

**Moss Bury Primary School**

# **SEN Policy**

September 2014  
Revised October 2016

# Special Educational Needs (SEN) Policy

## 1 Introduction

- This policy was reviewed and updated in line with the new SEND Code of Practice 2014.
- This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges that respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular attention by the school.
- These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.
- Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

## 2 Aims and Objectives

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of each child are identified, assessed, provided for and reviewed;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure our children have a voice in this process.

## 3 Educational Inclusion

- In our school we aim to offer excellence and choice for all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curriculum, we respect the fact that children:
  - have different educational and behavioural needs and aspirations;
  - require different strategies for learning;
  - acquire, assimilate and communicate information at different rates;
  - need a range of different teaching approaches and experiences.
- Teachers respond to children's needs by:
  - providing support for children who need help with communication, language and literacy;
  - planning to develop children's understanding through the use of all available senses and experiences;

- planning for children’s full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

#### 4 Special Educational Needs

- Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have Special Educational Needs if:
  - 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.
  - Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.
  - This school makes provision for the following Special Educational Needs

<b>Types of Need</b>	<b>Examples of support in our school</b>	<b>How we check it is working</b>
Cognition and Learning	Targeted teaching in the classroom  Additional help in the classroom through differentiation  Support from specialist teaching assistants  Small group work within the classroom  Group work outside the classroom with specialist staff	Regular half termly teacher assessments of progress  Checks of progress in phonics and reading  Discussions between staff and parents about progress  Regular review of the effectiveness of intervention programmes
Communication and interaction	Support from specialist teaching assistants  Support from the school’s specialist team  Outside support from the local authority	Observations and assessments by the Communication and Autism Team  Regular contact and discussions with parents  Regular teacher assessments
Social ,Emotional and Mental Health difficulties	In class support from teaching assistants	Tracking of behaviour in class in line with school’s behaviour support

	<p>Support from the school's teaching staff and designated senior leader</p> <p>Support from the Educational Psychologist</p> <p>Outside support from CAMHS</p>	<p>programme</p> <p>Observations and reviews by the Educational Psychologist</p> <p>Meetings with parents, staff and specialist agencies such as CAMHS</p>
Sensory and/or physical needs	<p>Direct support from the school's own Hearing Impairment Unit (HIU)</p> <p>Personalised programmes in the classroom devised with the HIU and/or Sensory or Physical Needs Support Services</p> <p>Direct support from outside support teams</p> <p>Adaptations to the learning environment</p> <p>Provision of specialist equipment where necessary</p>	<p>Regular visits and assessments by sensory and physical impairment services</p> <p>Teacher assessments of progress</p> <p>Meetings between staff and parents</p>

- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.
- In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate assessment. For higher levels of need, the school has arrangements in place to draw on more specialised assessments from within or from external agencies.
- This information gathering will include an early discussion with the pupil and their parents. These early discussions with parents will be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. The school will also tell parents and young people about the local authority's information, advice and support service.
- However support is provided, a clear date for reviewing progress will be agreed and the parent, pupil and teaching staff will each be clear about how they will help the pupil reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided that a pupil does have SEN, the decision will be recorded in the school records and the pupil's parents **must** be formally informed that special educational provision is being made.

Arrangements for appropriate support will be made through the school's approach to SEN support.

- **SEN support**

- SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

- **Assess**

- In identifying a child as needing SEN support the class or subject teacher, working with the SENCO, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's tracking of progress, attainment, and behaviour. It will also the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. The school will take seriously any concerns raised by a parent. These will be recorded and compared to the school's own assessment and information. This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need. Where necessary, if outside professionals are not already working with school staff the SENCO should contact them if the parents agree.

- **Plan**

- Where it is decided to provide a pupil with SEN support, the parents **will** be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the pupil's records.

- **Do**

- 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, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

- **Review**

- The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.
- The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.
- Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.
- Where a pupil has an EHC plan, the local authority and school **must** review that plan as a minimum every twelve months.

- **Transition**

- SEN support will include planning and preparation for the transitions between phases of education. To support transition, the school will share information with the school, the pupil is moving to. The school will agree with parents and pupils the information to be shared as part of this planning process.

- **Involving specialists**

- Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists secured by the school from outside agencies. The SENCO and class teacher, together with the specialists, and involving the pupil's parents, will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

- **In our school the SENCo:**

- manages the day-to-day operation of this policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues helping with assessment, planning, delivery and review when requested to do so.
- oversees all the records of children with special educational needs;
- acts as the link with parents;
- acts as a link with the Local Authority, external agencies and other support agencies;

- monitors and evaluates the special educational needs provision and reports to the Governing Body;
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs including wave 3 provision.
- contributes to the professional development of all staff.

#### **In our school the class teacher:**

- Ensures that all children have access to high quality teaching and that the curriculum is adapted to meet the needs of individual children's needs (differentiation)
- Checks on the progress of children, identifying, planning and delivering any additional help needed (eg targeted work, additional support, resources etc) and discussing these with the SENCO
- Writes SEN Support Plans, as required, for children on the SEN register and shares and reviews these plans with parents once a term.
- Ensures that all members of staff working with SEN children in their class are aware of their individual needs and what specific adjustments need to be made.

## **5 The role of the Governing Body**

- The governing body has due regard to the Code of Practice 2014 when carrying out its duties toward all pupils with special educational needs.
- The governing body does its best to secure the necessary provision for any pupil for whom Special Provision has to be made. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of a decision by the school that SEN provision is being made for their child.
- The Governing Body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs.

## **6 Allocation of Resources**

- The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education, Health and Care Plans.
- The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

- The SENCo draws up the resources bid when the school is planning for the next school improvement plan.

## **7 Partnership with parents**

- The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an on-going dialogue with parents. Parents have much to contribute to our support for children with special educational needs.

Reviewed and adopted.....