

Wheatfield Primary School

'Growing and Learning Together'

SEN Policy

(Statutory Policy Document)

Issue No 4

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CHANGE RECORDS SHEET

Issue No.	Date	Summary of Change	Amended by
1		Original Policy.	Chris Dursley
2	February 2004	Policy updated.	Claire Greener
3	December 2013	Policy updated.	Claire Greener
4	March 2016	Policy reviewed and updated to reflect changes in policy and procedure. All changes are highlighted in the left hand margin.	I Roberts

SUMMARY

This policy should be read in conjunction with all other school policies, but particularly the following policies:

- Disability Equality and Accessibility Planning
- Behaviour Policy
- Equal Opportunities
- Admission and Exclusions
- Assessment
- School information report

Our SENCO's contact details are:

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Our SENCO is not a member of our SLT team; please contact our Head Teacher if necessary.

If you require further details of this policy then please refer to the Head Teacher or Deputy Head Teacher.

This policy will be reviewed every three years or updated as and when changes occur. This is to be recorded in the minutes of the Curriculum and Achievement Committee.

ABBREVIATIONS

The following abbreviations are used in the policy:

SEN	Special Educational Needs
TA	Teaching Assistant
SMSA	School Meals Supervisory Assistant
LA	Local Authority

SEN Policy

SENCo	Special Educational Needs Co-ordinator
CoP	Code of Practice
SAF	Single Assessment Framework
HESC	Health, Education, Social Care tribunal

REFERENCES

- DFE-00205-2013 Special Educational Needs (SEN) Code of Practice: for 0 to 25 years, Department for Education, January 2015

MAIN DOCUMENT

1 RATIONALE

At Wheatfield we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs or abilities.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Every teacher is a teacher of every child or young person, including those with SEN.

1.1 AIMS

Wheatfield provides a focus on outcomes and not just hours of support/provision, in order to raise aspirations and expectations of all children with SEN.

The specific objectives of our SEN policy are:

- To identify pupils with special educational needs/additional needs and ensure that their needs are met.
- To ensure that children with special educational needs have access to a broad, balanced and relevant curriculum and join in with all the activities of the whole school.
- To ensure that all learners make the best possible progress and reach their potential.
- To ensure that parents/carers are informed of their child's special needs and provision, and that there is effective communication between parent/carers and school.
- To ensure that learners express their views and are fully involved in decisions which affect their education.
- To promote effective partnerships and involve outside agencies when appropriate.
- To implement a graduated approach to support for children who need it as recommended in the Code of Practice.

2 GUIDELINES

The named SEN coordinator (SENCO) in the school is Mrs Imogen Roberts, who works for 0.6 per week without a class responsibility. The SEN Governor is Mrs Rebecca Penny, although the governing Body as a whole is responsible for making provision for pupils with special educational needs. There are regular meetings between the SENCO and SEN Governor.

The Governing Body has agreed with the LA admissions criteria which does not discriminate against pupils with special education needs and it has due regard for the guidance in the Code of Practice. See Admissions policy.

2.1 IDENTIFICATION AND ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS

In accordance with the Children and Families Act 2014, Wheatfield School is committed to early identification of special educational need and adopts a graduated approach to meeting SEN in line with the Code of Practice 2014. High quality, differentiated teaching is the first step in responding to children who have/may have SEN.

Following this, a range of evidence is collected through the usual assessment and monitoring arrangements and discussed at Pupil Progress meetings and SEN surgeries: if this suggests that the learner is not making the expected progress, the class teacher will consult with the SENCO and begin the Assess, Plan, Do, Review cycle in order to decide whether additional and/or different provision is necessary. During this process, the teacher will be asked to provide evidence that quality first teaching has been used and if the pupil's progress is significantly slower than that of their peers, starting from the same baseline. At Wheatfield we consider the needs of the whole child which includes not just the SEN of the child.

Pupils will be registered or identified as having special educational needs if the school is taking additional or different action to support their learning.

The new Code of Practice (2014) recommends a graduated approach which means that children will receive different levels of support depending on their Individual requirements and recognises that the needs will then be identified under four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

Pupils who have disabilities but no special needs will be recorded on the school's medical register. See Disability Equality and Managing Medical Needs policy.

Where a child may have SEN whose family do not have English as a first language, additional arrangements may need to be made to enhance communication. See EAL policy.

Provision/action that is *additional* to or *different* from that available to all children and is beyond the differentiated approaches will be recorded on an Action Plan and provision made at **SEN Support**. This will be written by the class teacher and overseen by the SENCo, but will always be in consultation with pupils, parents/carers and relevant staff. It may also involve consultation with, and advice from external agencies.

