

SPECIAL EDUCATIONAL NEEDS (SEN) POLICY **ALL SAINTS C of E PRIMARY SCHOOL**

This policy should be taken and used as part of All Saints C of E Primary School's overall strategy, alongside our Equality policy, and implemented within the context of our vision, instrument of government, aims and values.

This policy should be read alongside our school SEN Offer and whole school Provision Map which are published on the school's website.

BACKGROUND INFORMATION ABOUT THE SCHOOL AND ITS PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Our school is a medium sized primary school on the edge of Yeovil, three miles northwest of Yeovil and serves a United Benefice of four parishes. These are currently defined as the Ecclesiastical Parishes of Odcombe, including "Odcombe Without", Brympton, Montacute and Lufton. We serve children aged from four to eleven years in single aged classes from Reception to Year Six.

Approximately a fifth of our pupils are in receipt of funding via the pupil premium grant. A number of our children are recorded as having Special Educational Needs. These pupils are recorded on our SEN Register as receiving SEN Support.

The pupils on our SEN Register may have a range of difficulties from Communication and Interaction, Cognition and Learning (including general learning difficulties, Dyslexia, Dyscalculia), Behaviour, Emotional and Social Development (including ADHD), Sensory and/or Physical difficulties (including Dyspraxia) and medical difficulties.

There are four broad categories of SEN identified by the 2014 Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and Sensory

The 2014 Code of Practice no longer includes behaviour as an area of SEN.

Our provision for SEN is led by our Co-ordinator for children with Special Educational Needs (SEN Co) Mrs S. Clarke. Our governor responsible for SEN is Miss J Young.

The SEN Co aims to establish close working relationships between pupils, staff, parents and outside agencies so that pupils can be helped in a fully supportive environment.

AIMS and OBJECTIVES

The aims and objectives of our policy are to:

- organise all our activities to ensure that all children are included as far as possible in the life of the school;
- work closely with parents, sharing information on children's progress and their individual needs;
- continuously develop our ways of working to provide the highest quality of provision for all our children within the resources available;
- meet the requirements of the most recent Education and SEN Acts.

- facilitate a pupil's learning by identifying his/her individual needs and taking steps, co-operatively with other staff, to address those needs within the context of the National Curriculum, the school curriculum as a whole, taking account of the SEN Code of Practice (2014);
- respond to particular pupils needs according to the nature of their difficulties;
- support pupils' learning without making them feel different or inferior to their peers;
- enable each pupil to become an independent and confident learner.

This policy sets out how we intend to meet these objectives. The procedures we set out will be reviewed every year.

S.E.N CO-ORDINATOR

Our Special Educational Needs Co-ordinator is Mrs S Clarke. The Head Teacher, Mrs P Park is responsible for SEN issues and acts as SEN Co in her absence.

ARRANGEMENTS FOR CO-ORDINATING EDUCATIONAL PROVISION FOR PUPILS WITH SEN

The SENCo will:

- manage the day to day operation of this policy;
- ensure that SEN provision for pupils is organised effectively;
- support and advise colleagues;
- maintain the school's SEN register;
- contribute to and manage the records of all children with special educational needs;
- manage the school based assessment and complete any documentation as required by the LEA;
- act as a link with parents;
- maintain resources and a range of teaching materials and resources to support appropriate provision;
- act as a link with external agencies and other support agencies;
- monitor and evaluate the effectiveness of provision to the Senior Leadership Team and report through them to the governing body;
- keep up to date with initiatives to support pupils with SEN and share good practice with all staff;
- manage arrangements for monitoring, reviewing and evaluating the effectiveness of provision for SEN.

The Head Teacher and Senior Leadership Team will:

- manage the work of the SENCo;
- identify resources for SEN;
- plan with the SEN Co how resources are used to support pupils in the most efficient, effective and equitable way;
- set the overall school policy for Inclusion;
- refer appropriate pupils for Educational and Health Care Plan assessments, in consultation with parents/carers.

The Class Teachers will (in liaison with teaching and learning assistants):

- identify pupils experiencing difficulties;
- provide high quality first teaching
- discuss pupils with SEN with the SEN Co and parents/carers;

- contribute to the writing of Individual Educational Plans/Group Education Plans for pupils as required;
- contribute to planning and provision to meet identified needs;
- endeavour to meet all Special Educational Needs within the overall framework of inclusion in the school;
- monitor progress made by SEN pupils;
- ensure curriculum plans detail strategies for appropriate differentiation;
- use curriculum and teaching resources appropriately for pupils with SEN;
- ensure assessment procedures are appropriate for pupils with SEN.

The Governors will:

- identify one governor who is a link governor for SEN;
- ensure that all staff are aware of the importance of providing for SEN children.
- use their best endeavours to ensure that pupils' special educational needs are identified and provided for;
- ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for pupils;
- report on the effectiveness of the SEN policy to parents.

