



Thorns Community



Infant School

## **Park Hill Thorns Federation**

Successful, confident learners. Responsible, compassionate individuals.

### **Special Educational Needs Policy**

Written: June 2014

Reviewed: January 2018

Agreed by Governors: January 2018

Next Review: January 2020

## Park Hill /Thorns Federation Junior School

### SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

#### Rationale

Legally, a child is defined as having special educational needs if s/he has a learning difficulty that calls for special educational provision. A learning difficulty means either that the child has significantly greater difficulty in learning than most children of the same age, or that a child has disability that prevents them accessing the normal curriculum in schools in their area unless special provision is made for them.

The children who need special educational provision therefore are not only those with obvious disabilities such as those who are:

- Physically disabled
- Have a hearing loss
- Are visually impaired

But also include:

- Learning difficulties in one or more areas of the curriculum
- Social, behavioural and communication difficulties
- Emotionally vulnerable children

It is estimated that up to 20% of children may need special educational help at some stage in their school careers, but only a very small percentage will need the protection in law of a statement of SEN.

The SEN Code of Practice identifies key principles:

- A child with SEN should have their needs met
- Children with SEN should be offered full access to a broad, balanced and relevant education
- Children's needs will normally be met in mainstream schools
- The views of the child should be sought and taken into account
- Parents have a vital role to play in supporting their child's education

At Park Hill/Thorns Federation, we are committed to ensuring that our policies, plans and practices are inclusive to all within our school community. Therefore our curriculum offers all pupils the full range of learning experiences to promote achievement, progress and the personal development of each child. This document is a statement of the aims, principles and strategies for the teaching and learning and management of SEN.

#### Aims

- To recognise that all children can have special needs at any time in their school career
- To recognise that all children have intelligence and can experience success in learning providing that the work they are asked to do is at an appropriate level
- To ensure that children with a special educational need receive adequate recognition and help
- To ensure that children with a special educational need are able to have access to a broad and balanced curriculum

- To ensure subject managers plan for provision and inclusion of special educational needs within their subject
- To ensure that assessment is used rationally and to the benefit of the children, so it becomes an integral part of their education
- To view parents as co-educators and fully involve them in any Personal Learning Plans (PLPs) and reviews
- To ensure that achievement and progress is recognised and rewarded.

### Identification and Assessment of SEN

The revised Code of Practice (2014) clearly sets out the stages, which must be followed, in managing SEN. Initial identification of learning or emotional difficulty lies with the child's class teacher, unless the child has transferred from another school or educational establishment with records of special needs provision. This establishes a clear analysis of the child's needs drawing on:

- Teacher's assessment and experience of the pupil - pupil progress, attainment and behaviour;
- Any barriers to learning;
- Children's development in comparison to their peers;
- The views of child and parents.
- The strategy sheets for specific learning difficulties

This will lead to the child's learning being differentiated accordingly. This is called Quality First Teaching. The SEN coordinator is consulted and the child's progress monitored. SEN pre-referral checklists will be used to record provision

### School Support (SS)

The child is put on the school's register for SEN and a plan of action is decided upon by the class teacher alongside the SENCo at a Personal Learning Conference. Children will have a set of targets necessary to address the child's needs and interventions will be put in place and monitored so that progress is being made against these targets.

### Outside Agency Support (OAS)

The above procedure applies but teachers and the SENCo are supported by outside agencies. The SENCo may request further assessment support from the Specialist Teaching Service (STS) or from the Integrated Disability Service (IDS) for the child, with parental consent. Review dates are set. IEP's are written by SENCo in consultation with parents and class teacher; the child will also take part in this process. The school may refer children to the Educational Psychologist as well.

### Education, Health and Care Plans (EHC)

After the child has received school support and outside agency support with limited impact, then the school can request a visit from the Educational Psychologist. This may lead to an "Education Health Care Plan" created. This will be monitored and reviewed. In addition to termly reviews, an annual review is required to which all professionals working with the child, the parents and the child contribute and attend. Only following an annual review can changes to provision be made.

Please note that a child must not be regarded as having a learning difficulty solely because the language of the home is different from the language in which s/he will be taught.

### SEN and the National Curriculum

The school has a responsibility to provide a broad and balanced curriculum for all our pupils. The national curriculum is the starting point for planning a school curriculum that meets the specific needs of individuals and groups of individuals.

In order to provide all pupils with relevant and appropriately challenging work, the National Curriculum Programmes of Study can be modified as necessary. In developing a more inclusive curriculum we:

- Aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible
- Plan approaches to teaching and learning so that all pupils can take part in lessons fully and effectively
- Support individuals or groups to overcome potential barriers to learning.

In most cases a child's needs will be met through greater differentiation of tasks and materials by the teacher and support of teaching assistants. A smaller number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities.

