

Lea and Garsdon CE Primary School

Special Educational Needs Policy

Based on guidance from Wilts LA

Healthy trees bearing good fruit - Matthew 7 v 17



Our Vision

To develop children who are healthy in body and mind, enjoy life and fulfil their potential so that they have a positive impact on the world.

Our Core Values

1. *Kindness*
2. *Wellbeing*
3. *Gratitude*
4. *Individuality*
5. *Community*
6. *Inspiration*

Policy adopted by the Governors on _____

Chair of Governor's Signature: _____

Headteacher's Signature: _____

Lea and Garsdon CE Primary School

Special Educational Needs and Disability Policy

What is a Special Educational Need (SEN)?

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. *(Section 6.15, Code of Practice 2014, p83)*

A child of compulsory school age or a young person 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 him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *(Code of Practice 2014, p4)*

What are the areas of special educational need?

There is a wide spectrum of special educational needs that are frequently inter-related. The SEN Code of Practice describes difficulties under four broad headings. Children and young people may have needs in:

- **communication and interaction (speech, language and communication needs SLCN)**
- **cognition and learning**
- **social, emotional and mental health difficulties**
- **sensory and/or physical needs.**

This definition is only a part of the full legal description of special educational needs. If you would like to see a copy of the full legal definition it is in paragraph 6.14 of the SEN Code of Practice. This can be downloaded from www.gov.uk/government/consultations Reference: DFE-00205-2013

Vision and Aims

Lea & Garsdon CE Primary School is made up of happy, confident, competent learners who play a valuable role in improving the world. The Christian ethos of the school is central to all that we do in developing a nurturing, friendly, safe and stimulating environment, where everyone strives for their best, has tolerance and empathy for others and aspires to excellence. We aim to live according to the values of friendship, respect, honesty, inclusion and excellence which will enable us to meet our vision.

In conjunction with the Government's latest positive duty to promote disability equality, our aim is to ensure that all pupils with special educational needs are included in and take part in all activities where appropriate, considering safety and the efficient use of resources. All

pupils have the right to a broad and balanced curriculum including appropriate extra-curricular activities and full access to the National Curriculum. Teachers set high expectations of all pupils, whatever their prior attainment. All pupils are valued, their individual needs are recognised and building their self-esteem is promoted. We work in close partnership with parents/carers and families who play an active and valued part in their child's education.

Objectives

The objectives of this policy (in line with the Code of Practice 2014 and Wiltshire LEA Guidelines) are:

- To identify and monitor pupils' individual needs at the earliest possible stage so that their progress and attainment is raised.
- To plan an effective curriculum to meet the needs of pupils with special educational needs and ensure that the outcomes agreed in statutory or non –statutory support plans (including statutory Education, Health and Social Care plans) are specific, measurable, realistic and time related (SMART targets).
- To work in close partnership with parents/carers and families of pupils who have special educational needs.
- To involve pupils in the identification and review of their outcomes specified in their support plan.
- To ensure that all who are involved with pupils are aware of the procedures for identifying, supporting and teaching them through the use of the one page profile and support plans.
- To promote the self-esteem of pupils both in and outside the classroom, acknowledging the progress they have made.
- To have high expectations of all pupils regardless of prior attainment and need.

Roles and responsibilities

Class Teachers' role

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

It is the class teacher's responsibility to deliver high quality teaching which is differentiated for individual pupils.

Class teachers will, along with the SENCo and Head Teacher, regularly review progress of all children in their class including those with SEN.

The class teacher will discuss with the SENCo whether it is appropriate to make SEN provision for a child by considering information gathered from within the school and from the parents/carers about the pupil's progress.

Governors' role

The governing body of a community, voluntary controlled, or foundation school must:-

- Ensure that there is a qualified teacher designated as SENCo for the school.

- Have a designated person or sub-committee with specific responsibility for overseeing our school's arrangements for SEN and disability. In our school the SEN Governor is Mrs Ann Suter.
- Regularly review how expertise and resources used to address SEN can be used to build the quality of whole –school provision as part of their approach to school improvement.

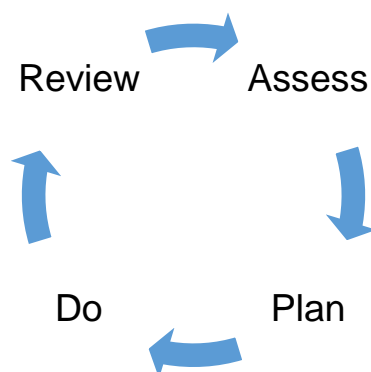
Special Educational Needs Co-ordinator (SENCO)

Our SENCO is Mrs Sian Alderson. She has an important role to play in determining the strategic development of SEN policy and provision in school and is a member of the school leadership team. Her responsibilities include:

- Day to day operation of the Special Educational Needs Policy
- Coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Providing advice to staff and liaising with them on the compilation, implementation, and monitoring of provision and support plans
- Liaising with the relevant designated teacher where a looked after pupil has SEN
- Advising on the graduated approach to SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of children with SEN
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring the school keeps the records of all pupils with SEN up to date
- Working alongside staff in assessing pupils' needs and ensuring that pupils make progress through quality first teaching and additional support where appropriate.
- Contributing to the in-service training of staff
- Monitoring, evaluating and reporting on provision to the Governing Body in conjunction with the designated responsible person
- Leading the performance management of teaching assistants.