ADMISSION and TRANSITION ARRANGEMENTS

Before pupils come to school, we will:

- provide opportunities for Early Years teaching staff to meet with pre-school providers
- build relationships with the new pupils and their families, noting any pupils who have already been identified as having SEN, and collect information about their educational history;
- collect information about the pupil's educational history from the last school attended by the pupil, any educational support services who may have been involved with the pupil, and from the parents/carers.
- if children are already identified as having a special educational need before they start school, a School Entry Plan will be drawn up in consultation with all involved.

Once pupils arrive in school, we will:

- undertake a range of assessments to identify pupils with special educational needs and establish their strengths and areas of difficulty;
- review any existing Individual Educational Plans (IEPs) in consultation with the pupil's parents/carers;
- discuss the placement of the pupil on the school's SEN register with parents/carers;
- make sure that information about pupils' SEN is passed on to appropriate school staff.

When pupils leave the school, we will:

- pass on information about the pupil's educational history to any receiving school -this usually involves a meeting with the SEN Co of the secondary school
- complete other transfer documentation as required;
- establish a specific transition program of entry to secondary school, if appropriate, in liaison with the school to which the child is transferring;
- help pupils to prepare for their new school.

A School Entry Plan/Transition Meeting may also be drawn up for children who we feel are in need of a more specific planned entry to support their needs.

SEN EXPERIENCE

Mrs S Clarke has been a SEN Co for 16 years. She regularly attends courses and workshops to update and expand her knowledge of different areas of special educational need.

We have experience of working with children with the following special educational needs: Dyslexia, Autistic Spectrum Disorder, Dyspraxia, Verbal Dyspraxia, Co-ordination Difficulties, Visual and Hearing Impairments, Speech and Language Disorders, Attention Deficit Disorder with Hyperactivity, Specific Learning Difficulties, General Learning Difficulties, Social Communication Difficulties, Emotional Difficulties, Attachment Difficulties

We have some staff who have undertaken specialist courses in:

Learning Difficulties, Dyslexia, Autistic Spectrum Disorder, Speech and Language, Behaviour Difficulties, STC (Somerset Total Communication), ELSA (Social & Emotional Support).

BUILDING ADAPTATIONS AND SPECIAL FACILITIES

We have wheelchair access to the main school building. As and when building work is undertaken at the school, consideration is made to ensure that designs meet fully the needs of pupils with disabilities and to give access to adults with disabilities.

INFORMATION ABOUT THE SCHOOL'S POLICY FOR IDENTIFICATION, ASSESSMENT AND PROVISION FOR ALL PUPILS WITH SEN

THE ALLOCATION OF RESOURCES TO AND AMONGST PUPILS WITH SEN

The Governing Body of the school sets the overall budget available to meet special educational needs taking account of:

- statutory requirements;
- other budgetary pressures in the school;
- the resources identified for SEN within the individual school's budget;
- the availability of additional grants to the school;
- priorities identified in the School Development Plan.

The SEN Co works with the Headteacher to:

- identify the pattern of need across the school;
- establish the most cost effective means of meeting these needs;
- allocate support to groups of pupils and individual pupils, including those with EHCP's (Education and Healthcare Plans).
- ensure that support is allocated to pupils on a fair and equitable basis;
- monitor and evaluate the progress and effectiveness of provision/progress for SEN;
- ensure that support staff, including teaching and learning assistants, work within the framework of school policy and practice.

IDENTIFICATION, ASSESSMENT, MONITORING AND REVIEW PROCEDURES

We use the definition of Special Education Needs in the SEN Code of Practice (2014): "A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he

or she has a significantly greater difficulty in learning than the majority of others the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”

Special Needs provision will be provided wherever possible alongside other children taking account of:

- the wishes of parents/carers;
- the pupil's needs;
- the resources available to the school;
- the education of all pupils in the school.

All teachers are teachers of pupils with special educational needs.

Our procedures are designed to offer a graduated response to special needs in line with the SEN Code of Practice (2014) and Somerset LEA's interpretation of this Code of Practice. At All Saints C of E Primary School, in order to effectively manage the provision of children with SEN, we follow the following four stages:

1. Concern

An informal stage where class teachers:

- identify a concern about a pupil's progress
- gather available information about the pupil;
- discuss strategies and/or interventions for providing appropriate work for the pupil with the SEN Co;
- seek to discuss concerns with the pupil's parents/carers;
- review progress.

When a child is making little progress in one or more areas of the curriculum, even though the curriculum has been differentiated/ different teaching strategies have been used/relevant interventions have been tried the class teacher and SEN Co may decide that the child requires SEN support and is formally listed on the register.

