



Special Educational Needs (SEN) Policy

Reviewed by staff: Spring Term 2016
Approved by Governors: Summer 2016
Next Review Date: Summer 2017

Version 1

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?

A child has special educational needs if he or she finds it much harder to learn than most children of the same age, or if he or she has a disability which makes it difficult to use the educational facilities.

For example:

- a general difficulty in all learning areas
- specific difficulties within certain areas of the curriculum such as spelling, mathematics, writing
- vision or hearing difficulties
- speech or language difficulties
- a medical or health problem
- a physical disability
- an emotional or behavioural problem
- a developmental disorder, for example, autism

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.

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

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
- 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

Support from outside agencies.

For some children with more complex needs, the SENCO and the class teacher, in consultation with the parents, 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 those at Wave 2 will be put in place on a new 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.

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 Headteacher.
- 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 Wave 2. For those children who receive Wave 3, in addition to termly provision reviews, an annual SEN review meeting will be held which will determine if the child is still in need of this level of intervention.
- To liaise with outside agencies.
- To contribute to the induction of new staff regarding SEN.
- 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 five working days of receipt. 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.

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 Wave 1 and 2 to support the need for additional support. Some of needs which require Wave 3 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 is at Wave 3, 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

Monitoring and review

The SEN Governor will meet the SENCO on a termly basis to discuss any issues and will review the SEN policy in the summer term. Any changes to the policy will be reviewed by the full governing body on an annual basis.