

## Special Educational Needs Policy November 2015

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (June 2014 updated January 2015).

### Information

The named person who is responsible for managing the provision for Special Educational Needs (SEN) at Sudbury Primary School is Mrs H Shann (SENCO).

Mrs Shann can be contacted through the school office on 01283585251 or via email: [headteacher@sudbury.derbyshire.sch.uk](mailto:headteacher@sudbury.derbyshire.sch.uk)

The named governor for SEN is Mrs B Richardson who can be contacted through school on the above number or via email: [enquiries@sudbury.derbyshire.sch.uk](mailto:enquiries@sudbury.derbyshire.sch.uk)

An annual SEN information Report will be shared with parents, carers and the governing body and published on the school website. This will be published during the Spring Term of each academic year.

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 and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action 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 help or different help from that given to other children of the same age. At Sudbury Primary School we will always endeavour to provide support and scaffolds to learning which enable pupils to meet relevant learning outcomes with as much independence as possible, whatever their learning need may be. There may be times when more adult intervention is required, however, it will always be our aim to reduce the amount of adult intervention required over time and promote the independence of every learner in our school.

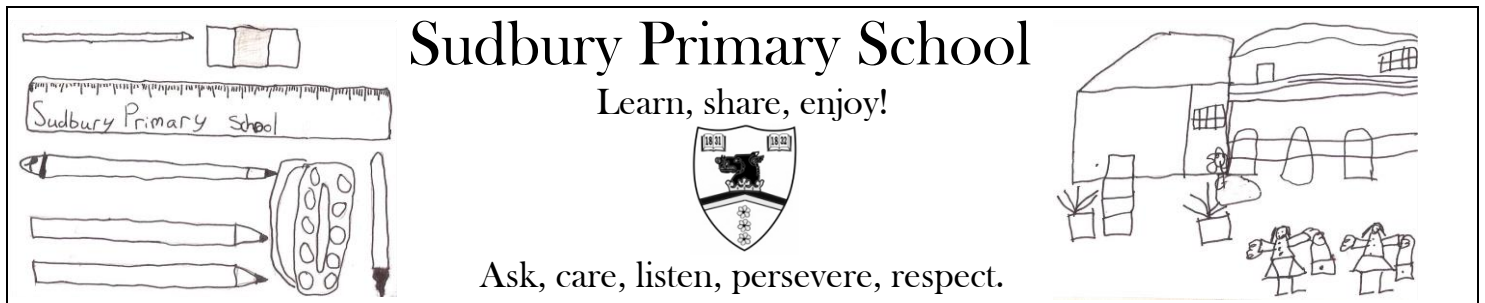
Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

The Equalities Act (mentioned in SEND Code of Practice 2015) identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equalities Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

### Aims

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- 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 that our children have a voice in this process.

## Educational inclusion

In our school we aim to offer excellence and choice to 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 know that they are a valued part of our school community. Through appropriate curricular provision, 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;
- providing appropriate scaffolds to support children in their learning so that the same or similar outcomes can be achieved;
- planning to develop children's understanding through the use of all their senses and of varied 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.

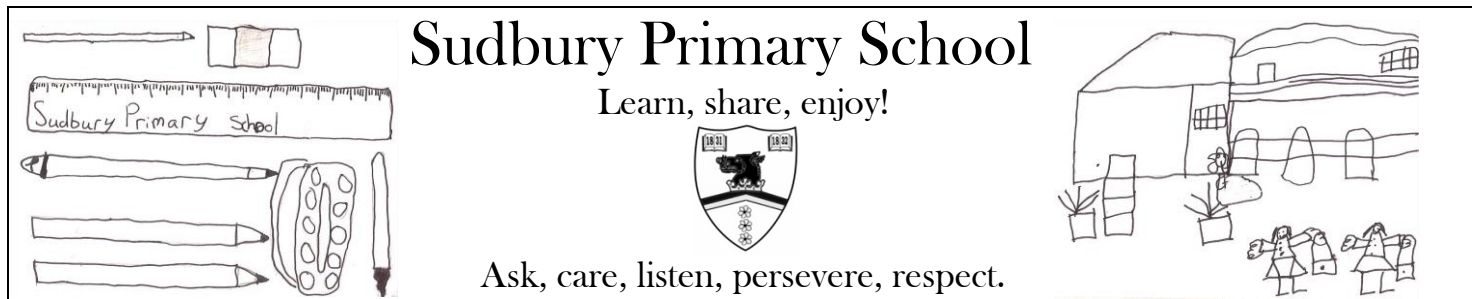
## Special Educational Needs

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 a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

At Sudbury Primary School we assess each child's needs on entry to the school. If a child joins us from a previous educational setting (this includes nursery), we take any information in relation to a child's prior learning provided by the setting into account to support us in making initial assessments. This information is then used to ensure that prior learning is built upon and is used to provide starting points for the development of an appropriate curriculum for each child.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Coordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.



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We will record, in an Individual Education Plan (IEP), the strategies used to support the child. The IEP will show the short-term target set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term.

If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional strategies being put into place. External support services will provide information for the child's new IEP. The new strategies in the IEP will, wherever possible, be implemented within the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern, a request for an Education, Health and Care plan will be made to the LA. A range of written evidence about the child will support the request to show a graduated response.

In our school the SENCO:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as the link with 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, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contributes to the professional development of all staff.