2. School SEN Support

If concerns remain despite interventions/additional support or strategies, the teacher and SEN Co, in consultation with parents/carers, may decide that the child will be put on the SEN register. They may also require an Individual Education Plan which will:

- set short term learning targets(agreed with the class teacher, pupil and parents)
- detail strategies/specific interventions to be used
- detail any additional resources to be used (including personnel)
- set a date for evaluating the progress made, and review the progress made against each target.

Parents are given the opportunity to contribute to the target setting process and encouraged to support their children at home. Pupils are involved in setting targets if this is appropriate.

Teachers and Teaching and Learning Assistants who work with the child are involved at all stages.

If a child is not making adequate progress against the short term targets of their IEP, or if the nature of the pupil's difficulties requires further action, the SEN Co may do some initial assessments to try and identify the nature of the difficulties. If these prove inconclusive or if more specialist advice is needed it may be necessary to involve the help of an outside agency. Such needs are discussed at the SEN Annual Consultation Meeting, which is usually held in the Autumn term and is co-ordinated by the SEN Co. The meeting is attended by a representative from the Educational Psychology Department and the Learning Support Services (LSS). The Head Teacher may also attend the meeting. In order for children's needs to be discussed at the meeting, parental consent will be obtained. Parents will be kept informed at all times during this process.

The school will:

- seek the involvement of external agencies to support the production of an IEP/ Group IEP/provision map for the pupil
- provide further advice about the provision and support being provided at school for the pupil;
- continue to work closely with parents;
- continue to keep the pupil's progress under regular review.

3. SEN Support High Needs

Once external agencies have been involved and if the pupils needs meet the criteria set down by the Local Authority SEN department, the school will apply for the pupil to be recognised as having a high special educational need. Some of these categories, if approved, will provide some 'top up' funding. Schools have to reapply for this recognition to continue at regular intervals and are required to provide rigorous evidence to support their application.

Pupils can be moved down a stage and off the SEN register where reviews reveal good progress and appropriate levels of attainment have been made.

4. Educational Health Care Plans

A request for a statutory assessment can be made if a child's learning needs are severe, complex and lifelong, requiring significant adult support in order to access school. Parents, schools and other agencies working with the child can request the Local Authority for an assessment. The production of an EHCP is organised by the Children and Young People's Directorate SEN department of Somerset County Council, in close liaison with the school and the pupil's parents/carers. The EHCP's are gradually replacing Statements of SEN.

The LEA makes such arrangements for pupils who require a placement in a special provision (special school or unit) or require a highly co-ordinated multi-agency provision to support a mainstream placement.

The provision set out in a pupil's EHCP will be closely monitored by the SEN Co and reviewed annually. Parents/carers will be invited to contribute to the review and attend the review meeting.

Assessment

Class based assessments are on-going to inform the teacher and SEN Co about the progress of a pupil. Any interventions put in place will be monitored and the specific IEP targets are reviewed three times a year. The SEN Co may also do additional assessments to attempt to identify learning strengths and weaknesses. At the SEN Annual Consultation Meeting the SEN Co may refer pupils with Special Educational Needs to the Learning

Support Service (LSS), the Educational Psychology Service, or other relevant external agencies. Referrals to the NHS Speech and Language, Physiotherapy, or Occupational Therapy Services may also be suggested. Such referrals will always be first agreed with parents/carers.

If any of the above agencies come into school to assess a pupil, such work may include a whole class observation, one-to-one work, or observing a small group task in order to gain an overall picture of the child's needs. A report based on what has been observed is sent to the SEN Co at school and to parents at home. The SEN Co shares the information with the Head Teacher and Class Teachers and Teaching Assistants as necessary, and offers ideas and support to ensure that recommendations are followed.

Pupil Participation

Staff will seek to involve pupils (in an appropriate way) in discussions about their individual programmes and in reviewing their targets.

Review

The SEN Co will update the school's SEN register as necessary.

The SEN Co will work with the Senior Leadership Team to review the overall provision of SEN support on an annual basis.

Governors will report on the success of the SEN Policy over the year, and any changes made to the policy, as required by the SEN Code of Practice (2014).

ARRANGEMENTS FOR PROVIDING ACCESS TO THE CURRICULUM FOR PUPILS WITH SEN

We support access through differentiation, IEPs, GEPs, allocating extra support to an individual or group according to set criteria and availability of resources. We develop self-esteem through positive reinforcement, using assessment processes to identify any learning difficulties. We ensure ongoing observation and assessment and provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

HOW PUPILS WITH SEN ARE INTEGRATED INTO THE SCHOOL AS A WHOLE

We seek to be an inclusive school by:

- using the SEN review procedures to identify any barriers in the way of the pupil and plan appropriate and reasonable action;
- ensuring that all pupils have appropriate learning targets which are challenging but achievable;
- valuing the diversity of our pupils;
- looking for opportunities within the curriculum to raise SEN issues;
- seeking to make provision for SEN within routine class arrangements wherever possible;
- encouraging pupils with SEN to play/socialise with other pupils;
- developing links with special schools to extend pupils' experience of diversity;
- ensuring all provision is planned for and monitored by the class teacher.