Arrangements for co-ordinating provision for pupils with special educational needs

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEN. If a child is identified as having SEN the first step will be to remove barriers to learning and put effective special educational provision in place. This provision will take the form of a four part cycle known as the graduated approach.



Assess

The class teacher and SENCo will carry out a clear analysis of pupils needs using formative assessments and locally agreed criteria (WIPD), the views and experience of parents/carers, the pupil's own views and advice from external support services where appropriate. Assessment will be regularly reviewed to ensure that intervention is matched to need, barriers to learning are identified and overcome and that a clear picture of any interventions put in place and their effect is developed.

Plan

If it is decided that a pupil is to be provided with SEN support the parents will be formally informed, although parents will have already been involved in the assessment process. The class teacher, SENCo, parents and pupil will agree on adjustments to teaching, interventions and support to be put in place. Expected outcomes of support will be clearly identified and a review date will be set. Parents will be kept fully informed of any interventions and support and school will seek parental involvement to reinforce or contribute to progress at home.

Do

The class teacher will put into practice any teaching strategies or interventions that have been agreed in the planning stage. The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they should still retain responsibility for the pupil.

Review

The class teacher, working with the SENCo, will revise the support in light of the pupil's progress and development termly. Progress towards outcomes will be reviewed with the child and the parents/carers at least three times a year.

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 pupils will be treated according to their needs in line with the schools policy for equality of opportunity. No pupil will be denied admission because of his or her creed, race, physical ability or academic attainment.

Where a pupil has a particular need, e.g. wheelchair access, the governors will make every effort to ensure that the pupil's needs are fully met. The school building improvements provide wheelchair access, disabled shower and toilet facilities.

If a pupil is transferring into the school with an Education Health and Care Plan or has been receiving extra support in their previous school, the continuation of this support will be negotiated through the Local Authority (LA) to ensure their needs can be met. Any variation to the above will need to be agreed by the full Governing Body.

Specialist Facilities

There are no specialist facilities, or Resource Base at the school, however there is a dedicated SEN room. Visually impaired pupils are catered for and an accessibility audit of the site has been carried out by the SENCo, Teacher of the Deaf and a Qualified Teacher for the Visually Impaired. The majority of the staff have attended nationally approved Inclusion Development programmes (IDPs) for supporting children with SEN. Teachers and Teaching Assistants (TAs) attend training courses as appropriate.

Resources

Most of the learning resources required by pupils having special educational needs are available within the classroom. Any particular requests for additional resources should be made to the SENCO.

The amount of money provided by the Local Authority is dependent on the number of children with EHCs alongside a formulated rate which considers numbers on role, deprivation and prior attainment. This money will be spent on additional resources, staffing costs and time allocated to the SENCO to manage the support for special educational needs and meet the objectives of this policy.

Identification and assessment arrangements and review procedures

The school follows the guidance contained in the Special Educational Needs Code of Practice (2104) and the Wiltshire Indicators and Provision Document (WIPD updated August 2011). This recommends a graduated approach.

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school (Quality First Teaching). However, where through careful identification and assessment we and/or the parents determine that a child is not making satisfactory progress, compared to national expectations, the class teacher will consult with the SENCO.

They, in conjunction with the child and parents, will review the strategies and approaches that are currently being used and the way these might be developed. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class or school we will help the child through *SEN Support*.

What is SEN Support?

SEN Support (formerly *School Action* and *School Action +*) follows the graduated approach and cyclical process of Assess, Plan, Do Review as set out previously. It may mean that a child needs specialist or extra resources, alternative teaching methods or that a child takes part in an evidence based intervention for a period of time to help them to overcome their barriers to learning. The class teacher and SENCo will work closely with the child and their parents and carers as well as any teaching assistants involved in the child's provision to set and regularly review outcomes for children receiving SEN Support. Depending on the severity of the need a non-statutory support plan may be drawn up.

What is an Education, Health and Care needs Plan (EHC)?

In accordance with the Code of Practice (2014) SEN Support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite relevant and purposeful action being taken to identify, assess and meet the SEN of a child or young person, the child does not make expected progress the school will, in consultation with the child and their parents/carers, consider requesting an Education Health and Care needs assessment.

An EHC replaces the Statutory assessment and is part of the graduated approach to meeting the educational needs of children/young people who have Special Educational Needs (SEN). This graduated approach is described in the SEN Code of practice and in chapters 4-8 of the Wiltshire Indicators and Provision Document (WIPD).

