



Special Educational Needs (SEN) Policy

Reviewed by staff: Summer Term 2017

Approved by Governors:

Next Review Date:

**Small amendments to be clarified and amended before final approval by Governors
Spring 2018**

Introduction

This policy is written in accordance with the 2011 Education Act, the Special Educational Needs Code of Practice 2015, Inclusive Schooling 2001, and the Special Educational Needs and Disability Act 2001.

What are special educational needs?

Children and young people with SEN all have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. These children and young people may need extra or different help from that given to others.

If your child's first language is not English, does that mean they have a learning difficulty? The law says that children and young people do not have learning difficulties just because their first language is not English, although, of course, some of these children and young people may have learning difficulties as well.

Many children and young people will have SEN of some kind at some time during their education. Early Years providers (for example, nurseries or childminders), mainstream schools, colleges and other organisations can help most children and young people succeed with some changes to their practice or additional support. But some children and young people will need extra help for some or all of their time in education and training.

Children and young people with SEN may need extra help because of a range of needs. Paragraphs 6.27 – 6.35 of the 0-25 SEND Code of Practice set out four areas of SEN:

Communicating and interacting – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

Cognition and learning – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

Social, emotional and mental health difficulties – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing.

Sensory and/or physical needs – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Some children and young people may have SEN that covers more than one of these areas.

[\(https://www.sendirect.org.uk/information/i-need-information-on/my-childs-needs/definitions-of-sen-and-disability/special-educational-needs-sen/\)](https://www.sendirect.org.uk/information/i-need-information-on/my-childs-needs/definitions-of-sen-and-disability/special-educational-needs-sen/) accessed 2.5.17

Our Aims

- To find ways to overcome barriers to learning
- To encourage each child to fulfil his or her potential.
- To ensure each child feels happy, safe and successful at school.
- To provide every child with a broad, balanced and relevant curriculum.
- To meet the special educational needs of each individual child.
- To take all reasonable steps to include all children in all aspects of school life at all times.
- To seek and take into account the views of each child.
- To involve and inform the parents and to recognise their vital role in supporting their child's education.

Implementation

In line with the Code of Practice we adopt a graduated approach. These are not progressive stages: different responses are appropriate for different children.



Practitioners will **ASSESS** the child's needs, strengths and areas which need support. Using this information they will **PLAN** (often with the support of the SENCo and/or other practitioners) a suitable intervention for the child or make reasonable adjustments to the learning environment. This is then rigorously implemented (**DO**) and the learning/ behaviour impact is monitored over the decided timescale and evidenced accordingly. Finally, the relevant parties will discuss and **REVIEW** the impact of the reasonable adjustments and decide whether or not sufficient progress has been made and decide the next steps for this child. Support will be tailored to the child's needs e.g.

1. Differentiated tasks, resources and strategies
2. Additional small group support interventions
3. Support from outside agencies (S<, EP)
4. Education, Health and Care Plan

Differentiation

The class teacher strives to ensure that all work is set at appropriate levels to reflect differences in understanding, knowledge and skills. Tasks may be differentiated by, for example:

- concrete apparatus
- visual aids
- extra explanation, reinforcement and support

- books and worksheets that are simpler to read
- different expectations in work completed
- peer support in a paired or group situation

Additional small group support intervention

At Tewin Cowper Primary School we use a number of published schemes to support children in small groups, particularly those children who are achieving slightly below average. These programmes include:

- Early Literacy Support (ELS) - Year 1
- Max's Marvelous Maths - Year 1
- Rapid Maths - KS1 & 2
- Springboard Maths - Year 3
- Springboard Maths - Year 4
- Kit's Quest - Literacy - KS2
- Further Literacy Support (FLS), Springboard - Year 5
- Hi Five Literacy Programme - Year 5/6

These programmes are delivered by the class teaching assistant or the teacher. Class teachers have responsibility for ensuring that the interventions are taking place regularly and where teaching assistants are running the interventions they know the specific needs and targets of the children in hand.

Interventions are discussed with the teacher, SENCo and SLT during termly Pupil Progress Meetings.

Support from outside agencies

For some children with more complex needs, the SENCO and the class teacher, in consultation with the parents and the child, will ask for help and guidance from outside agencies. Initially advice would be sought from appropriate agencies who will work with the school to advise them how best to support the child. Additional or different strategies to regular class teaching will be evidenced in a Provision Map (takes the place of IEP). The SENCO will take the lead in co-ordinating any further assessment and action needed to be taken alongside the class teacher and with the support of the SLT.

Education Health and Care Plan

A minority of children will need a significant amount of help in terms of levels of support. An Education Health and Care Plan safeguards a child's needs as he /she moves up through the school system. If the school feels that a child needs a EHCP they will, in consultation with the parents, put forward a request for statutory assessment to the L.A. However, a parent who feels that their child needs an EHCP also has a right to request a statutory assessment. Local authorities and clinical commissioning groups (CCGs) must make joint commissioning arrangements for education, health and care provision for children and young people with SEN or disabilities (Section 26 of the Act). The term 'partners' refers to the local authority and its partner commissioning bodies across education, health and social care provision for children and young people with SEN or disabilities, including clinicians' commissioning arrangements, and NHS England for specialist health provision. (CoP 2015)

Identification

All pupils in the Reception year or on later entry to the school are assessed in ways that are appropriate to their age and stage of development. As a child progresses through the school, regular observation and assessments will take place as a part of the normal curriculum. These will help teachers identify children who are not making sufficient progress with the aim of providing early intervention. This will enable teachers to:

- set suitable learning challenges
- respond to a pupil's individual needs
- overcome potential barriers to learning and assessment

Our school will make full use of information passed on to us when a child transfers from an early education setting or another school. Parents are encouraged to discuss their child's needs with us prior to entry.

