



SEN Policy

Date: Autumn 2019
Review date: Autumn 2021

EARLEY ST. PETER'S C. of E. PRIMARY SCHOOL

POLICY FOR SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

Introduction

At Earley St. Peter's Primary School we aim to provide a happy and stimulating learning environment to support the needs and develop the learning of all our children and provide them with every opportunity to achieve their best. Every child and family in our community is valued and diversity is celebrated. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

Definition of SEN and Disability (SEND)

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to or different from that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ...'a physical or mental impairment which has a long- term and substantial adverse effect on their ability to carry out normal day- to-day activities.'

Key Roles and Responsibilities

The Inclusion Leader has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHCPs (Statements until 2017). The Inclusion Leader is Fiona Dunthorne. (fdunthorne@earley-st-peters.wokingham.sch.uk)

The SEN Governor has responsibility for monitoring policy implementation and liaising between the Inclusion Leader and the Governing Body. The SEN Governor is Jane Peters.

The Designated Safeguarding Lead (DSL) has specific responsibility for safeguarding. The Headteacher, Hester Wooller, is the DSL.

Aims and Objectives of this Policy

- To reach high levels of achievement for all
- To be an inclusive school
- To identify those children who require SEND provision as early as possible
- To meet individual needs through a wide range of provision
- To enable each child to benefit as fully as possible from his/her education
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need

Management of SEND within School

The governing body has delegated the responsibility for the day to day implementation of the policy to the Inclusion leader who has qualified Teacher Status and the National Award in Special Educational Needs Co-ordination. All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need. Teaching Assistants and Learning Support Assistants have an important role in supporting pupils with SEND in school.

The Inclusion Leader is responsible for:

- Co-ordinating the overall provision for children with SEN.
- Overseeing the day to day operation of the school's SEN policy.
- Providing professional guidance to colleagues and working closely with staff, parents and other agencies
- Advising on the graduated approach to providing SEN support.
- Maintaining the school's SEN register and ensuring that records of all pupils with SEN are up to date.
- Liaising with parents and external agencies such as educational psychologists, health and social care professionals as required.
- Liaising with the Local Authority and its support services.
- Ensuring a smooth transition for SEN children to secondary school.

Identification and Assessment

Children will have needs and requirements which may fall into at least one of four areas. The areas of need as stated in the SEND Code of Practice, 2014 are:

- **Communication and Interaction (C and I)**

These children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic spectrum Disorder (ASD), including Asperger's Syndrome, are likely to have

particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

- Cognition (Cog)

Children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD) affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

- Social Emotional and Mental Health Difficulties (SEMH)

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

- Sensory and/or physical (S/P)

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

It is important that children with special educational needs are identified as early as possible and appropriate provision provided. The Inclusion Leader works closely with the senior leadership team, using whole school tracking data as an early identification indicator. The school also uses a number of additional indicators of special educational needs:

- The analysis of data including entry profiles, end of FS assessments, standardised screening tests and termly pupil assessments
- The following up of teacher concerns through observation and discussion before agreeing on a course of action
- Meeting with parents to discuss their concerns and gain further knowledge of the child
- Home visits for new foundation children and visits to previous settings

Pupils who have been identified as having special educational needs are monitored closely by the Inclusion leader. The SEN register is reviewed each term when a detailed analysis of the list takes place. Where progress is limited and specialist services are required referrals may be made to the educational psychologist, health or social care professionals.

Curriculum Access and Provision

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and where a pupil is identified as having special educational needs, the school provides for these needs in a variety of ways. The range of provision may include:

- In class support for small groups with a Teaching Assistant (TA)
- Small group or individual withdrawal with TA or class teacher
- Personalised digital learning resources (e.g. dictation devices, tablets, cameras, software, online tools)
- Individual class support with LSA
- Interventions
- Provision of specialist equipment and learning materials
- Staff development and training
- Access to specialist teaching and services for advice on strategies, equipment or staff training

Targets and IEPs

Pupils who receive support from external professionals will have an Individual Education Plan (IEP) setting out targets and any provision made that is additional to and different from the usual classroom provision. The IEP will concentrate on 3 or 4 individual targets that closely match the pupil's needs.

Strategies for pupils' progress will be recorded in IEPs containing information on:

- Short term SMART targets
- Teaching strategies (including the use of ICT)
- Provision made
- Success criteria
- Outcomes
- Date for review

IEPs will be reviewed at least termly with the inclusion of parents, carers and pupils' views.