## The Role of the Governing Body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

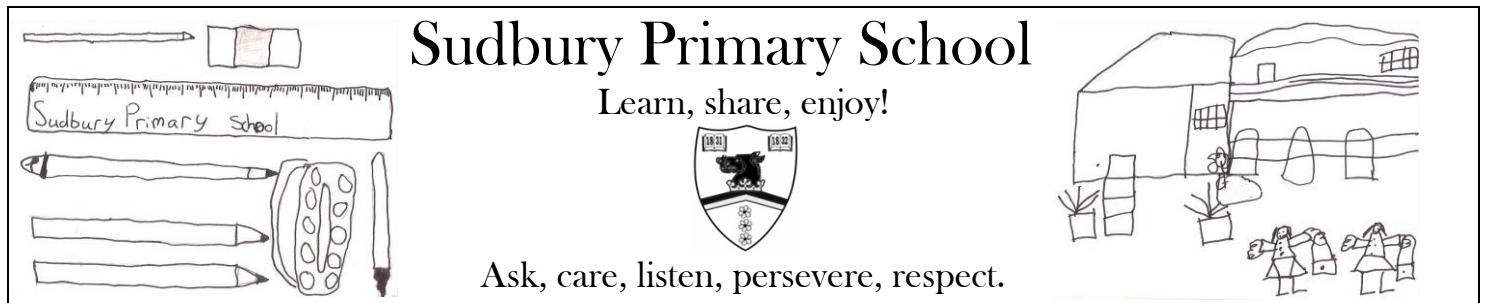
The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs (Summer Term). The governing body ensures that parents are notified of any decision by the school that SEN provision is to be 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. The 'responsible person' in this school is the headteacher. The headteacher ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement. The SEN governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

## 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 statements of special educational needs. The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed. At the time of writing this policy, the SENCO at Sudbury school is the Headteacher/Key Stage 2 Teacher.

## Assessment



Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The SENCO works closely with parents and teachers to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators using 'P' Levels. The LA seeks a range of advice before making a formal EHC plan. The needs of the child are considered to be paramount in this.

### **Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, which includes providing different levels of support as well as differentiating learning outcomes, and we use assessment to inform the next stage of learning.

Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children at the School Support level have an IEP.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom. In such cases, core curriculum areas are avoided for withdrawal. We also endeavour to alter the times and days for intervention sessions so that children do not consistently miss the same lesson.

### **Partnership with Parents**

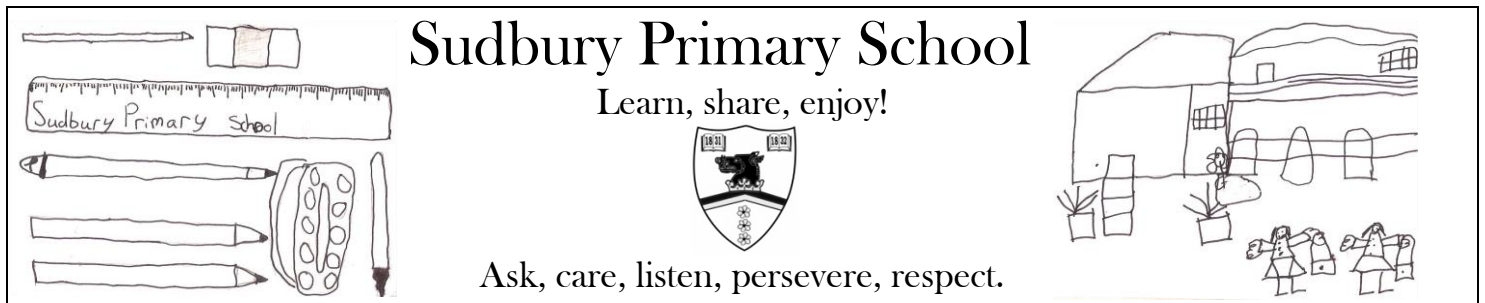
The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with special educational needs.

The school prospectus contains our Special Educational Needs Information Report. The named governor takes a particular interest in special needs and is always willing to talk to parents.

We have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. Parents are invited to take part in reviewing targets from IEPs and being involved in setting new targets for the following term.

### **Pupil Participation**

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.



Children are involved at an appropriate level in setting their targets. Children are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

## **Monitoring and Review**

The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCO is involved in supporting teachers involved in drawing up Individual Education Plans for children. The SENCO and the named governor with responsibility for special needs also hold annual meetings.

The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.

## **Transfer Arrangements**

Prior to transfer, to either secondary education or another primary school, full consultation between schools will take place.

All records will be passed on with the child.

The Educational Psychologist will be made aware of / suggest / and monitor any recommendations to ensure continuity of support and progression.

Annual Reviews will be held in the term before the child moves to their secondary school

## **Behaviour**

Children are sometimes placed on the special needs register due to difficulties with behaviour, if this is the case they will undergo assessments to ensure there is not an underlying cause for the behaviours witnessed and where appropriate the behaviour support team will be involved with permission from the parents. An inability to adhere to basic rules may prevent them from accessing the curriculum effectively. The school Behaviour Policy will be applied and special needs may be identified.

Agreed at the governing body meeting

***Signed:***

***Date:***

***Review Date:***

Refer to:

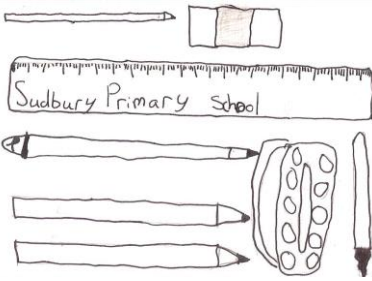
- Statutory Guidance on Supporting pupils at school with medical conditions
- Safeguarding policy
- Accessibility Plan

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- Equality Policy