

Special Educational Needs Policy



Approved by the governing body on:-	
Signed (Chair of Governors)	
Review Date	Autumn 2015

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

Special Educational Needs Coordinator ~ Mrs Hayley Adams

Governor responsible for SEN ~ Mrs Marion Parker

Aims and Responsibilities

All children, including those with physical disabilities and/or special educational needs, have an entitlement to receive a relevant, broad and balanced curriculum.

It is the shared responsibility of all staff to ensure that these children can access the curriculum in ways that are appropriate to their needs.

This can be achieved by

- i. Motivating learning through interest and success and ensuring children receive high quality first wave teaching and learning experiences.
- ii. Monitoring children's progress and identifying appropriate wave 2 and 3 intervention for those children identified through tracking as not making expected progress.
- iii. Ensuring that children are given appropriate support in class or if they are withdrawn from class that they do not regularly miss the same activities in one curriculum area.
- iv. Regular monitoring of support given and reviewing the impact of provision
- v. Co-ordinating support and class work
- vi. Ensuring the child and parents are fully informed of the child's targets are and ensure their opinions are taken into account and respected
- vii. Using expertise of staff both within school and liaising with outside agencies when appropriate.

Parents and carers will be fully informed and encouraged to work in partnership with the school so that the child's needs are successfully met and they are able to progress and achieve.

Admissions arrangements are the same for all children but, where parents wish to admit a child with a physical disability and/or SEN, parents should provide the school with all the known details.

It is the responsibility of the whole governing body and all staff to ensure children with SEN have a full and appropriate access to the curriculum and all aspects of school life.

Role of the SENCo

The SENCo is responsible for:-

- a) The day to day operation of the school's SEN policy.
- b) Liaising with and advising colleagues e.g. helping staff to write IEPs, 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 Statement review meetings. Attend a minimum of one SA+/SA review meeting per year
- k) Seeking and responding to parents views as applicable

The Nature of SEN

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

This includes:

- a) a child with learning difficulties
- b) a child with behavioural/emotional difficulties
- c) a child with specific physical difficulties
- d) a child with specific medical needs that can affect learning
- e) a gifted and able child
- f) a child with any combination of the above

Identification, Assessment and Provision for pupils with SEN

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).

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 be put on School Action 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 an **Individual Education Plan (IEP)**.

An IEP 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 IEP is drawn up or the existing IEP 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 IEP 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.

Statement of SEN ~ 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, Talking Time, 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 IEP 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 lead 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 CAF/TAC meetings