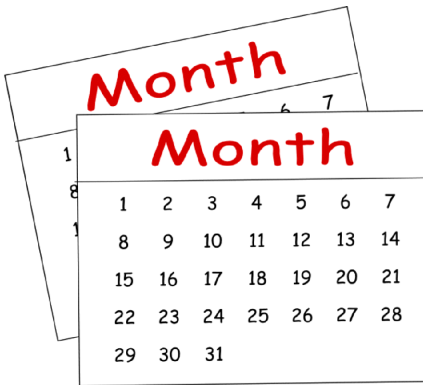


There are 3 different levels of support for pupils who find it harder to learn:



Level 1. School Action

The class teacher writes a personal learning plan for the pupil.



This is checked 3 times a year to see how things are going.

Level 2



If the pupil is still finding it difficult we move to level 2.



We always try to involve pupil's families in what is happening.



Level 2. School Action Plus

We involve people who are experts at working with pupils who find it difficult to learn.



They help us to find out why the pupil might be finding things difficult and help us write a personal learning plan for them.



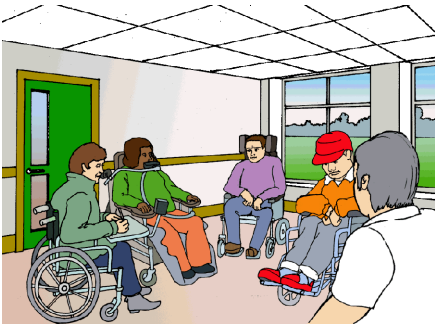
We always check with pupil's families before we involve people from outside the school.

Level 3. Statement.

Only a few pupils will need a Statement of Special Educational Needs.



This is a form that says they find it much harder to learn than other pupils of the same age and agrees the special help and support they will need.



Pupils who need extra or different support will be in a class with people who are the same age as them.



Staff will make sure they teach in ways that give everyone a chance to learn the things they need to.

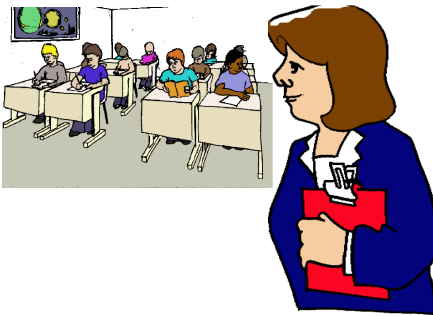
Sometimes a pupil may be taught outside of their year group if it is decided that it is in their best interests.

This decision will be made by the headteacher, parents and outside agencies.



Sometimes pupils will work 1 to 1 with a member of staff away from the rest of the class so that they have more time and support to learn.

Checking how well we are doing



These rules for supporting pupils who find it harder to learn are checked by:

- looking at how pupils are being supported in the classroom



- looking at how well they are doing in their work and in tests



- seeing if people are getting better at learning



- inspections from organisations who check how well schools are doing

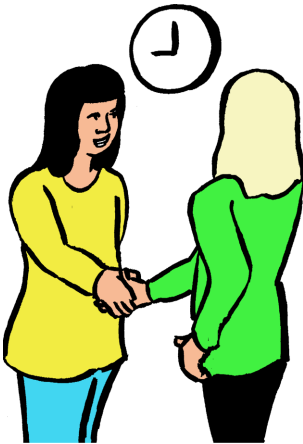


- meeting and talking to parents.

If you are not happy with what we are doing



If you are not happy with the way we are supporting someone who needs extra or different support, please speak to the class teacher or the special educational needs co-ordinator.



It is a good idea to make an appointment so you have time to talk this through properly.



If we cannot sort things out and you want to make a formal complaint, please contact the head teacher or a governor.



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