Additional support and intervention cannot compensate for a lack of good quality teaching.

The Action Plan will set targets for the pupil and will detail:

- The short term targets set for, or by the child.
- The teaching strategies to be used, outcomes and actions required.
- The provision to be put in place.
- When the plan is to be reviewed.
- Impact.

The Action Plan will usually be reviewed 3x year and the outcomes will be recorded. Pupils will participate fully in the review process according to their age and abilities. Parents/carers will also be invited to participate in the actions and review process.

If the school has evidence that a pupil is making insufficient progress despite significant support and intervention provided at school level, we may seek further advice and support from outside professionals and this will be recorded on their Action Plan. This may involve direct work with the SENCO and external agencies will be invited to contribute to the monitoring and review of progress. Pupils and parents/carers will be fully involved and kept informed.

A small number of pupils will have an Education, Health and Care Plan, which means that their level of need has been assessed as requiring additional support from that provided by school and other agencies. As well as the review of their Action Plans, the progress and the support outlined in their EHCP will be reviewed annually at a formal meeting. As well as parents and relevant external agencies, a member of the SEN team at South Glos Local Authority will be invited to attend.

Please refer to the school information report for details about our school offer.

The SENCO, together with Foundation Stage staff, will visit the pre-schools prior to a new Reception intake in order to liaise with staff about new pupils who may have Special Educational Needs. Careful transition planning will then be put in place to ensure that these children have the best chance of settling in well to school and having their needs met. When pupils are due to transfer to another phase, planning for this will be started early to allow appropriate options to be considered. The SENCO will liaise with the SENCO of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

3 ROLES AND RESPONSIBILITIES

3.1 Governors

The governing body has statutory duties towards pupils with Special Educational Needs (SEN). In particular they:

- Ensure that the necessary provision is made for any pupil who has SEN.
- Ensure that SEN objectives are set through the Appraisal framework.
- Ensure that, where the 'responsible person' – the Head teacher or SENCO – has been informed by the LA that a pupil has SEN, those needs are clear to all who are likely to teach them.
- Ensure that teachers in Wheatfield Primary school are aware of the importance of identifying and providing for those pupils who have SEN.
- Consult with the LA, and with the governing bodies of other schools, when it seems necessary or desirable in order to promote co-ordinated special educational provision in the area as a whole.
- Ensure that a pupil with SEN joins in the activities of the school together with pupils who do not have SEN, so far as is reasonably practicable and compatible. This must however ensure that the child receives the SEN provision they need, and that this is not detrimental to the efficient education of other pupils or to the efficient use of resources.
- Report to parents on the implementation of the school's policy for pupils with SEN on an annual basis. This will include an evaluation of the effectiveness of the school's work on behalf of children with SEN and acknowledgement of any changes to the policy during the last year.

SEN Policy

- Have regard to the SEN Code of Practice when carrying out its duties towards all pupils with SEN.
- Ensure that arrangements are in place for parents to be notified of a decision by school that SEN provision is being made for their child.
- The Governing Body has established mechanisms to ensure that:
- They are fully involved in developing and monitoring the school's SEN policy. The Pastoral and Curriculum committee including the SEN Governor and the SENCO review and revise the SEN policy as part of a rolling review programme of all school policies.
- All governors, especially the SEN Governor, are well informed by the Head Teacher and the SENCO about the school's SEN provision, including how funding and personnel resources are deployed (including Pupil Premium, funding where applicable.)
- SEN is an integral part of the School Development Plan.
- The quality of SEN provision is continually monitored by evaluation and feedback from the SENCO as well as through data analysis.

3.2 Head Teacher

- To assume overall responsibility for the management of the SEN policy
- To be involved, along with the governing body with the management of SEN related staff.
- To be responsible in conjunction with the SENCO for reporting to Governors.
- To support the SENCO in all aspects of their duties.
- To ensure that the SEN policy is adhered to by all staff.

3.3 SENCO

- To secure the day to day operation of the school's SEN policy.
- To maintain the school's SEN register and to support teachers by updating and overseeing records for children on the Code of Practice.
- To advise colleagues on strategies for meeting the needs of pupils with SEN within an inclusive setting.
- To liaise with parents/carers and external agencies.
- To advise and inform governors, including an annual report on SEN.
- To contribute to staff development on SEN related matters.
- To attend local SENCO cluster meetings, conferences and training

3.4 Class Teacher

- To recognise when a child may be having difficulties which may require provision which is additional to, or different from, their general classroom practice and to take the necessary steps to trigger this provision.
- To ensure, in conjunction with the SENCO, that the needs of pupils with SEN in the class are effectively addressed.
- To be responsible for writing Action Plans for children in their class, and to monitor and review progress with the child and parents/carers.
- To contribute to any additional documents required for children in their class on the SEN register, such as referral forms, reports, Annual Review paperwork etc.

