

South Otterington Church of England Primary School

Special Educational Needs (SEN) Policy – Spring 2015

Introduction

Under the 1993 Education Act children are considered to have special educational needs if they have significantly greater difficulty in learning than other children of the same age. Children's learning difficulties show themselves in a variety of ways. Some are temporary, others more permanent. They may be mild, requiring minimal support, but others may be serious, requiring more long-term intervention and greater support.

In this policy we detail how we aim to make provision for all such children at South Otterington Church of England Primary School

Aims and objectives

- 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.

Educational inclusion

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.

Teachers respond to children's needs by:

- providing support for children who need additional support to help them reach their full potential
- providing quality first teaching to meet the differentiated needs of all children;
- 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.

Support staff assist teachers to respond to children's needs by:

- sharing in the assessment of needs and planning of objectives
- carrying out differentiated activities or programmes of work, with small groups or individuals, as specified by the teacher
- using suitably modified resources or activities to help meet specific objectives

Roles and responsibilities

The Headteacher and Governing Body determine the school's general policy and resources allocation. The teaching staff are responsible for meeting SEN in their own class and liaise with the SENCO, who co-ordinates SEN within the school. The SENCO in turn keeps the Headteacher and Governing Body fully aware of SEN issues. In this school the appointed SENCO is Mrs A Bell.

The Special Educational Needs Co-ordinator (SENCO):

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises teachers and support staff;
- maintains the school's SEN register;
- contributes to and manages the records of all children with special educational needs;
- manages the school-based assessment and completes the documentation required by outside agencies and the LA;
- acts as link with external agencies and other support agencies;
- acts as the link with parents;
- maintains resources and a range of teaching materials to enable appropriate provision to be made
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, linked to children with special educational needs.

The role of the Governing Body

Working within available resources 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. 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.

Allocation of resources

The Headteacher is 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. The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Headteacher and the SENCO agree on how to use funds directly related to needs and they draw up a resources bid to feed into the school improvement plan.

Assessment

Early identification of special educational needs is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and attempt to enlist their active help and participation.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices.

The SENCO works closely with parents and teachers and outside support agencies to plan an appropriate programme of intervention and support.

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.

The school uses a two stage model to respond to children's special educational needs:

Placing children on the school's register of Special Education Needs.

- Children whose prior attainment (Baseline) is low enough to cause serious concern will be recorded as having low prior attainment and noted as Early Years Concern/School Concern. Their progress in the Early Years will be closely monitored. Where provision may need to be made for them, which is additional to and different from that which is made for all pupils.
- Where, after discussion with relevant staff, parents/carers, outside agencies and the child as appropriate, it is decided that additional provision is required, the child will be given an individual provision map and inclusion passport drawn up by the class teacher in liaison with the SENCO, the parents/carers and where appropriate the child.
- The SENCO will maintain a record of children whose prior and current attainment gives cause for concern but whose needs are met within the school's differentiated curriculum planning. The progress of these children will be closely monitored. Quality first, differentiated planning, record keeping including children's profiles and portfolios will demonstrate children's progress and value added.

- If the needs of the child cannot be met by the school alone and there is a need for intervention from other agencies such as health or social care then the SENCO will coordinate with these agencies to create an Education and Health Care Plan for the child.

When a child is identified as having SEN the Class Teacher and SENCO will:

- Ensure that parents are kept informed from the start of any SEN provision and notify any changes.
- Use information arising from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child.
- Use the curricular and baseline assessment process to allow the child to show what they know, understand and can do and celebrate their strengths, as well as to identify any learning difficulties.
- Ensure that ongoing observation and assessment provide regular feedback to teachers and parents/carers about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning.
- Where appropriate try and involve parents in developing and implementing a joint learning approach at home and in school.

The triggers for intervention could be the teacher's or others' 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 mathematical skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties, which are not met by the behavioural 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.

When a class teacher or the SENCO identifies a child with SEN the class teacher should provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum.

If after suitable provision has been made and reviewed, **adequate progress** is not observed the SENCO would consider seeking advice and support from outside agencies.

This is characterised by greater involvement of external agencies e.g. Extended Mainstream Schools team.

Where schools seek 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. They can then advise on new and appropriate targets for the child's Inclusion Passport and on accompanying strategies. The targets set may require specialist assessment arrangements to measure the child's progress. If so, outside specialists, for example educational psychologists may be required for this. The SENCO will liaise with the educational psychologist making sure that the Child Psychology Service gives appropriate advice and support to both parents and colleagues.

The SENCO, class teacher, and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. In some instances improved management or alternative arrangements based on advice from health professionals may considerably reduce the child's special educational needs.

The resulting new Inclusion Passport for the child should set out fresh strategies for supporting the child's progress. Although developed with the help of outside specialists, the strategies specified in the Inclusion Passport should usually be implemented, at least in part and if appropriate, in the normal classroom setting. The delivery of the interventions recorded in the Inclusion Passport continues to be the responsibility of the class teacher.

If the SENCO and the external specialist consider that the information gathered about the child is insufficient, and that more detailed advice must be obtained from other outside professionals, then the consent of the child's parents must be sought.

The LA works with the school in seeking a range of advice before making a formal statement. The needs of the child are considered to be paramount in this.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

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.

Inclusion Passports and Provision Maps, 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.

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 for all, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Physical access

The school is on one level throughout. Corridors are wide and general access for physically disabled pupils is very good.

Partnership with parents

The school website contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a special interest in special needs and is willing to talk to parents.

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.

We have regular meetings to share the progress of special needs children with their parents. 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.

Monitoring and evaluation

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.

The SENCO is involved in supporting teachers involved in drawing up Individual Education Plans for children.

The Headteacher and SENCO regularly review the work of the school in this area. The named governor with responsibility for special needs is kept informed of developments.

The Governing Body reviews implementation of the policy annually and considers any amendments in light of SENCo reports and annual review findings.

A. Bell is the named SENCO

The Designated Governor is Mrs Caroline Potter