### Classroom Management and Organisation

The learning environment will be managed in such a way as to facilitate different learning styles and needs, with regard to SEN utilising:

- Whole class teaching
- Group work (ability, mixed ability, interest)
- One to one teaching
- Collaborative learning in pairs or groups
- Independent learning
- Visual timetables

All areas of the learning environment will be planned for in order to ensure opportunities for a range of activities. Teaching assistants and external agencies may be used to support children with SEN.

### Differentiation

Teachers will differentiate the curriculum by:

- Task
- Outcome
- Teacher / adult support
- Questioning
- Use of the strategies checklist

Differentiated tasks will be detailed in weekly planning. Learning intentions and success criteria will be specified for all differentiated teaching.

### Record Keeping and Assessment

Regular assessments are made of children's work in order to establish the level of attainment and to inform future planning. Record keeping and assessment procedures are defined in the Schools Assessment and Feedback on learning Policies.

### Staff Involvement

All school staff work to implement the policy in aspects of planning, practice and review. Staff are committed to inclusion and the Code of Practice is fully implemented.

### Parent Partnership

We strive to make parents feel confident, comfortable and equal partners in the education of their children. We encourage open, positive and regular contacts with parents and information is communicated in a variety of ways. This policy is consistent with other school policies and practices. Information about the availability of the Parent Partnership Service is shared with parents.

### Involvement of Children

We encourage all the children to be committed to and take responsibility for their own learning. Within a positive ethos, success is recognised and rewarded. Children contribute to the drawing up of targets for their own learning programme. Children's views are taken into account in decision making.

### Management of SEN

This policy was drawn up by the SENCo in both schools in consultation with the Executive Head teacher, SEN Governor and staff.

The school purchases visits each year by a named educational psychologist. The Educational Psychologist is also involved in annual reviews for EHCPs

Time is provided during the week for the SENCo to have non-contact time to fulfil her role.

### Duties of the Special Educational Needs Co-ordinator (SENCo) - Miss Lizzy Biggs (Park Hill) and Mrs Rachel Sheridan (Thorns)

The SENCo is responsible for the oversight and co-ordination of the school's provision for SEN. This will include the following:

- Day to day running of the school's SEN policy
- Overseeing the identification of pupils needing intervention through School Action, School Action Plus or a Statement
- Working with and advising colleagues
- Updating and overseeing the records of pupils with SEN
- Working with parents of SEN children

- Working with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies
- Maintaining and updating a register of SEN children
- Organising and chairing PLP meetings and assisting with the writing PLPs

The SENCo will:

- Attend relevant training
- Deliver relevant training to staff
- Keep colleagues informed regarding SEN issues
- Disseminate information from outside agencies to colleagues
- Keep colleagues up to date regarding new regulations that affect pupils with SEN
- Arrange for visiting speakers / workshops when required.
- Monitor programmes and interventions

### Confidentiality

The SENCo will ensure the confidentiality of the following:

- Any medical records of children with SEN
- Assessments or reports from outside agencies
- Information from parents of children with SEN

### Resources

Resources will be made available to facilitate access to the national curriculum for any child with SEN. This may be in the form of equipment or materials or additional personnel. Non-curricular needs will be taken into account, pastoral care arrangements and any medical requirements that the child may have.

### Access for Disabled Pupils and Other Facilities

The learning environment is continually under review and highlighted in the Federation Learning Improvement Plan. An Accessibility Plan for the school is in place.

- The school has a ramp access to all main entrances.
- Acoustic tiles have been fitted to three classrooms at Park Hill
- Anti-glare film has been fitted to one classroom in each year group and to the hall at Park Hill

### Diversity

In accordance with the School's Diversity Policy all children must be given full access to all areas of the curriculum and facilities of the school. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability.

### Admissions, Attendance, Discipline and Exclusion

The school is committed to ensuring that all processes are fairly applied in line with LA criteria and guidelines.

### Duties of the Governing Body

The duties of the Governing Body are to comply with Part III of the Education Act 1993. The Designated Governor is Ms Ros Kaijaks. The responsibilities of the SEN Governor are:

- Becoming informed about relevant documents and legislation eg school SEN Policy, LA Policy/guidelines on SEN, the Code of Practice for the Identification and Assessment of SEN, school SEN Action Plan
- Knowing the number of children identified as receiving support through School Support, Outside Agency Support or EHC Plans in the school and, in summary, the progress made by pupils receiving these different degrees of intervention
- Knowing whether appropriate resources from the school budget are allocated for this part of the school's work, understanding how the school's notional SEN income is being spent and how priorities are decided
- Arranging regular meetings with the SEN Co-ordinator (SENCo)
- Being a point of contact on the Governing Body for parents of SEN children if necessary, once the normal contact between the parents and teachers, including the head teacher have been established
- Reporting on the school's provision and making recommendations where necessary to the governors.

### SEN in other Policies

This policy should be read in conjunction with several other policies which contain references to SEN; notably learning and teaching, assessment and all subject policies.

### Budget

The SEN register shows a pattern of need, therefore resources are deployed in accordance with that.