

# **SEN POLICY**

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Approved by: Governing Body

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Date of next review: Autumn term 2017

## **OVERVIEW**

This policy complies with the statutory guidance given in **the SEND Code of Practice September 14**  
It has been written with reference to the following guidance and documents

- Equality Act 2010
- SEND Code of Practice 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Accessibility Plan

This Policy was created by the school's SENCO in liaison with the SEND Governor and the Senior Leadership Team.

The person coordinating provision of education for pupils with SEN is David Curran

## **INCLUSION STATEMENT**

We believe that all children who attend our school should be able to access a stimulating learning environment and high quality teaching so that they can achieve their full potential. We recognise that it is the responsibility of all teachers in the school to identify and provide for those pupils who have special educational needs. We are committed to a whole school approach to special educational needs and disability. We ensure that parents and carers are involved in deciding whether a child or young person should be placed on the SEN register and that they are notified of a decision by the school that SEN provision is being made for their child. We believe that partnership and engagement with parents and carers plays a fundamental role in enabling children with SEN to achieve their potential. Therefore, we encourage parents and carers to play an active and valued role in their children's education. In addition, we recognise that children with special educational needs are often aware of their own needs and their views about the types of support they need are also respected. Therefore, we encourage pupils to participate in decision making processes and contribute to the assessment of their needs, reviews and transition processes.

## **AIMS AND OBJECTIVES**

The purpose of our approach to SEN is to raise the aspirations of and expectations for all pupils with SEN. Our school provides a focus on outcomes for children rather than hours of provision/support.

The objectives of SEN practice at Evington Valley Primary are:

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEN Code of Practice 2014
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator who will work according to the SEN Policy
- To provide support and advice for all staff working with pupils with SEND
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To work towards inclusion in partnership with other agencies and schools

## **Partnership with Parents and Carers**

The school aims to work in partnership with parents and carers to achieve these aims. We do so by:

- Working effectively with all other agencies supporting children and their parents or carers
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Listening to parents points of view and acting appropriately
- Focusing on the child's strengths as well as the child's areas of additional need
- Making parents and carers aware of the Parent Partnership Services. This information can be obtained from the SENCO and a link can be found on our school website under –Parents-School SEN Offer
- Providing all information in an accessible way

## **Involvement of Pupils**

We recognise that all pupils' have the right to be involved in making decisions and exercising choice (SEN Code of Practice, 2014). All pupils are involved in monitoring and reviewing their progress by including pupils in:

- Identifying their own needs and learning (self-assessment)

- Reviewing their own progress and setting new targets for themselves
- Attending review meetings to share their progress with adults who support them

We ensure that pupil perceptions of the support and progress are included in monitoring and evaluation procedures.

### **MANAGEMENT OF SEN WITHIN SCHOOL**

Every teacher is a teacher of every child or young person including those with SEN. All teachers are aware of their responsibilities towards pupils with SEN.

The SENCO is responsible for:

- Overseeing the day to day operation of this policy.
- Co-ordinating assessment and provision for children with special educational needs.
- Liaising with and advising teachers.
- Supporting Teaching Assistants
- Overseeing the records of children with SEN.
- Liaising with parents and carers of children with SEN (in conjunction with class teachers).
- Contributing to the in -service training of staff.
- Liaising with external agencies including the LEAs support and Educational Psychology Services, Health and Social Services and voluntary bodies.

The SENCO is responsible for reporting to the Head and the Governors with responsibility for SEND on the day to day management of SEN policy. The name of the Governor with responsibility for SEND is Richard Curtis. Meetings between the SENCO and the SEND Governor take place on a termly basis. The role of the Governor is specified in the revised Code of Practice.

### **Admission Arrangements**

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. The LEA determines admission, having regard to parental preference and in consultation with our governing body.

### **Identification and Assessment**

We believe that pupil's needs should be identified and met as early as possible. These needs are divided into the following areas.

- Cognition and learning
- Language and communication difficulties
- Sensory
- Social and mental health issues

Consideration when identifying children with special educational needs includes:

- Some children may be working below age expected levels in Literacy and/or Numeracy which would indicate extra support may be needed. Some children may have specific learning difficulties e.g. dyslexia. Children may also have low scores on standardized tests e.g. reading/spelling age. It is important to remember that slow progress and low attainment does not necessarily mean that a child has special educational needs. However, it may be an indicator of a range of learning difficulties or disabilities. Equally it should not be assumed that attainment in line with age expected levels means that there is no learning difficulty or disability
- Information passed from a child's previous school may indicate that a child is already identified as having a special educational need
- Reports received from e.g. doctors, Educational Psychologists, Special Needs Teaching Service, speech and language therapists may recommend specific support.
- We always take into account information given by parents and carers
- We listen to concerns expressed by the child.

