

Special Educational Needs Policy



Approved by the governing body on:-	
Signed (Chair of Governors)	
Review Date	Autumn 2020

The Special Educational Needs Policy is reviewed and updated as required on an annual basis.

This policy takes full regard of the SEND Code of Practice 2015

SENDCo ~ Mrs Hayley Adams, Fully Accredited with National SENCo Award

Governor responsible for SEN ~ Mr Jason Steel

Throughout this document, a learning difficulty is used to describe any developmental difficulty a child may have and not just in the context of academic subjects. Social interaction, emotional wellbeing, speech and language, physical difficulties, behavioural needs are all classed as a learning difficulty and therefore a special educational need as these will impact on their attainment and progress in school.

Beliefs and Values

We support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every pupil in our care and a safe and fully equipped learning environment which caters to the needs of every pupil as an individual. We are committed to inclusion in all aspects of school life.

Introduction

This policy outlines the nature and management of additional needs in our school.

This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

ALL teachers and teaching assistants are responsible for the progress of ALL children and should ensure that through careful differentiation and curriculum planning that the children's needs are being catered for and progress is being made.

The school takes a graduated approach to identifying needs and supporting ALL our pupils. Through careful ASSESSMENT, specific needs can be identified and PLANNED for, followed by SUPPORT OR INTERVENTION before REVIEWING the impact this has had.

Some children have barriers to learning that mean they need SEND provision and require particular action by the school. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

Children may need SEND provision either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with additional needs takes account of the type and extent of the difficulty experienced by the child.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not require SEND provision, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

Aims

All children, including those with physical disabilities and/or special educational needs, have an entitlement to receive a relevant, broad and balanced curriculum in ways that are appropriate to their needs:

- Motivating learning through interest and success and ensuring children receive high quality first wave teaching and learning experiences.
- Monitoring children's progress and identifying appropriate wave 2 and 3 intervention for those children identified through tracking as not making expected progress.
- Ensuring that children are given appropriate support in class or if they are withdrawn from class that they do not regularly miss the same activities in one curriculum area.
- Regular monitoring of support given and reviewing the impact of provision.
- Co-ordinating the roles and responsibilities of all, ensuring the voice of the child is heard.
- Ensuring the child and parents are fully informed of the child's targets are to enable them to play their part in supporting their child's education and ensure their opinions are taken into account and respected.

Objectives

Our objectives are to:

- Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents/carers, pupils, education, including feeder schools, and health and social care services as appropriate. Regular tracking of pupil data will also highlight areas of concern that might lead to a criteria led identification of SEND.
- Make appropriate provision to overcome all barriers to learning. Provision will be carefully monitored and regularly reviewed in order to ensure that individual targets are met and any gap is closed. Pupils are given the opportunity to develop, learn, participate and achieve the best possible outcomes irrespective of whether it is through reasonable adjustments for a disabled pupil or special educational provision for a pupil with SEND.
- Create a learning environment where pupils feel confident to voice their opinions in relation to their individual needs. This necessitates regular dialogue between pupils, their teachers and SENCO. Pupil voice and active participation will be encouraged at every opportunity.
- Work with parents/carers in effective partnership to gain a better understanding of their child, and fully involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress and sharing information regarding their child's provision.
- Work with specialist services when the pupils' needs cannot be met by the school alone. This provision will be carefully monitored and regularly reviewed in order to ensure that individual needs are being met and all pupils' needs are catered for. The following services will be involved as appropriate:
 - Education Psychology Service
 - Specialist Teaching Team (STT)
 - Speech and Language Service
 - Working Together Team
 - Specialist Outreach Services
 - Child and Adolescent Mental Health Services (CAMHS)
 - Health – Community Paediatrician and the School Nursing Team
 - Children's Services
 - Family Centre

Educational inclusion

We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different teaching strategies, approaches and experiences for learning;
- acquire, assimilate and communicate information at different rates;

Teachers and support staff respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- developing children's understanding through the use of their senses and varied experiences;
- planning for children's full participation in learning and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions and social interactions and to take part in learning.

Admissions Arrangements

Where parents wish to admit a child with a physical disability and/or SEN, in order to build secure home:school communication from the outset we ask that school is provided with all the known details.

Our admissions criteria does not discriminate against any student and we have due regard for the statutory requirements advocated in the SEND Code of Practice and in accordance with the national legislation. School will consider all applications from parents of children who have SEND.

