



Special Educational Needs Policy

SENCo- Mrs Claire Colvill

The SENCO is part of the Senior Leadership Team(SLT)

Aim

To promote the successful inclusion of pupils with special educational needs and disabilities.

At Market Weighton Infant School we aim to ensure all pupils have access to a broad and balanced curriculum. We adapt our curriculum and teaching strategies as appropriate to meet the child's needs, so that pupils with SEND (Special Educational Needs & Disabilities) can take as full a part as possible in all school activities. We do this with great care and discretion, taking the child's feelings into account.

Objectives

In making provision for pupils with special educational needs our policy objectives are:

- To ensure that our duties, as set out in the SEND Code of Practice 2014 and The Equality Act 2010, are fully met to enable pupils with special educational needs to join in the normal activities of the school along with pupils who do not have special educational needs;
- To use our best endeavours to make sure that a child with SEN gets the support they need.
- To ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs;
- To identify and assess the pupils with special educational needs and disabilities (SEND) as early as possible;
- To provide support and advice for all staff working with pupils with Special Educational needs;
- To use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs and disabilities of our pupils;
- To provide a graduated approach in order to match educational provision to pupils' needs;
- To develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
- To take into account the ascertainable wishes of the pupils concerned and, whenever possible, directly involve them in decision making in order to provide more effectively for them;
- To ensure effective collaboration with Local Authority (LA) services, health services and social services in order to take effective action on behalf of pupils with special educational needs and disabilities;
- To ensure that all staff are aware of their responsibilities towards pupils with special educational needs and disabilities and are able to exercise them;
- To monitor our effectiveness in achieving the above objectives.

Identifying Special Educational Needs and Disabilities

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age; or
- b) 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.

The SEND Code of Practice 2014 identifies four broad categories of need:

1. **Communication and Interaction.** This includes children and young people with speech, language and communication needs, and also likely to apply to children and young people with ASD – including Asperger's and Autism Spectrum Disorder.

2. **Cognition and Learning.** Including moderate and severe learning difficulties through to profound and multiple learning difficulties, in addition to specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
3. **Social, emotional and mental health difficulties.** Children and young people with social, emotional and mental health difficulties may struggle to cope with school routines and making and sustaining relationships.
4. **Sensory and/or physical needs.** This includes vision and hearing impairment – or multi-sensory impairment – and some children with a physical disability who may require additional support to access all the opportunities available to their peers.

While these four areas are identified as the primary areas of need for a child we identify the needs of the pupils by considering the needs of the 'whole' child, not just the special educational needs of the child.

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a 'Looked after Child', health and welfare, being in receipt of Pupil Premium, but these alone do not constitute Special Educational Needs.

Behaviour

The Code no longer allows for the identification of behaviour to describe SEN. Any concerns we may have about a child with behavioural needs would form an underlying part of a wider need in relation to the four broad needs highlighted above.

A Graduated Response to SEN support

In line with the SEND code of practice 2014 the school operates a four stage graduated approach:

1. **Assess:** the class teacher and SENCO should clearly analyse a pupil's needs before identifying a child as needing SEN support
2. **Plan:** parents must be notified wherever it is decided that a pupil is to be provided with SEN support
3. **Do:** the class or subject teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or 1-1 teaching away from the main teacher, he/she should still retain responsibility for the pupil
4. **Review:** the effectiveness of the support should be reviewed in line with the agreed date

Educational, Health and Care Plan

The Majority of children and young people with SEN will have their needs met within the local mainstream early years providers, schools or colleges. A local authority must conduct an assessment of education, health and care needs and prepare an Education, Health and Care (EHC) plan when it considers that it may be necessary for special educational provision to be made for the child or young person through an EHC plan.

STAGE 1

Well-differentiated, quality first teaching, including, where appropriate, the use of Wave 1 or Wave 2 Interventions.

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to Wave 1 or Wave 2 interventions.

These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.

STAGE 2

Additional SEN Support

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.

STAGE 3

EHC Plan

- It may be decided that a very small number, but not all of the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed.

Individual Education Plans (IEPs)

Whilst we recognise that IEPs are no longer prescribed in the SEN Code of Practice 2014, we continue to use them for the following reasons:

- Our IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs.
- They are seen as working document which can be constantly refined and amended.
- Our IEPs will only record that which is additional to or different from the differentiated curriculum plan which is in place as part of provision for all children.
- Targets will address the underlying reasons why a pupil is having difficulty with learning.