In most cases the needs of children/young people with SEN will be met through SEN Support without the need for an EHC. However where there is a significant and persistent need or disability which impacts upon the child or young person's ability to access the academic and/or social curriculum or where difficulties are resistant to change despite the school taking relevant and purposeful action at SEN Support an EHC needs assessment may be requested by the parents or the school.

An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school, college or other provider can meet the child or young person's needs without an EHC plan.

EHC plans are forward-looking documents that help raise aspirations and place great emphasis on personal goals and describe the support a child or young person will receive whilst they are in education or training. It includes the views of the child/young person and identifies outcomes, needs and the provision that will be put in place to meet these outcomes and needs. Progress towards the outcomes set out in the EHC will be reviewed at least 3 times a year at a meeting with the child, parents/carers, class teacher, SENCo, and any other adults working with the child.

Involving Specialists

The school will involve specialists at any point to advise on early identification of SEN and effective support and interventions. The school will always involve a specialist when a pupil continues to make no or little progress or when they continue to work at a level which is substantially below that expected of pupils of a similar age despite appropriate intervention and support being put in place. Such specialists may include Specialist SEN Service, Sensory team, educational psychologists, speech therapists, occupational therapists, Child and Adolescent Mental Health Service (CAMHS) practitioners, behaviour support team, social services, health and LA personnel. Any, or all, of these agencies may be involved in the construction, delivering or review of outcomes set for pupils in order to ensure that pupils' goals are reached. Parents and carers will always be involved in any decision to involve a specialist and will be invited to meet with the specialist wherever possible. A record of specialist involvement will always be provided for parents

Criteria for evaluating the success of the policy

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

- An analysis of teachers' short term planning by English and Mathematics Co-ordinators and the SENCo, to identify learning outcomes for pupils with special educational needs.
- Teachers' planning reflecting the learning outcomes for children with special educational needs and demonstrates the principles of quality first teaching.
- The full involvement of pupils with special educational needs in all aspects of school life, where safety has been considered for all, such as attendance at out of school activities, participation in school trips, events, performances, and services.
- Parental involvement of individual outcomes set for pupils by discussing and receiving copies of support plans for their child where this is appropriate.
- Involvement of pupils in discussing, constructing and reviewing their own outcomes.
- Pupil attainment or progress (as measured by objective testing, and teachers' professional judgement) being raised.
- External evaluation by the responsible person and the LEA Adviser for Special Educational Needs, based on the objectives of the policy.
- Annual monitoring of procedures and practice by the SEN Governor.
- The School Development Plan priorities which include provision for SEN.
- Value for money review of our Special Educational Needs funding.
- OFSTED Reports (latest is February 2015).

Complaints procedure

If parents or carers have a complaint concerning provision for their child they should initially attempt to resolve this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCO and/or Headteacher. Should the matter still be unresolved the parents should contact the responsible person on the governing body. If the complaint remains unresolved the Chair of Governors should be involved and, finally, the complaint should be taken to the LA and/or Secretary of State.

In-service training

This will involve the SENCO, teachers and support staff in order to help them work effectively with pupils who have special educational needs. These particular training needs will be closely related to the school's development plan. Staff attending further courses will give feedback to staff at staff meetings.

Partnership with parents/carers/children

Parental responsibility is defined under section 2 of the Children Act 1989 (appendix F). Parents or carers are seen as important partners in the effective working relationship with the school in raising their child's attainment and enabling children to fulfil their potential. They are fully involved in the identification, assessment, and decision-making process in the school. Parents'/carers' contribution to their child's education is highly valued by the staff of the school. Parents/carers are encouraged to involve their child in the decision making processes, including determining the level of participation, recording pupils' views and in implementing and reviewing the outcomes.

Where a pupil is receiving SEN Support or has an EHC the school will regularly talk to parents/carers to set clear outcomes and review progress towards them, discuss the activities and support that will help them achieve them, and identify the responsibilities of the parent, the pupil and the school. Teachers will meet with parents of children receiving SEN support at least three times a year. The school will also update parents/carers with relevant information regarding changes in SEN procedures etc.

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. We encourage all children to take ownership of their learning targets by discussing them and deciding what they can do to improve. This includes discussing the strategies for success towards reaching their individual learning outcomes. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

Links with other schools

Links are maintained with the local pre-school establishments to ensure a smooth transfer to primary school. Pre-school children are invited to visit us for induction visits in the term before they start school. If necessary the school contacts other agencies at this stage.

To assist a smooth transition between Years 6 and 7, pupils can make an evening visit to Malmesbury School during the autumn term of Year 6 and they also have a two day visit during their final summer term. Meetings are arranged for parents to attend at the secondary school, and secondary school staff meet with Primary staff to discuss pupils' individual needs. Additionally, some children may be targeted for additional visits to secondary school to support Y6/7 transition and meet with the secondary staff, e.g. SENCO or Head of Pastoral Support.

Date of Next Review: September 2021