The Nature of SEN

A child who is identified as having a 'significant difference' may be considered to have SEN.

This includes:

- a child with difficulties in communication and interaction
- a child with difficulties in cognition and learning
- a child with social, mental and emotional health difficulties
- a child with sensory and/or physical difficulties
- a child with behavioural/emotional difficulties
- a child with specific medical needs that can affect learning
- a gifted and able child
- a child with any combination of the above

Identifying Special Educational Needs

A pupil has SEND where their learning difficulty or disability calls for special educational provision should be matched to the pupils identified SEN. Pupil's SEN are generally thought of in the following broad areas of need and support:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

The identification of pupils SEN is built into the overall approach to monitoring their progress and development. The purpose of identification is to work out what action needs to be taken and not to fit a pupil into a category. We consider the needs of the whole child. Other circumstances may also impact on progress and attainment including such issues as health, welfare and attendance. A diagnosis of a need does not necessarily mean that a pupil has SEN and will require SEN provision. Pupils with behavioural needs, English as an Additional Language, slow progress or have low attainment may not necessarily have SEN. However, additional information and appropriate assessments may be carried out and strategies implemented accordingly.

Whenever possible, early identification of needs is made so that appropriate intervention can take place to address the area of need.

Children who have been identified as having SEN pre-school (through nursery or playgroup assessments or by health visitors etc) should be on the register on entry to school at Early Years Action, Early Years Action Plus, referral stage for statutory assessment or already having a statement.

SEN Response

There is a 'graduated approach' to SEN as detailed in the Special Educational Needs Code of Practice. Pupils, parents and teachers are involved during the process of assess ⇒ plan ⇒ do ⇒ review ⇒ assess ⇒ plan, and so on, which may ultimately reach the point of application for an Education Health Care Plan (previously known as a Statement).



SEN Provision

We all have a responsibility to work together for all the children in our care. In order to facilitate this there is a named SENCo who will support the class teacher.

The SENCo is responsible for:-

- a) The day to day operation of the school's SEN policy in line with the SEN Code of Practice.
- b) Liaising with and advising colleagues e.g. helping staff to write Pupil Profiles, contacting support agencies, passing on staff concerns at planning meetings with outside agencies.
- c) Overseeing the SEN records of all children with SEN
- d) Co-ordinating provision for children with SEN.
- e) Maintaining the school's SEN register and overseeing the records on all SEN children (updating the register each half term or term as appropriate)

- f) Contributing/organising/identifying/delivering in service training of staff
- g) Managing learning support assistants and liaising with the SEN teacher.
- h) Liaising with outside agencies through phone calls, letters, meetings and arranging meetings between these agencies and parents and children.
- i) Keeping parents fully informed of SEN provision, courses and conference dates and local and national initiatives which directly impact on SEN.
- j) Attending all Annual Review meetings and a minimum of one school action review meeting per year.
- k) Seeking and responding to parents views as applicable.

All teachers are teachers of children with special educational needs.

The class teacher is responsible for the initial identification of a child with SEN, informing parents and informing SENCo with an internal referral form.

A teacher will measure progress in a variety of ways to identify a child who is not making expected progress and is falling outside the normal classroom differentiation of eighteen months below or above the child's chronological age. A child should only require School Support if their needs cannot be met through 'normal' classroom differentiation or classroom practice. e.g. grouping by ability, differentiated work. The class teacher will discuss concerns with the parents and the SENCo and an initial meeting is arranged. The child will be consulted before the meeting.

At the first meeting, parents, class teacher and SENCo will attend. After consultation and with parent's permission, the child will be placed on the SEN register. The SENCo's role will be to inform parents verbally of the SEN process and provision in general. In addition, the SENCo may be able to provide parents with relevant literature eg parent partnership.

School will open an SEN file recording the child's needs, relevant information and ongoing record of all meetings/discussions etc regarding the child. The file is kept in a lockable office and only available to staff, parents and, with parents' permission, outside agencies.

SEN needs and provision at school and for parents will be discussed at the initial meeting, agreed and recorded as **School Support**.