CRITERIA FOR EVALUATING THE SUCCESS OF THE SEN POLICY

The following criteria will be used:

- the amount of identified teaching time available to support SEN pupils;
- the number of pupils with special educational needs making good progress;
- average improvement of pupils receiving support;
- the number of planned programmes of intervention and support;
- teachers' records which include information on the special educational needs of pupils in their classes;
- lesson panning which shows evidence of differentiation for pupils with SEN;
- INSET time allocated to staff development with reference to special educational needs;
- the proportion of parents attending or contributing to reviews and consultations;
- staff fulfilling the expectation of the school in carrying out procedures for special needs and contribute towards the production of the necessary paperwork e.g. IEPs, reviews, reports, class organisation and planning for Special Needs, etc;
- recommendations by external agencies are acted upon and incorporated into the curriculum;
- children are confident and well motivated and are making measurable progress;
- movement between stages and the number of pupils on the register.

ARRANGEMENTS FOR CONSIDERING COMPLAINTS ABOUT THE SEN PROVISION WITHIN THE SCHOOL

Any complaint about the implementation of the Special Educational Needs Policy or the Code of Practice should in the first instance be made, to the class teacher or SEN Co.

Where the situation has not been resolved through contact with the class teacher/SEN Co, they should make an appointment to discuss it with the Headteacher. The Headteacher considers any such complaint very seriously and investigates each case thoroughly. Most complaints are normally resolved at this stage.

The Head Teacher will:

- arrange a joint meeting with complainant and possibly undertake further investigations;
- seek the involvement of external agencies,
- take action to address the complaint;
- decide that the complaint does not warrant any action, and advise complainants of further action they can take which includes taking their complaint to the governing body.

INFORMATION ABOUT THE SCHOOL'S STAFFING POLICIES AND PARTNERSHIP WITH BODIES BEYOND THE SCHOOL

THE SCHOOL'S ARRANGEMENTS FOR SEN IN-SERVICE TRAINING

- all staff receive In-Service training or information about the SEN Code of Practice (2014), and issues relating to Disability; and have the opportunity to receive In-Service training on SEN procedures in school;
- all staff have the opportunity to receive In-Service training on specific disorders and/or disability of children within their care;

- all staff have the opportunity to receive training in specific techniques related to differentiation, class management and specific disorders e.g. Dyslexia, Autism etc.;
- the SEN Co will identify areas for In-Service training or with the Head Teacher which will be written into the School's Development Plan.

THE USE MADE OF TEACHERS AND FACILITIES FROM OUTSIDE THE SCHOOL INCLUDING SUPPORT SERVICES

- external agencies will be used to provide advice and In-Service training for staff especially specific needs as they arise within school;
- external agencies will be used to identify specific targets for pupils in line with the school's procedures;
- regular liaison takes to access the following services:
 - Educational Psychology Department
 - Learning Support Services (LSS)
 - Speech and Language therapists (SaLTs)
 - Occupational Therapists (OT's)
 - Physical Impairment and Medical Support Team

ARRANGEMENTS FOR PARTNERSHIP WITH PARENTS

The concept of parents as partners is central to the SEN Code of Practice (2014). Parents/carers should always be kept informed about their child's progress at school and any difficulties should be made known to parents at the earliest stage.

Parents/carers will be encouraged to attend review meetings/parents evenings where they will have the opportunity to express their feelings about their child's progress. They will have the opportunity to discuss how they will support their child at home.

We recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for pupils.

We seek to work in partnership through:

- regular consultation and review procedure for the sharing of information;
- sharing of assessment and planning information through IEPs and GEPs;
- open door policy for parents/carers;
- discussing with parents/carers options when pupils leave school;
- meeting the parents/carers of prospective new pupils to the school to discuss SEN support.

LINKS WITH HEALTH, SOCIAL SERVICES, EDUCATIONAL WELFARE SERVICES AND RELEVANT VOLUNTARY ORGANISATIONS

We liaise with:

- Health Visitors/School Nurse;
- Social Services;
- Child Health Service;
- Community Education;
- Playgroups and Nurseries;
- Parent Partnership Service, County Hall, Taunton.
- The Diocese
- Other outside agencies according to need.

POLICY REVIEW DETAILS

The Head Teacher and SEN Co will review this Policy annually with the Welfare Governor Committee.

CONTACT DETAILS

For further information about provision for pupils with SEN, please contact:

Parent Partnership Service
County Hall
Taunton

Phone: 01823 355578

Web: www.somersetparentpartnership.org.uk

REFERENCES

Our policy is based on legal requirements.

The Special Educational Needs Code of Practice was published by the Department of Education and Skills in 2014