

SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

September 2017

1 Introduction

- 1.1 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. A minority of children has particular learning and assessment requirements that could create barriers to learning.
- 1.2 These requirements are likely to arise as a consequence of a child having special educational needs. 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.
- 1.3 Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2 Aims and objectives

- 2.1 The aims of this policy are:
- to create an environment that meets the special educational needs of each child;
 - to ensure that the special educational needs of children are identified, assessed and provided for;
 - to make clear the expectations of all partners in the process;
 - to identify the roles and responsibilities of staff in providing for children's special educational needs;
 - to enable all children to have full access to all elements of the school curriculum.

3 Educational inclusion

- 3.1 Through appropriate curricular provision, we respect the fact that children:
- have different educational and behavioural needs and aspirations;
 - require different strategies for learning;
 - acquire, assimilate and communicate information at different rates;
 - need a range of different teaching approaches and experiences.
- 3.2 Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and 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, particularly trauma or stress, and to take part in learning.

4 Special educational needs

4.1 Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

4.2 Previously the 1981 and 1993 Education Acts have instructed schools to distinguish between the different stages of assessment, support and intervention, where this was school-based the term School Action was used on our Special Needs Register and where professionals outside of school were or had been involved, School Action Plus was used. The terms School Action and School Action Plus are no longer a requirement, however as a school we shall continue to use them in our records for the purpose of distinguishing between different levels of need and support.

4.3 In our school Ms Sue Stainton is the SENCo. The SENCo will:

- manage the day-to-day operation of the policy;
- co-ordinate the provision for and manage the responses to children's special needs;
- support and advise colleagues;
- maintain the school's SEN register;
- contribute to and manage the records of all children with special educational needs;
- manage the school-based assessment and complete the documentation required by outside agencies and the LA;
- act as the link with parents;
- maintain resources and a range of teaching materials to enable appropriate provision to be made;
- act as link with external agencies and other support agencies;
- monitor and evaluate the special educational needs provision;
- manage a range of resources, human and material, linked to children with special educational needs.

5 The role of the governing body

5.1 The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate.

5.2 The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governor assuming responsibility for special needs is Helen Tyson.

6 Allocation of resources

- 6.1 The SENCO/and Head Teacher are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.
- 6.2 The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.
- 6.3 The head teacher and the SENCO (when not the same person) meet regularly to agree on how to use funds directly related to special needs provision. The SENCO draws up the resources bid when the school is planning for the next school improvement plan.

7 Assessment

- 7.1 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- 7.2 The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices.
- 7.3 The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.
- 7.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- 7.5 The school uses a five stage model to respond to children's special educational needs:
- **Stage 1:** the class or subject teacher identifies and consults with the SENCO;
 - **Stage 2:** the SENCO takes the lead in gathering information and co-ordinating the provision in school; At this stage it may be necessary to make a referral for extra support to an outside agency using the Early Help documentation.
 - **Stage 3:** the teacher and the SENCO are supported by outside agency involvement;
 - **Stage 4:** the LA considers the need for statutory assessment and may order multi-disciplinary assessment;
 - **Stage 5:** the LA may issue a Education Health and Care Plan (EHCP).
- 7.6 The LA seeks a range of advice before creating an EHCP. The needs of the child are considered to be paramount in this.

8 Access to the curriculum

- 8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:
- understand the relevance and purpose of learning activities;
 - experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 8.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

8.3 Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs register have an IEP which is reviewed termly. This is written, implemented and reviewed by the class teacher with support from the SENCO.

8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

9 Partnership with parents

9.1 The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. Information about our School Offer for Special Educational Needs and links to the LA Local Offer will be available on our school website from the end of September 2014. Helen Tyson is the named governor who takes a special interest in special needs.

9.2 At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

9.3 Parents of all children, including those on our Special Needs Register, in our school are invited to attend either Open Mornings/Evenings or Parent Evenings each term. This is an opportunity to meet with Class Teachers, to share the progress of all children, celebrate their successes and address concerns. However if any parent wishes to discuss their child's progress at another point in the year an appointment can be made through the school office. In addition to this we inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. An appointment can be made with the SENCO at any time in the year to discuss concerns.

10 Monitoring and evaluation

10.1 The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

10.2 The Class Teachers draw up Individual Education Plans for children in consultation with SENCO and any other staff working with the pupil. Records are kept regarding progress towards targets by the member of staff working with the child. These IEP targets are regularly updated using these records. The information on the IEP and in the records is used to thoroughly review IEPs each term and help to set new targets. The SENCO and the head teacher hold regular meetings to review the work of the school in this area.

10.3 The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.

11 SEN Reform 2014

11.1 September 2014 will see the implementation of many reforms in the area of Special Educational Needs. These mainly aim to create a more joined up way of working between ourselves in the Education sector and our colleagues in Health and Social Care. There will be a three year period in which the LA will implement changes, such as the creation of Education, Health and Care Plans to replace Statements of Special Educational Needs and the increased involvement of parents in the assessment and decision making process. Other changes such as the production of a county Local Offer (detailing what the county provides to support those with SEN), the creation of a School Offer and the implementation of the Early Help referral forms, will take place more immediately. Our school is committed to working closely with the LA to ensure that these reforms take place smoothly and without disruption to the education of our pupils. We will actively seek out information about proposed changes and ensure that our staff are fully informed of any updates.

Review date: September 2019