The role of the Special Educational Needs Coordinator

- To monitor the day to day management of the SEN Policy.
- To train, support and manage the TAs who work with identified groups of pupils or individuals with the Head Teacher.
- To liaise with, and advise, staff on issues regarding SEN.
- To monitor the progress of identified children with teachers, TAs, and parents by means of discussions and records.
- To co-ordinate termly reviews for children who receive identified additional support and to call Annual Reviews for children with an EHCP.
- To liaise with outside agencies.
- To contribute to the induction of new staff regarding S.E.N.
- To update and train staff in areas of Special Educational Needs as necessary.
- To attend meetings and courses as relevant.
- To request the purchase of special equipment or additional resources and to maintain a bank of SEN materials and ideas.
- To work with the SEN Governor on a termly basis to monitor the SEN provision throughout the school, and to formally review the working of the SEN Policy in each summer term.
- Update the special needs register at the end of each term. *
- Writing and updating Provision Maps for particular SEN children.

The dissemination of information

Appropriate and detailed information regarding the particular needs of children (medical or educational) is shared with all adults who work with them. Summary information is placed in class registers for the benefit of supply teachers. The special needs register is updated at the start of each term and is kept in the school office.

The Local Offer

Local authorities have a statutory requirement to publish their Local Offer. It must outline the provision provided for all children and young people with SEN and registered disabilities regardless of whether they have an EHCP. We must publish our school's Local Offer on our website so that it is available for all stakeholders. This information must be up to date and accurate in accordance with the CoP 2015. The Local Offer must be comprehensive, collaborative, accessible and transparent. The Local Offer should be under review at all times to ensure that its content is up to date.

The role of parents

Parents are encouraged to work in partnership with the teachers. They have a vital role in supporting their child's education. They have knowledge and experience of their child which should be put to use educationally. Parents are informed at the start of any SEN provision and their views are sought as part of the regular review process. Parents who are concerned about their child should initially talk to the class teacher and may independently approach the Special Needs Co-ordinator. They are also able to approach the school's Special Needs Governor. Any queries raised by parents will be investigated promptly and a written response will be communicated within 5 working days of receipt from the teacher, SENCo or member of SLT. Any information requested by parents will be made available in accordance with the Freedom of Information Act, taking account of the Data Protection Act requirements.

Pupil Involvement

Children should feel that they will be listened to and that their views are valued. Therefore, it is the responsibility of each class teacher to give opportunities for those children to express an opinion regarding their progress and needs. They will progressively be more involved in setting, monitoring and reviewing the Provision Map targets according to their age, maturity and capability. A bank of suitable materials is being developed to support this. Pupils will have the opportunity to complete a 'One Page Profile' which will be a personal reflection on their learning, progress and achievements.

School Governors

The school's governing body has a role in ensuring that the school is meeting the special educational needs of the children in its care. The governing body has appointed a special needs governor to help the SENCO develop the school's SEN Policy and monitor its working. The SEN Governor meets the SENCO on a termly basis to discuss issues and in the summer term formally reviews the SEN policy by asking about:

- The appropriateness of staffing and funding arrangements for SEN.
- The quality of provision being made for pupils with SEN.
- The involvement of parents.
- The dissemination of information to staff about the needs of each child with a statement.
- The inclusion of pupils with diverse needs.
- He/she prepares a report to be discussed at the July Governing Body meeting.

The governing body will ensure that objectives set for the School Development Plan include special educational needs. The governing body will also report to parents on the implementation of the SEN Policy in the School Profile.

Outside Agencies

When a child is identified as having a special need or a disability support and/or advice may be sought from outside agencies. The child's teacher, parents and SENCo will discuss needs and desired outcomes and complete a Single Service Request form. This form will be sent to the relevant agency. This form should be accompanied by evidence built up during the Assess, Plan, Do, Review cycle to support the need for additional support. Some of the areas of need which require outside agency support are;

- specific learning and language disabilities e.g. Dyslexia
- hearing impairment
- visual impairment
- physical difficulties
- emotional and behaviour difficulties

- English as an additional language
- travelling children
- autistic spectrum disorder
- mental health

In addition, these services are provided by the Health Authority

- school doctor
- school nurse
- speech and language therapist
- physiotherapist
- occupational therapist

The SENCO will involve these professionals as appropriate, providing parents agree to their involvement, and will work alongside them to meet the needs of some individual children.

Transfer

The transfer of information is important at every stage. As the child progresses from Reception through the school, records will be transferred. SEN records are passed to the SENCO who keeps a central bank of information about special educational needs. The SENCO passes relevant information to the child's new teacher, and staff are asked to discuss individual needs and styles of learning with each other. When children move to other schools, SEN records will be sent to inform the new school of the child's needs. Where a child has an EHCP or has outside agency support, the SENCO of the receiving school will be invited to a review in the term before transfer. Before the end of Year 6, the Year 6 teacher meets with the SENCO from the secondary school and the new Year Group Tutor to inform them of any pupils that have already been identified or any pupils who may need close observation initially. At the annual review held in Year 5, the transfer of a child with a EHCP will be discussed with all concerned. This enables parents to visit other schools and to have made an informed choice by the beginning of Year 6 so that transfer arrangements can be made in good time.

Glossary

SEN Special Educational Needs

SENCO Special Educational Needs Co-ordinator

EHCP Education Health and Care Plan

TA Teaching Assistants

IEP Individual Education Plans

SNIP Special Needs Involving Parents

EP Educational Psychologist