- To take steps to inform/update themselves on SEN issues which will enhance their teaching, (e.g. through INSET or support from the SENCO)
- To ensure that the specific needs of children with SEN in their class are communicated when necessary to other relevant adults, such as supply teachers, SMSA's, student teachers, classroom helpers etc.

3.5 Classroom TA's and SEN TA's

- Classroom TA's may have responsibility for carrying out tasks to support pupils with SEN. This will be managed on a day to day basis by the class teacher. In addition, they may be asked to assist with the monitoring and review of provision for these pupils.
- An SEN TA is employed to support individual or small groups of pupils who have been identified as having SEN. This is overseen by the SENCO in conjunction with class teachers. An SEN TA may be asked to assist with monitoring and review of provision and related activities such as review meetings.

3.6 School Meal Supervisory Assistants

- The SMSAs should be made fully aware, by the class teacher, of any child with SEN who may require additional support at lunch time.
- They may be asked to contribute their observations/advice during the setting up, monitoring and review of relevant pupil passports and action plans.
- On occasions, an SMSA may be asked to support, or supervise more closely, a pupil with SEN.

3.7 Parents/Carers

- We recognise the vital role parents/carers play as partners in their child's education. Effective liaison will ensure that they are involved in target setting for their child on an Action Plan and for supporting their child in meeting outcomes.
- Where outside agencies are involved, parents/carers will be invited to attend meetings and will be passed copies of reports about their child.
- Parent helpers are also valued in school to support the education of all pupils, including those with SEN.

3.8 Subject co-ordinators

- Co-ordinators will liaise with class teachers to support them in the delivery of their subject to all pupils, including those with SEN.

3.9 The CYPD, South Gloucestershire

- The responsibilities of South Gloucestershire LA are set out in its SEN policy and links to the school's local offer.

The school will provide information about the *Parent Partnership Service* to all parents/carers of children with special educational needs. Our local Parent Partnership worker is *Supportive Parents*. Parents/carers of any pupil identified with SEN may contact the Parent Partnership Service for independent advice and support.

3.10 External Agencies.

External support services play an important part in helping school identify, assess and make provision for pupils with SEN.

- The school receives regular visits from the nominated Education Welfare Officer, the Inclusion Support Service and the Educational Psychologist for the area.
- In addition the school may seek advice from specialist advisory teaching services for children with sensory impairment or physical difficulties.

- Liaison meetings with the staff at the local pre-schools and secondary schools are held to ensure smooth transitions for pupils with SEN between different phases in their education.
- The speech and language therapist contributes to the review of children and works with the school's specialist TA to support children with significant speech and language difficulties.
- Multi-agency liaison meetings are held when necessary to ensure effective collaboration in identifying and making provision for vulnerable pupils. The SAF process is sometimes used to support families.

4 ADMISSIONS

Wheatfield is an inclusive school which will not refuse entry to a pupil with SEN, providing that appropriate structures are in place to guarantee the safety and wellbeing of that child as well as the rest of the school community. We would also have to ensure that the education of that child is not considered incompatible with the efficient education of other pupils. See Admissions policy.

5 COMPLAINTS PROCEDURE

In keeping with our aim of a home school partnership, Wheatfield School has an 'open door' policy and actively encourages dialogue between staff, pupils and parents/carers. However, if a problem relating to SEN cannot be resolved by staff or the Head Teacher, the governing body should be addressed. Parents/carers also have the opportunity to complain to the LA and an independent Disagreement Resolution Service will be offered. In the case of a dispute with the LA about a child's statement of SEN or a refusal to carry out formal assessment, a parent/carer can appeal the HESC tribunal.

6 RESOURCES

Each South Gloucestershire LA School is required to invest a minimum of 3.6% of its budget into supporting children with SEN within the school system. This is used in a number of ways including salary of the SENCO to provide support teaching and non-contact time, the employment of additional TA time and additional material resources to help us meet the needs of pupils with SEN.

7 EVALUATION OF SEN

An evaluation of the school's SEN procedures and policy will be undertaken annually by the SLT, SENCO and Governors.

The success criteria will include:

- Up to date records/SEN register and Action Plans.
- Early assessment of Pupils with potential SEN.
- Good progress of pupils on the SEN register.

APPENDIX A DEFINITION OF LEARNING DIFFICULTY FROM THE SEN CODE OF PRACTICE 2001

Children have a **learning difficulty** if they:

- (a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the L.A.
- (c) Are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are taught.