Teachers will fill in an Early Monitoring Sheet for any child they are worried about which will be discussed with parents and the Special Educational Needs Coordinator. Appropriate next steps for the child will be planned for and parents are actively encouraged to be involved in the decision making process. After a period of Assess, Plan, Do, Review a decision may be made to place the child or young person on the SEN register under the category of SEN Support.

We also consider what is not a special educational need but may have an impact on progress and attainment

- Disability (the SEN Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

## **A GRADUATED APPROACH TO SEN SUPPORT**

There is a single category of need called SEN Support. The provision for pupils is related specifically to their needs. Individual targets and the provision map record a graduated response to individual need.

If we decide to place a child on the SEN register, our criteria for entering a pupil on the register will include the following considerations:

- Teachers have made reasonable adjustments to the curriculum to meet individual needs. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may not have SEN. We believe that additional intervention and support cannot compensate for a lack of good quality teaching
- Where necessary, teachers will be given support with strategies to identify and support vulnerable pupils
- Class teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. It will include high quality and accurate formative assessment, using effective tools and early assessment materials
- For higher levels of need the school will draw on more specialised assessments from external agencies and professionals including-

- Educational Psychologist
- Complex Learning, Communication and Interaction Support Service (also Early Years Special Needs Teaching Service)
- Social, Emotional and Mental Health Support Team
- Education Welfare Officer
- Visual / Hearing Support
- Speech and Language Therapy
- Medical professionals including CAMHS
- School Nurse
- Social Care and Safeguarding
- Family Support Worker
- ADHD Solutions/Nurse

Individual targets and provision maps identify need, provide ways in which to remove key barriers to learning effectively and have clear targets to be achieved within an agreed time frame. The level of provision is based on need. The class teacher holds the responsibility for evidencing progress. The teacher, with the support of the SENCO, will keep the targets/provision up- to- date. Targets are reviewed at least termly with parents and carers. Information about progress towards outcomes will also be discussed at pupil progress meetings and actions or adjustments will be put into place where appropriate.

Sometimes we will need external support to fully meet the needs of the pupils. This will be apparent if a child still appears to have significant needs or difficulties despite receiving effective, evidence based interventions. If this is the case we request support from specialist services. Parents will always be informed if this is going to happen. If we identify that additional funding and support are needed from the Local Authority High Needs Block we will submit evidence including, interventions or support already being given and progress made along with recommendations from outside agencies which have been put into place. Parents and carers will always be informed if this is intended.

If a child or young person continues to have significant and enduring needs an Education, Health and Care (EHC) plan may be appropriate. A case will be put forward to the Local Authority and a decision making process will begin with the full involvement of parents, carers and the child. It will include long and short term agreed outcomes for the child or young person along with planned support, provision and outside agency involvement. The plan will be reviewed annually.

#### **CRITERIA FOR EXITING THE SEN REGISTER**

Pupils will be removed from the SEN register if they no longer require individualised support in order to make good progress

#### **SUPPORTING PUPILS AND FAMILIES**

Parents of children or young people with special educational needs can refer to the Local Authority Local Offer (see link on School Website) as well as **SEN Information Report** on our website which gives advice and information regarding services and provision

- Our Welfare officer, Yasmin Sarang, is available to offer advice and support to families- please see school website under School SEN Offer for a link to ways in which our she can help
- We support all children with transition from class to class, across key stages and to another school including secondary school

### **SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS**

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010
- Some children or young people with medical conditions may also have special educational needs and may have a statement or, Education, Health and Care (EHC) Plan. This brings together health and social care needs, as well as their special educational provision
- Please see the schools **Policy For Supporting Children With Medical Conditions**- this can be found on the school website under Policies

### **MONITORING AND EVALUATING OF SEND**

#### **Monitoring**

We set targets for monitoring and evaluating the effectiveness of the SEN policy. The actions to meet these targets are identified in the SEN action plan.

