



*Learn, Aspire, Achieve*

## **Churwell Primary School Policy on Special Educational Needs (SEN)**

### **1. Introduction**

1.1 This policy was reviewed and updated in line with:

- SEN Code of Practice 0-25 (2015)
- Equality Act 2010: Advice for schools DfE Feb 2013
- Children and Families Act 2014
- Statutory guidance on supporting pupils at school with medical conditions
- The National Curriculum

1.2 Provision for children with special educational needs (SEN) is a matter for the school as a whole and we aim to provide a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning teaching which meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

1.3 Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. The SEN Code of Practice 2014 indicates that a child has a learning difficulty or disability when they have:

“ ... 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 educational facilities of a kind generally provided for others in mainstream schools.”

1.4 Special educational needs may relate to one or more of the following areas of need:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

1.5 Children may have special educational needs either throughout or at any time during their school career. Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children deemed to be disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still require to have provision made for them. We will assess each child as required, and make the appropriate provision, based on their identified needs.

### **2 Aims**

2.1 We aim to:

- provide a learning environment that meets the needs of all children
- ensure that the needs of children with SEN are identified, assessed and provided for
- work with all partners in the process
- make clear the roles and responsibilities of staff in providing for children with SEN
- support children to have access to all aspects of the school curriculum

### **3 Responsibilities within school**

#### **3.1 The Governing Body will:**

- do its best to secure the necessary provision for any pupil identified as having special educational needs
- ensure that, where the headteacher or governor has been informed by the LEA that a pupil has SEN, those needs are made known to anyone likely to teach them
- ensure that teachers in school are made aware of the importance of identifying and providing for those children with SEN
- consult the LEA and the governing bodies of other schools, when it seems necessary or desirable in the interests of coordinated special educational provision in the area as a whole
- ensure that a pupil with SEN joins in with pupils who do not have SEN, as far as is reasonably practicable with their needs
- report to parents on the implementation of the policy for pupils with SEN

#### **3.2 The Headteacher will:**

- oversee and line manage the work of the SENCO
- keep the governing body fully informed and work closely with the SENCO and staff

#### **3.3 The SENCO will:**

- be closely involved in the strategic development of the SEN policy and manage its the day-to-day operation
- maintain the SEN register
- identify children with SEN by working with school staff, parents and other agencies
- co-ordinate the provision for children's special educational needs
- support and advise colleagues
- monitor and evaluate provision
- oversee and contribute to records of children with SEN
- act as a link with parents
- act as a link with other agencies
- manages a range of resources, human and material
- contribute to the professional development of staff

#### **3.4 The Class Teacher will:**

- assess and make provision for pupils with SEN
- liaise with the SENCO if there are any worries about the child
- identify children with SEN by working with the SENCO, parents another agencies
- be the first point of contact for parents with a concern about their child's development
- produce and implement SEN support plans
- maintain records of children with SEN
- liaise with teaching assistants providing SEN support

#### **3.5 Learning mentors will:**

- liaise with the SENCO and class teachers
- support in the identification of children with SEN, in particular for those with social, emotional and mental health needs
- support in the provision for children with SEN, in particular for those with social, emotional and mental health difficulties
- meet with parents and other agencies
- maintain records of children with SEN

#### **3.6 Teaching assistants will:**

- work with class teachers to make provision for children with SEN
- implement SEN support plans

### **3.7 Parents**

Any concern regarding the school's provision for SEN should be raised with the SENCO. Parents are encouraged to take a joint role in supporting their children to develop their full potential. Class teachers inform parents about their child's progress and work through SEN support plans. Review meetings may be held. The school welcomes any involvement that parents wish to contribute. The school recognises that, in order for parents to be involved, they may need the support of staff and other agencies needing a referral.

### **3.8 Pupils**

In our school, we encourage children to take responsibility and to make decisions. Children are involved in an appropriate way in agreeing targets in their support plans and in any review meetings. Children are encouraged to review their own progress against their targets and contribute towards decisions about support for their learning. We seek to celebrate their successes with them as well as planning and discussing their next steps.

## **4.0 IDENTIFICATION**

### **4.1 Children already identified as having special education needs before entering school**

The SENCO holds discussions with the Nursery Teacher, who passes on any relevant information regarding the child, and also holds consultations with parents and any other agencies involved. If a child transfers from another school and is identified as having special educational needs, the SENCO contacts the previous school to gain any relevant information.

If a child starting school already has a statement of special educational needs or Education Health Care Plan, the SENCO arranges to meet the child's parents to discuss his/her needs and the provision that will be in place. The SENCO contacts the responsible officer to ensure that funding is in place.

### **4.2 Children whose special needs are identified within school**

Early identification and appropriate intervention is vital in meeting the needs and providing opportunities for children with special educational needs.

