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Special Educational Needs and Disabilities Policy

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Definition of Special Educational Needs (SEN)

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”

Special educational provision here means that, which is:

“Additional to, or different from, the educational provision made generally for others of the same age in schools”

See ‘Special Educational Needs and disabilities Code of Practice: 0 to 25 years’ (January 2015)

Our aims and values

We believe in providing every possible opportunity to educate and develop the full potential of all children. All children will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum (2014). All children are valued and their Growth Mind-set promoted. We work in close partnership with parents/carers who play an active and valued role in their child’s education. Our aim is that all children with Special Educational Needs and Disabilities (SEND) participate in activities compatible with the efficient education of other children and the efficient use of resources.

Objectives

Objectives of our policy are:

- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised;
- To include all children with Special Educational Needs as fully as possible in all aspects of school life;
- To work in close partnership with parents/carers of children who have special educational needs and ensure 'parent voice' is heard and valued;
- To encourage 'pupil voice' in making decisions about their own education;
- To continually monitor and review progress and provision for children with SEN in order to best adapt provision to meet the specific needs of the children in our school;

Roles and responsibilities - Governors' role

The governing body of a voluntary controlled school must:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs;
- Ensure that where the 'responsible person' – the Head teacher or the appropriate governor – has been informed by the Local Authority that a child has special educational needs, those needs are made known to all who are likely to teach them;
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;
- Ensure that parents/carers are fully involved in any decision that SEN provision is being considered for their child;
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs. Ensuring this is compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the other children in the class.
- Follow the guidelines set out in the Special Educational Needs Code of Practice (2015) when carrying out its duties toward all children with special educational needs;
- Consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- Have a written SEN policy containing the information as set out in the SEN Code of Practice (2015);
- Report to parents/carers on the implementation of the school's policy for children with special educational needs in the school's prospectus and on the school website; and

- In the school prospectus and the 'School offer' (available on the school's website) include the name of the Special Educational Needs Co-ordinator.

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEN policy;
- They are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed;
- SEN provision is an integral part of the School Improvement Plan and the school's self-evaluation process;
- The quality of SEN provision is continually monitored;
- The SEN policy is reported on in the school prospectus.

In addition as part of the Special Educational Needs and Disability Act (2001) new duties came into effect in September 2002. These state that the responsible body must take all steps not to discriminate against disabled children in their admissions arrangements, in the education, exclusion and associated services provided by the school for its pupils or in relation to exclusions from the school. They must also publish three year plans showing how they will increase access for disabled children to the curriculum, the physical environment of the school, and to written information in alternative formats (Accessibility Strategy –Access Plans). The Act says that a responsible body for the school discriminates against a disabled child if:

- For a reason relating to the child's disability, it treats him or her less favourably than it treats, or would treat, others to whom that reason does not apply, or would not apply;
- It cannot show that the particular treatment is justified.

SENCO's role

The school SENCO is Miss Louise Parsons who is responsible for co-ordinating the provision of special educational needs throughout the school. The SENCO has responsibility for:

- Day to day operation of the SEN policy;
- Providing advice to staff, supporting them and overseeing the completion by class teachers of My Support Plans;
- Working alongside staff to assist them in identifying, assessing and planning for children's Special Educational Needs where necessary to enable them to make progress;
- Overseeing and maintaining specific resources for special educational needs;
- Liaising with outside agencies;

- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff;
- Monitoring, evaluating and reporting on the provision for children with SEN to the governing body in conjunction with the SEN Governor;
- Co-ordinating the range of support available to children with special educational needs;
- In conjunction with the class teacher liaising with parents/carers of children with special educational needs.

Role of Class Teacher and Teaching Assistants as directed

- Adapt teaching approaches to reflect the range of needs within the class and involve parents at the earliest possible stage with any concerns.
- Keep notes of any meetings had with parents prior to the child being put on SEN register.
- Be aware of school's SEN Policy and use the SENCO referral form to identify need and provide evidence for SENCO.
- Use the GRSS document alongside the SENCO referral form to identify need and implement the Assess, Plan, Do, Review approach.
- Write and implement My Support Plans in consultation with all stakeholders and the SENCO where required. Ensure provision is put in place for the children.
- Complete Provision Maps for **all** children requiring additional support whether SEN Support or not.
- Make sure that recommendations from external agencies are put in place and added to relevant section of the child's My Support Plan.
- Complete impact assessments in Provision Maps at least x3 times per year. Reference identifiable evidence to support impact assessments. For example, **"Child X has made progress with formation of his name since using the Write from the Start materials. Please see writing in child's book dated **/**/**"**.
- Regularly review targets and outcomes from My Support Plans with child and parents at least 3 times a year.
- Clearly identify on planning: differentiation and additional support and/or resources for SEN children.