We aim to:

- Reduce the numbers of children on the register
- Achieve the minimum expected progress for all pupils
- Ensure that all pupils in intervention programmes make at least twice the normal rate of progress

We monitor the effectiveness of SEN provision in three areas:

- Curriculum provision (Subject Leader and Curriculum Co-ordinator)
- Individual pupil progress (SENCO, Assessment Co-ordinator and Subject Leader)
- SEN procedures and practice (SENCO)

Monitoring of curriculum provision includes:

- Classroom observation
- Work sampling
- Scrutiny of planning
- Informal feedback from all staff
- Pupil interviews
- Monitoring of individual pupil progress includes:
  - Scrutiny of whole school data
  - Sampling individual pupil work
  - Analysis of assessment data relating to individual pupils
  - Scrutiny of targets

- Pupil review meetings and records of review meetings
- Pupil interviews
- Monitoring of implementation of SEN procedures includes;
- Analysis of assessment data and pupil tracking (including p scales)
- Register analysis
- Parent questionnaires
- Staff questionnaires
- Classroom and intervention observations relating to the effectiveness of support staff and SEN staff

## **Evaluation**

To evaluate the effectiveness of this policy and the provision made for pupils with SEN, we have identified the following success criteria: (these are related to the monitoring areas above)

- Evaluation of curriculum provision:
  - Planning shows differentiation and specified roles of support staff
  - There is clear differentiation of learning opportunities in the classroom so that pupils with SEN are given suitable learning tasks to meet their needs
  - Work sampling shows curriculum continuity and progression in learning
  - Teachers feel supported in meeting the needs of individual pupils
  - Pupils can identify what they are learning

Evaluation of individual progress:

- Pupils with SEN make good progress in comparison with other pupil groups
- Samples of pupil work show progression over time
- Data recording individual progress is analysed and shows progression
- Targets are SMART, relevant and reviewed regularly
- Targets are shared with pupils
- There is progress towards targets
- Pupils are actively involved in review meetings and target setting

Evaluation of SEN procedures:

- Pupil tracking systems are in place and include procedures for tracking pupils when progress may be 'out of step' with peers
- Assessment data is analysed and used to inform provision
- The SEN register is reviewed termly
- The register is audited and analysed and any appropriate action taken
- All parents are informed of their child's special educational needs and targets
- Parents express satisfaction with the provision made and support given
- Staff feel they have sufficient information and support
- SEN files are up to date and accessible
- The SENCO has regular meetings with the Governor with responsibility for SEN
- All Support staff have clear roles and are effective in supporting pupil learning
- All support staff are appraised and receive regular training
- Resources are used effectively
- Analysis of provision mapping shows appropriate actions to meet individual needs

## **TRAINING AND RESOURCES**

### **Training**

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all the staff are encouraged to undertake training and development
- Training needs of staff are identified through our school's self-evaluation process. Performance management reviews support the identification of areas of development
- Individual training can be found in Personal Professional Development files (kept in Head Teacher's room)

Staff have a range of training and expertise including:

- Makaton.
  - Autism
  - Downs Syndrome
  - Dyslexia
  - Team Teach
  - Interaction Play
  - Fun Time
  - Speech and Language
  - Better Reading/Writing Partners
  - Inference
  - Let's Talk
  - First Class at Number
  - Speed Up
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- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils
  - The school's SENCO regularly attends the Local Authorities SENCO network meetings in order to keep up to date with local and national updates in SEND

### **Resources**

The provision for SEN is supported by an allocation from the school budget for resources (Materials and Staff)

The principle informing Special Education Needs resource deployment is one of ensuring access to the curriculum and therefore takes account of individual needs and implementing the SEN policy.

We aim to continually improve the resources within our school for the children with special educational needs and continue to develop training for support staff so that they can effectively carry out intervention programmes as well as providing support in the classroom.

### **ACCESSIBILITY**

We actively seek ways to overcome barriers to learning including increasing and promoting access for disabled pupils to the school curriculum, after school clubs and trips as well as improving the physical environment of the school

Please see the school's **Accessibility Plan** - found on the school website under –Parents-School SEN Offer.

## **DEALING WITH COMPLAINTS**

Parents and carers of children with special educational needs are encouraged to discuss any problems or concerns with school. These should be raised initially with the pupil's class teacher. Most problems can be resolved in this way. If this does not happen, parents may raise concerns with the SENCO, followed by the head teacher. If necessary parents may contact the governors and, if still dissatisfied, may take their concerns to the LEA.

Suitable facilities for meetings can be arranged for parents with disabilities.

## **REVIEWING THE POLICY**

This policy will be reviewed yearly by David Curran –SENCO in consultation with all other stakeholders

This Policy was last reviewed and amended in Sept 2014