

Special Educational Needs Policy

SENCO: Mrs Faye Bunn.

SEN Intervention Co-ordinator and Dyslexia Support: Lisa Young and Cat Lloyd-Edwards.

1. Policy Aim.

The aim of this policy is to establish procedures for identifying and supporting pupils with SEN.

2. Definition of Specific Educational Needs.

Children have SEN if they have a learning difficulty which calls for specific educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age.
- have a disability which prevents or hinders them for making satisfactory progress in line with the majority of children of the same age.

Children must not be regarded as having a learning difficulty solely because the language or form of language used at home is different from the language in which they will be taught.

3. Specific Educational Needs Provision.

The school will have regard to the **Specific Educational Needs Code of Practice** (2014) when carrying out its duties toward all pupils with SEN.

Educational provision is that which is additional to, or otherwise different from, the educational provision made generally for children.

The school will ensure that parents are notified of a decision by the school that SEN provision should be made for their child. Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with specific educational needs will be treated as partners and supported to play an active and valued role in their children's education.

The school recognises that children with SEN often have a unique knowledge of their own needs and understand what sort of help they need to help them learn best. Children with SEN will therefore be encouraged (if it is appropriate) to participate in all the decision-making processes and to contribute to the assessment of their needs, the review and the school's transition processes.

The school will ensure that teachers in the school are able to identify those children who have SEN.

This school believes that wherever possible, children with SEN should be taught alongside and join in with the learning activities of their non-special needs peers (inclusion).

Where appropriate, the school will teach children with SEN within small groups or through individual tuition to equip them with any specific skills which will enable them to manage their SEN and achieve their academic potential.

4. Identifying Children with SEN.

Provision for children with specific educational needs is considered the responsibility of the school as a whole. The Governors, Principal, SENCO, Teachers and other members of staff all have responsibility for children with SEN.

At the heart of the work of every primary school is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and make progress within these arrangements. Those children whose overall attainments or attainment in specific areas falls significantly outside the expected range *may* have SEN. These children will be considered further by the school.

The identification of the SEN needs of children whose first language is not English requires particular care. The school will liaise with the Local Authority EAL service to ascertain if the problem is due to limitation in the child's command of language or arises from SEN.

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, staff may consult the SENCO to consider what else might be done. This consultation may lead to the conclusion that the child requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is evidence that current rates of progress are inadequate.

Adequate progress is defined in a number of ways. It might be progress which:

- closes an attainment gap between the child and their peers.
- prevents an attainment gap growing wider.
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.

- matches or betters the child's previous rate of progress.
- demonstrates an improvement in self-help, social or personal skills.
- demonstrates improvements in the child's behaviour.

5. School Support.

When a Class Teacher or the SENCO identifies a child with SEN, the Class Teacher will provide interventions which are additional to those provided as part of the school's usual differentiated curriculum.

This is called School Support.

The triggers for intervention through School Support will be concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities makes:

- little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- shows signs of difficulty in developing literacy or mathematics skills which results in poor attainment in some curriculum areas.
- presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- has communication and / or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The SENCO and the child's Class Teacher will decide on the action needed to help the child to progress in the light of earlier assessment. This may include:

- differentiated learning materials or special equipment.
- small group or individual support.
- staff INSET to introduce more effective strategies.
- access to Local Authority or independent support services.

In some cases, outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO may contact them if the parents agree.

The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken.

The child's Class Teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme.

Parents will always be part of this partnership, consulted and kept informed of the action taken to help their child and of the outcome of the action. Discussions about a child's SEN will form part of formal parents evenings and the report process. The class teacher and SENCO will be available throughout the year should there be any concern.

6. Individual Education Plans.

The strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP).

The IEP will include information about:

- short term targets set for the child.
- the teaching strategies to be used.
- the provision to be put in place.
- when the plan is to be reviewed.
- outcomes (to be recorded when IEP is reviewed).

The IEP will only record that which is additional to, or different from the differentiated curriculum and will focus on 3 or 4 individual targets that match the child's needs. Class Teachers will write the IEP's in consultation with parents and, where appropriate, the SENCO. This will most likely be regarding children who are at SEN Support or who have an Educational Health Care Plan (EHC) - see below.

A child's IEP's will be reviewed three times each school year at the end of the following terms:

- Christmas.
- Spring.
- Summer.

7. SEN support.

A request for support from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a review of the child's IEP.

This is called SEN support.

At SEN support, external support services will usually be contacted to see the child, so that they can advise teachers on fresh targets for IEPs along with accompanying strategies. They may also provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for SEN Support will be that, despite receiving individualised support under School Support, the child:

- continues to make little or no progress in specific areas over a long period.
- continues working at National Curriculum levels substantially below that expected of children of a similar age.
- continues to have difficulty in developing literacy and mathematics skills.
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme.
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service.
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When the school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly.

The resulting IEP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

8. Statutory Assessment for an Educational Health Care Plan.

Where a request for a statutory assessment is made by the school to the Local Authority, the child will have demonstrated significant cause for concern.

The Local Authority will need information about the child's progress over time, and will also need documentation in relation to the child's specific educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through School Support and SEN Support.

This information may include:

- IEPs for the child.
- records of regular reviews and their outcomes.
- the pupil's health including the child's medical history where relevant.
- National Curriculum levels attainments in literacy and mathematics.
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist.
- views of the parents and of the child.
- involvement of other professionals such as health, social services or education welfare services.

A child will be brought to the Local Authority's attention as possibly requiring a statutory assessment through a request by the school, from a parent or a referral by another agency. Where the evidence presented to the Local Authority suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists, and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the Local Authority will consider the case for a statutory assessment of the child's specific educational needs.

The Local Authority may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's specific educational needs is such as to require the Local Authority to determine the child's specific educational provision through an **Educational Health Care Plan (EHC)**.

An educational Health Care Plan (EHC) will include:

- the child's name, address and date of birth.
- details of all of the child's specific needs.
- identification of the specific educational provision necessary to meet the pupil's SEN.
- identification of the type and name of the school where the provision is to be made.
- relevant non-educational needs of the child.
- information on non-educational provision.

All children with Educational Health Care Plans (EHCs) will have short-term targets set for them which have been established after consultation with parents, child and include targets identified in the Educational Health Care Plan (EHC).

These targets will be set out in an IEP and will be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.

All Educational Health Care Plans must be reviewed at least annually with the parents, the pupil, the Local Authority, the school and the professionals involved invited, to consider whether any amendments need to be made to the description of the pupil's needs or to the specific educational provision specified in the Statement of SEN. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the review in Year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within similar time-scales to those of other parents.

9. The Role of the SENCO.

The Special Educational Needs Co-ordinator (SENCO) is responsible for:

- overseeing the day-to-day operation of the school's SEN policy.
- co-ordinating provision for children with SEN.
- liaising with and advising all staff.
- overseeing the records of all children with specific educational needs.
- contributing to the SEN training of staff.
- liaising with parents, external agencies including Local Authority support, educational psychology services, health and social services, and voluntary bodies.

10. Monitoring Procedures.

The school will use the following success indicators to identify that the needs of children with SEN are being met:

- Pupils with SEN will make good progress.
- IEPs are shared with parents and pupils, identifying focused targets for improvement.
- Educational Health Care Plan (EHCP) reviews will meet statutory requirements.

The school Governor with responsibility for SEN will report to the full Governing body each term.

Principal: Mrs Tania Sidney-Roberts

Approved: Governing Body March 2020
Policy Review Date: March 2021