Arrangements for co-ordinating provision for children with SEN

The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in the life of the class. For some children it will be necessary for them to spend some time in small

group work for specific, timed activities related to the needs identified. This may be delivered by the teacher, teaching assistant, or SENCO and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. Pupils with SEN will be allocated provision which is recorded on their My Support Plan and Provision Map. This details interventions provided and outcomes sought.

Admission arrangements

Normal admission arrangements apply. The admissions policy is based on the agreed Wiltshire policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with a My Plan, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met. We will strive to provide education for all unless the inclusion of the young person would be incompatible with the efficient education of other children. Any variation to the above will need to be agreed by the full governing body.

Resources

Most of the resources used by children having special educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs, training and time allocated to SEN provision to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENCO/Head teacher.

Identification and assessment arrangements and review procedures

The school follows the guidance contained in the Special Educational Needs Code of Practice (2015).

Children's needs and requirements may fall within or across the broad areas of communication and interaction; cognition and learning; behavioural, social, emotional and mental health difficulties; sensory and/or physical needs. We recognise that Special Educational Needs are often complex and unique to each individual. We do not expect Special Educational needs to fall discretely into one of these and endeavour to adapt our provision to the specific needs of each child.

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches are differentiated and appropriate to meet the needs of the majority of the children in our school. However, where through careful identification (including initial use of the GRSS and the SENCO referral form) and assessment where we can determine if a child is not making adequate progress, the class teacher will consult the parent and the SENCO. Then, in conjunction with the child and parents/carers, we will review the strategies and approaches that are currently being used and the way these might be developed. If the review leads to the conclusion that the child has a Special Educational Need – needing

help additional to or different from that which is normally available within the class or school, we will help the child through the term 'SEN Support' and a My Support Plan will be created. Where an SEN is not identified but concerns about the child's progress remain, a record of this will be made through use of a 'concern' folder.

Concern

A 'concern' folder will be used for pupils whose progress and learning we are monitoring closely due to concerns regarding their progress or learning. These children may later be placed on the SEN register, if SEN is identified. The GRSS 'Quick checker' and SENCO referral form may also be completed for the child, to ascertain the area of need to be provided for. Parents will be informed at the earliest stage so concerns can be shared.

SEN Support

Following a review of the teaching and learning strategies or approaches it may be necessary to make provision which is additional to, or different from, that which is already provided for other children. The GRSS and SENCO referral form will inform the areas and level of the child's needs and choice of strategies or approaches. It may be that the child: -

- Makes little or no progress even when teaching approaches are targeted to their particular needs;
- Shows signs of difficulty in developing skills in literacy or mathematics;
- Shows persistent signs of emotional or behavioural difficulties, which are not addressed through the behaviour and discipline approaches used in school;
- Has physical or sensory problems and despite specialist equipment being provided still makes little or no progress;
- Has communication and/or interaction difficulties which lead to them making little or no progress.

We will have open and honest discussions with parents/carers, and in some cases, outside agencies, who may be involved with the child. When we have all the available information, we will consider with the parents/carers and the child, the next strategy for action. This may mean that the child is identified as having a Special Educational Need and then added to our SEN register.

At this stage a My Support Plan will be completed with the parents and the child and any other stakeholders involved with the child's education. A My Support Plan includes:

- The child's strengths and weaknesses through a One Page Profile
- The date the My Support Plan was started
- The names of staff and/or outside agencies involved with the targets
- Short-term targets; (S.M.A.R.T. Specific, Measurable, Achievable, Realistic, Timed)

- The teaching strategies;
- What outcomes and provision we will make;
- When we will monitor and review the plan;
- How we will judge progress (success criteria) including the outcomes;
- Any outcomes after a review; and
- The signature and comment from both the child and parent

All My Support Plans will be reviewed at least three times a year and targets are discussed at parents/carers' evenings and/or individual appointments. Targets are changed or amended when suitable following discussion with all parties involved with the child's education.