Code of Practice and the Graduated Response

The school adopts the levels of intervention as described in the SEN Code of Practice. The Code of Practice advocates a graduated response to meeting pupils' needs.

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the inclusion leader, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEN register at SEN Support. The pupil will be provided with a programme of support and interventions and their progress closely monitored. Parents will be informed of the action and results. This begins a cycle of assess, plan, do, review with the child at the centre

of the process. An SEN Support Plan will be started and as a working document, will be updated as more is understood about the child's SEN, including their response to interventions.

The Four Part Cycle

Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/ carers and the pupil. In some cases, we will draw on assessments and guidance from other education professionals eg. Educational Psychologists, health and social services.

Plan: Where SEN Support is required the teacher and Inclusion Leader will put together a provision plan outlining the adjustments, interventions and support which will be put in place for the pupil, including a date when this will be reviewed. If outside agencies are involved then an IEP is required and targets will be shared with the pupil, parents/ carers and staff involved.

Do: The class teacher is responsible for working with the pupil on a daily basis. She/ he will also liaise closely with TAs, LSAs or specialists who provide the support and monitor the progress being made.

Review: The impact of the support and interventions will be reviewed each term by the teacher, Inclusion Leader, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

Involvement of Outside Agencies

Some children at SEN Support or with an EHCP/ Statement of SEN will receive the support of external agencies. These may include:

- The Educational Psychology Service
- A medical service such as Speech and Language Therapist, Occupational Therapist or Physiotherapist (CYPIT)
- Foundry College
- Learning Support Team
- CAMHS (Child and Adolescent Mental Health Service)
- School Nurse/ Community Nurse
- The Sensory Consortium Service (VI/ HI)
- Parent Support
- Education Welfare Officer
- Children's Services

External services may be involved in supporting a pupil, advising on targets for their IEP and providing specialist input to support the individual's specific needs. Advice from external agencies may be sought if a pupil:

- continues to make little or no progress in specific areas over a long period
- continues to work at National Curriculum levels substantially below those expected of pupils of a similar age
- continues to have difficulty in developing literacy and numeracy skills
- has emotional problems which substantially and regularly interfere with their own learning
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff, by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

Parental consent is sought before any external agencies are involved. The resulting support plan may incorporate specialist strategies which may be implemented by the class teacher but involve other adults.

Request for Statutory Assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Current and past IEPs with reviews
- Information on the pupil's health and medical history
- National Curriculum levels/ EYFS assessments
- Assessments and reports from specialists involved
- The views of parents
- The views of the pupil
- Social care/ Educational Welfare Service reports

Education, Health and Care Plans

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not necessarily lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer term objectives set in the EHCP
- Of shorter term
- Established through parental/ pupil consultation
- Set out in an Action Plan
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Reviews of an EHCP

EHCPs must be reviewed annually. The Inclusion Leader will organise these reviews and invite:

- The Pupil's parent/carer
- The pupil if appropriate
- The relevant teacher
- A representative from the SEN Inclusion and Assessment team
- The Educational Psychologist
- Any other person the Inclusion Leader or parent/ carer considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue or amend it □ To set new objectives for the coming year

Within the time limits set out in the Code, the Inclusion Leader will complete the annual review forms and send them, with any supporting documentation to the LA.

Partnership with Parents/ Carers

The school aims to work in partnership with parents and carers. They are consulted about their child's educational development and encouraged to take an active role in supporting their child. We seek to work closely with the parents for the benefit of the child as *evidence shows that children make most progress when their key adults work together*. We do so by:

- Discussing concerns that we might have about a pupil at the earliest opportunity
- Keeping parents and carers informed and giving support during assessment and any decision-making process about SEN provision
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Meeting with parents to review their child's progress and provision
- Making sure parents know who to contact if they have any concerns

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs through self-assessment and self-evaluation
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets
- Talk to a named adult or mentor
- Participate in annual reviews when appropriate

Parents' Complaints Procedures

If there are any complaints relating to the provision for pupils with SEN then initially parents should contact the class teacher. If the problem is not resolved, then the Inclusion Leader or Head teacher should be contacted. In the case of an unresolved complaint please see the School Complaints Procedure.

SEN In-service Training

The Inclusion Leader has an important role in keeping up to date with developments. Attendance at termly LA SENCO network meetings and other INSETs will help with this. Training needs will be assessed annually and appropriate action will be included in the School Improvement and Development Plan (SIDP) and training will be provided. Staff will be kept informed through the regular cycle of staff meetings.

Policy Review

This policy will be reviewed annually.