Teachers are expected to meet the needs of all children within their class through a variety of teaching strategies.

If a teacher feels that, even when a range of strategies are being used, the child is still not making adequate progress then the class teacher should discuss this with the SENCO and also the child's parents.

At this point, the strategies being used will be reviewed and if this leads to the conclusion that the child needs help over and above what is normally available within the year group then SEN Support is considered.

### **4.3 SEN Support**

This means that the class teacher provides interventions that are additional to, or different from, those provided by the school's usual differentiated curriculum.

At this stage the SENCO takes the lead in the further assessment of a child's strengths and weaknesses, planning future support for the child and monitoring and reviewing the action taken.

The child's class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents are kept informed of action taken, and of any progress that is made.

Intervention can take a variety of forms including; providing different learning materials or special equipment, group or individual support from an extra adult or specifically targeting areas for staff development. Teachers may also vary their teaching style, the way they use language or change the organisation of the classroom in order to meet the needs of children with special educational needs.

Further information regarding how we meet the needs of children who need additional support can be found in our Local Offer which is on the school website.

#### 4.4 SEN Support Plans

Individualised programmes are recorded on an SEN Support Plan.

A support plan should contain the following information:

- the short term targets set for the child
- the teaching strategies to be used
- the provision to be put into place
- when the plan is to be reviewed
- success and/or exit criteria
- outcomes (to be recorded when the plan is reviewed)

The support plan should 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. The support plan should be written using SMART targets (specific, measurable, achievable, relevant and time related). It should focus on three or four individual targets that match the child's needs and should be discussed with the child's parents. The support plan may refer to individualised programmes which provide targets, show work covered and indicate progress made.

A review of the child's progress through the support plan is made at termly (or, in some cases, half termly) intervals. If the child has not made expected progress then other teaching strategies or programmes of work are tried.

A referral to an outside agency may be made to support us in planning provision for children at the stage of SEN support.

#### 5.0 Education Health Care Plans (EHCP)

5.1 If, even after SEN support, a child is still making little or no progress and it is the view of the professionals involved then a request for an Education Health Care plan be made. This may be made by the parent or the SENCO to the LEA. If the SENCO requests an EHC plan, then the school should be able to provide information about the following:

- the school's action through interventions and observations
- SEN Support Plans for the pupil
- records of regular meetings and their outcomes
- the pupil's health including the child's medical history where relevant
- National Curriculum levels
- attainments in English and maths
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of parents and the child
- involvement of other professionals
- any involvement by the social services or educational welfare service

5.2 If, after an EHCP request, an EHCP of special educational needs is written, then the SENCO ensures that the provision required is in place as soon as possible.

The EHCP is reviewed on an annual basis and it is the school's responsibility to ensure that all relevant people are invited to take part.

## **6.0 Teaching Strategies**

- 6.1 The SENCO works with class teachers to provide and monitor differentiated programmes of work for children with special educational needs.
- 6.2 The SENCO may occasionally see children on a one to one basis. When available, teaching assistants will support the children with a programme of differentiated work, which relates to the work that the rest of the class is doing, and is as specified by the class teacher on the SEN support plan.
- 6.3 Within each classroom children are usually grouped according to ability and work is given at an appropriate level.
- 6.4 Teachers continually assess each child's work, and adapt future planning to meet their needs.
- 6.5 National Curriculum assessment is built into all schemes of work for the core subjects so that progress can be monitored and differentiated programmes used.
- 6.6 Reading, writing and maths records are kept to monitor progress in these areas.
- 6.7 All children have access to curricular and extra-curricular activities, no matter what their special need may be. If necessary, help will be sought from a professional agency e.g. those dealing with physical disabilities, in order that this can happen. Thus all children will experience a broad and balanced curriculum.

## **7.0 Allocation of Resources**

- 7.1 The SENCO is responsible for resourcing special needs provision within the school, including the provision for children with EHC plans. The SENCO liaises with the Headteacher and the Senior Leadership Team to support the most effective use of resources.
- 7.2 At Churwell Primary we believe that all children have the right to feel valued and to achieve. We are all different and unique. We aim to help all children to understand and accept each other's differences and to recognise that we are all unique.
- 7.3 Churwell Primary is a school which welcomes all children. We endeavour to provide a curriculum which is both inclusive and promotes achievement and success.

SEN Policy March 2017

Review Date March 2018

Signed: *R.Barson*

SENCO: Miss C Whittle

Headteacher: Mrs R Barson

Governor: Mrs F Shippam/ Mrs K McGough

**We are committed to safeguarding and promoting the welfare of all of our pupils and expect all staff and volunteers to share this commitment.**