A **School Support Plan** will outline the following:

- Short term targets set for and by the child, that are additional to and different from the differentiated curriculum plan
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed – a minimum of three times per year
- Achievement criteria
- Parent's/child's contributions

Where a child is shown to make very little or no progress the SENCo, in consultation with parents and class teacher, may seek the support of appropriate specialist outside agencies. Specialist agencies will assess the child and identify strategies to support the school and parent.

Outside agencies support the teacher and SENCo by assessing the child:

- a) Recommendation of actions/activities, working individually or in small groups; with SEN children and/or working with the children in the classroom.
- b) A termly review is held with all those involved invited to attend.

- c) Following a discussion of achievements a new Support Plan is drawn up or the existing plan adapted and continued.
- d) Year group teaching assistants will be timetabled to work with the child either individually or in a small group to work towards targets.
- e) In school, there are a variety of intervention programmes available to help children identified with a range of difficulties. The SENCo will advise staff and content of programmes and time allocation will be explained to parents at a review meeting.

School will always endeavour to work in partnership with parents to alleviate any worries or concerns held by the parents. However in the unlikely circumstances that parents withhold permission, then school has a duty of care to the child and can over-rule the parents and place the child on the SEN register.

If there are concerns about progress or if a child has complex needs the school and support agencies may recommend, in consultation with parents, a referral for statutory assessment.

Education Health Care Plan

The LA considers the need for statutory assessment based on the evidence and views provided by the school, parent and child. If the LA considers it appropriate then a multi-disciplinary assessment will be conducted so that an individual statement of needs can be written. The LA arranges, monitors and reviews the provision annually. In some cases additional funding will be provided to support the objectives set out in the plan. Schools can hold an Annual Review before a full year has elapsed if they feel the level of provision is not appropriate or if the child's needs change significantly.

Resource Allocation for Pupils with SEN

Staff:-

SEN co-ordinator time for administration, liaison, resource collection/ ordering, development and organisation of IEP's, review meetings, planning meetings etc.

Within the constraints of the budget, together with the availability of suitable staff, the school will endeavour to set up small intervention groups.(e.g. SALT groups, handwriting groups, over-learning, Toe by Toe, sentence building groups).

Teaching Assistants will, on a regular basis under the direction of the class teacher or SENCo, work with children towards achieving their targets.

Teaching assistants also work in all classes to support less able/more able children for a number of numeracy and literacy sessions.

Budget:-

This will be set annually to include the following:-

- staffing
- materials (resources, stationery, ICT programmes)
- in-service training
- outside agency support assessments (as applicable)

Facilities:-

- timetabling of spaces in school for withdrawal
- wheelchair access for both male and female toilets
- identified areas within classrooms (as applicable)

Partnerships in SEN

a) The SENCo will attend relevant courses and disseminate information to staff and the head teacher. When appropriate, INSET will be led by the SENCo.

- b) The SENCo has responsibility for making contact with and seeking the involvement of outside agencies such as LSS, EBSS, SALT, Occ. Therapy, Ed. Psych., SIS, Autism Outreach.
- c) The school through will actively pursue a partnership with parents of children with SEN. This will be achieved by regular contact formally and informally as outlined in this policy.
- d) Close links will be established whenever possible with secondary schools so that they are aware of the needs of the children transferring to their school.
- e) The school will maintain regular contact with other outside support agencies that may be involved with any children in school e.g Education Welfare, Social Services, Health
- f) To fully inform the Governors through written reports and attendance at meetings.
- g) To attend and lead TAC meetings.

The role of the governing body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as needing SEND provision. The governors ensure that all teachers are aware of the importance of providing for ALL children. The governing body ensures that parents or carers are notified of any decision by the school that SEN provision is to be made for their child.

The governing body has identified a governor to have specific oversight of the school's SEND provision. The headteacher ensures that all those who teach a pupil with an EHCP are aware of the nature of the statement.

The SEN governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

Working in Partnerships with Parents

A respectful and trusting partnership with parents/carers plays a key role in enabling pupils with SEND to achieve their potential. To this end, we recognise that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a pupil's needs and the best way of supporting them.

In line with the Code of Practice, parents are kept up to date with their child's progress through progress reports, parent's evenings, review meetings and written reports issued at specific times during the year. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

We can signpost parents to our Local Offer for further information. In addition, impartial advice and guidance is also available from the Local Authorities Family Service Directory which includes their Local Offer and the Information Advice and Support service.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend any meetings with external specialist services regarding their child.