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- differentiated work as part of quality first teaching
- interventions
- other small group withdrawal
- individual class support / individual withdrawal
- additional homework

Identification

Early identification of SEN is vitally important and the school makes every effort to identify these needs. Identification is achieved through any of the following means:

- contact with parents who express concern over their child's progress
- classroom monitoring and observation by the class teacher
- results of assessments made by the class teacher or SENCO
- pupil progress meetings
- discussion between school staff and where necessary, outside agencies

Assessment and Monitoring

The school closely monitors the progress of all pupils, including those with special educational needs. The effectiveness of the provision for these pupils is evaluated by ensuring that they make adequate progress. This will be reviewed regularly by class teachers in collaboration with parents, the SENCo and the pupils themselves.

Training and Resources

Resources

Funding for SEN

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' funding allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:

Element 1 Core Educational Funding	Mainstream per pupil funding (AWPU)
Element 2 Schools Block Funding	Contribution of up to £6,000 for additional support required by children with higher support needs, from the notional SEN budget
Element 3 High Needs Top Up	Top up funding from the Local Authority to meet the needs of individual pupils with an EHC plan

Training

Every effort is made to ensure staff training needs are identified and met.

The SENCo attends

- SENCo Forum meetings
- SENCo cluster meetings
- Other relevant courses, and shares relevant information with school staff.

Roles and Responsibilities

The Role of the Class Teacher

Children with Special Educational Needs remain the responsibility of the Class Teacher.

As part of their role they should:

- Plan a broad and balanced curriculum. Assess and plan differentiated activities.
- Work with the SENCo and other staff members to identify and meet the needs of a child with Special Educational Needs.
- Employ learning strategies and programmes which will cater for SEN.
- Plan and write Individual Education Plans, with the help of the SENCO where appropriate.
- Produce modified teaching resources, or employ other methods of differentiation, to enable a child with SEN to experience success.
- Assess and review progress and keep records.
- Inform and explain the procedure to parents,
- Meet with parents to review IEPs and talk about possible new targets.
- Ensure that parents receive a copy of the IEP and sign the school copy of the IEP.
- Liaise with Teaching Assistants who are working with children with SEN.
- Participate in regular SEN meetings and training.

The Role of the SENCO

The Special Educational Needs and Disabilities Co-ordinator (SENCO) is Mrs Colvill

The SENCO's responsibilities include:

- Overseeing the day to day operation of the school's SEN policy.
- Co-ordinating provision for children with special educational needs.
- Advising on the graduated approach to providing SEN support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils 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.
- Working with the Head teacher and school governors to ensure that the school meets its responsibilities with regard to reasonable adjustment and access arrangements.
- Ensure that the school keeps the records of all pupils with SEN up to date.

The Role of the Governors

- Ensure a member of staff is designated SEN co-ordinator.
- Ensure the necessary provision is made for pupils with SEN.
- Consult with the LEA and other bodies to co-ordinate SEN provision.
- Publish an SEN policy.
- Publish information in the Annual Report to Parents on:-The success of the SEN policy, any significant changes, any consultations with other schools, the LEA etc, the allocation of resources.

- Ensure that pupils with SEN have full access in all areas of school life.
Ensure that a summary of the SEN policy is included on the school website.
- Consult with the LEA about appropriate staff training in SEN.
- Have regard to the Children and families act 2014 and the SEND code of practice 0-25

The SEN Governor is Mrs Cantrell who meets with the SENCO termly, to ensure a school governor is kept well informed and to monitor the progress of children with SEN.

Other relevant roles

Designated Teachers for Child Protection- Mrs Kay-Wood

-Mrs Colvill

-Mrs Haskey

Designated Teacher for Looked after Children - Mrs Colvill

Designated Teacher for Pupil Premium - Mrs Kay-Wood

THE SCHOOL'S COMPLAINT PROCEDURES

Parents should not hesitate to contact school if they have any concerns or comments about the provision made for their child at the school. The first point of contact will be the class teacher, then the SEN Co-ordinator, Mrs Colvill who will try to deal with the concern as efficiently and effectively as possible. If the parent is unhappy with the response from the SEN Co-ordinator please speak to Mrs Kay-Wood or refer to the schools complaints procedure which is available on the school website.