Where, despite all of our best efforts, the child still continues to make little or no progress in relation to the targets set, or is working at National Curriculum levels significantly below those of his/her peers external support services may be contacted.

External support may be provided by the LA or other appropriate external agencies such as the Health Authority. We will seek advice on fresh targets and strategies, or more specialist assessments that can help us with our planning. A My Support Plan will be written to reflect these new targets after consultation with these agencies, parents/carers, the child and the SENCO and class teacher. We will ensure that parental consent is sought before any outside agencies are involved.

Where, despite all of our best endeavours, the child still makes little or no progress in the areas targeted, we will discuss with the parents/carers and child the need for either of us to approach the Local Authority to request a statutory assessment. This may or may not result in the LA issuing a statutory 'My Plan' (formally called a statement of special educational needs). Where a child has a statutory 'My Plan' of special educational needs we will carry out an annual review which parents/carers, child, outside agencies, SENCO and other staff as appropriate, will be invited to attend.

Criteria for evaluating the success of our policy

The policy will be evaluated against the objectives stated on page one by:

- An analysis of all teachers' planning by the subject co-ordinator ensuring that a differentiated approach is taken and that the learning objectives are suitably delivered for each individual child. Feedback will be given to teachers by the subject co-ordinator following planning checks.
- Parents/carers are involved fully with individual targets set with children by discussing, receiving and having their views recorded.
- Regular review of provision and need.
- Analysis of SEN data.

Success criteria will be: -

- All planning is differentiated to provide for the needs of SEN children.
- All My Support Plans include signatures and written/recorded comments from parents/carers and children, and where necessary outside agency involvement.
- The SENCO reviews provision for SEN children through book and planning scrutiny alongside class drop-ins and attendance at some My Support Plan reviews.
- SEN data is analysed through discussion between the SENCO and The Senior Leadership Team following each assessment point (3 times a year) and additional provision adapted as appropriate.

Complaints procedure

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCO and/or Head teacher. Should the matter still be unresolved the parents/carers should contact the 'SEN Governor' on the governing body. This is currently Mrs Anne Rees. If the complaint remains unresolved then the Chair of Governors should be contacted.

Continuing Professional Development (CPD)

Through the monitoring and evaluating of our provision the SENCO, with the Senior Leadership Team will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives. Staff who attend further courses will feedback on courses attended through staff meetings. The effectiveness of such professional development will be monitored and evaluated by the SENCO in conjunction with the SLT, and information will be provided during the annual evaluation of the school's overall SEN provision.

Links and Use of outside agencies

Close links are maintained with the Local Authority support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENCO will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the Local Education Team including the Educational Psychologist, SEND team, Physical and Sensory Impairment Support Service team, Speech and Language, Behaviour Support, School Nurses etc. Any or all of these agencies may be involved in the Provision Map and/ or construction, delivery or review of targets set in children's My Support Plans in order to ensure children's outcomes are met.

Partnership with parents/carers/children

Parents/carers are important partners in the effective working relationship with the school in improving the outcomes of their children. They should be fully involved in the identification, assessment and decision-making process for their child. Parents/carers' contribution to their child's education is valued highly by the staff of the school. All stakeholders are encouraged to involve the child in the My Support Plan also. This may involve inviting the child to part or all of the meetings.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. In this school, we encourage children to participate in their learning. We encourage them to have a voice in deciding the priorities for our School Improvement Plan through the school council. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEN this includes discussing the strategies for their success and being central to their My Support Plan or My Plan, where appropriate.

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings and School Start where necessary. Children are invited to visit us for induction visits in the term before they start school. If necessary the school liaises with other agencies at this stage. Children with SEN who transfer from other schools are supported through their induction to the school by the class teacher, SENCO and the Head teacher to ensure that they have a smooth transition.

Liaison from Year 6 to Year 7 ensures a smooth transition. Staff from Secondary Schools usually visit us and specialist staff from the Learning Support Faculty also maintain close liaison which continues into Year 7.

Date for review: September 2020

This policy will be reviewed annually and reported on in the school prospectus and website. Any amendments will be made if required.

Signed: _____ (Chair)

Signed: _____ (Head teacher)

Date: _____

