

Policy on Special Educational Needs (SEN)

Introduction

This policy was reviewed and updated in July 2018 in line with the new SEN Code of Practice.

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.

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 Disability Discrimination Act 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 Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Aims and objectives

The aims and objectives of this policy are:

The following principles meet the 5 outcomes of Every Child Matters:

Be healthy

Stay safe

Enjoy and achieve

Make a positive contribution

Achieve economic wellbeing

- 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 achieve a level of staff expertise to meet pupil need;
- To meet individual needs through a wide range of provision;
- To enable all children to have full access to all elements of the school curriculum;
- To ensure that parents or carers are able to play their part in supporting their child's education;
- To work towards inclusion in partnership with other agencies and schools;
- To reach high levels of achievement for all;
- 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 feel 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;
- 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.

Admission Arrangements

Normal admission arrangements apply. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access the governors will make reasonable adjustments to ensure the child's needs are fully met. If a child is transferring into the school with an EHCP, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met. Any variation to the above will need to be agreed by the full governing body.

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.

Many of the children who join us have already been in early education. In many cases, children join us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

School Support

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. This level of support is called School Support. School Support intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/social difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support. 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. Parents will be closely informed of the action and results.

We will record, in an Intervention Plan (IP), the strategies used to support the child. The IP will show the child's needs, the short-term outcomes set for the child and the intervention strategies to be used. It will also indicate the planned provision and the date for the plan to be reviewed. In most cases, this review will take place once a term.

Where pupils have social and communication or emotional difficulties, Pupil Profiles (a summary of what is important to the child and how best to support them) may be written with them and their parents, to find out more about their views on school and their likes and dislikes. These are shared with relevant staff within school to help them support the child's learning and behaviour in school. In most cases, these will be reviewed once a term.

SEN Support

If the Intervention Plan review identifies that support is needed from outside services, we will consult parents/carers 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 or strategies that are different from those used in School Support. This enhanced level of support is called SEN Support. SEN Support intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period;
- Continues to work well below age related expectations;
- Continues to experience difficulty in developing literacy/numeracy skills;
- Has emotional/social problems that substantially impede their learning;
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists;
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.

External support services will provide information for the child's new Additional Support Plan (ASP). The new strategies in the ASP will, wherever possible, be implemented within the child's normal classroom setting.

Pupil Funding Agreement

The Pupil Funding Agreement (PFA) is a way of providing timely additional resources to schools to support an individual pupil's needs without having to carry out an Education, Health, and Care Needs Assessment and without having to issue an Education Health and Care Plan. The school will make an application to the Local Authority for a Pupil Funding Agreement if a pupil requires additional support and evidence indicates that the pupil's needs remain significantly greater than his/her peers. Applications will be accompanied by key evidence from the school of support arrangements currently in place, the impact that this support has made and how additional funding will further enhance provision.

Reviews of Pupil Funding Agreements

The PFA will be reviewed annually by the school. The PFA will remain in place and provide additional funding for as long as the evidence indicates that the pupil's needs remain significantly greater than his/her peers and the additional funding ensures the child continues to make progress towards meeting their outcomes.

Request for Needs Assessment

The school will request a Needs Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support, the pupil remains a significant cause for concern. A Needs Assessment might also be requested by a parent or outside agency. A range of written evidence about the child will support the request. This may or may not result in the LA issuing an Education, Health and Care plan (EHCP).

Education, Health and Care Plan

An Education, Health and Care plan (EHCP) will normally be provided where, after a Needs Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Needs Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the EHCP;
- Short term;
- Established through parental/pupil consultation;
- Set out in an IP;
- Implemented in the classroom;
- Delivered by the class teacher with appropriate additional support where specified.

Reviews of Education, Health Care Plans

Where a child has an EHCP the school will carry out an annual review which parents/carers, child (if appropriate), outside agencies, SENCO and other staff as appropriate, will be invited to attend. The SENCO will organise these reviews

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP;
- Review the provision made to meet the pupil's need as identified in the Plan;
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it;
- If appropriate to set new objectives for the coming year.

At Key Stage Phase transitions Reviews receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENCO will complete the annual review forms and send it, with any supporting documentation to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP.

Management of SEN within School

The head teacher and the governing body have delegated the responsibility for the day to day implementation of the policy to the SENCO. The SENCO is Mrs Louise Mullineux-Clay and she has Qualified Teacher Status. All school staff have a responsibility for pupils with SEN. All teachers are teachers of special educational needs. Staff are aware of their responsibilities towards pupils with SEN, whether or not pupils have a statement of special educational needs. A positive and sensitive attitude is shown towards those pupils. Staff responsibilities are identified in individual job descriptions. Teaching Assistants also play a major role in the support of pupils with SEN.

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 and carers;
- 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 LA and other schools, when appropriate, and report annually to parents and carers on the success of the school's policy for children with special educational needs. The governing body ensures that parents or carers 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. This governor is Mrs Amanda Green. The 'responsible person' in this school is the headteacher. The headteacher ensures that all those who teach a pupil with an Educational Healthcare Plan are aware of the nature of the EHCP.

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.

Most of the resources used by children having special educational needs are available within the classroom. Money may also be spent on further additional resources, staffing costs and time allocated to the SENCO to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENCO.

Assessment

We accept the principle that pupils' needs should be identified and met as early as possible. The SENCO works closely with the Year 3 Leader using whole school tracking data as an early identification indicator. The class teacher informs the parents or carers 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. We also use a number of additional indicators of special educational needs:

- the analysis of data including SATs, Non Verbal Reasoning scores, reading ages;
- the completion of Assessment of Need forms;
- following up parental concerns;
- tracking individual pupil progress over time;
- liaison with infant feeder schools on transfer;
- information from previous schools;
- information from other services.

The SENCO works closely with parents/carers 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.

The LA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this.

The SENCO maintains an overview of pupils receiving intervention. This overview is reviewed termly and a detailed analysis of the Intervention takes place at this time.

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, and we use assessment to inform the next stage of learning.

Intervention Plans or Additional Support 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 outcomes, we ensure that children experience success. All children at both School Support and SEN Support have an Intervention Plan or an Additional Support Plan.

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.

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school. However, where through careful identification and assessment we and/or the parents/carers determine that a child is not making adequate progress, the class teacher will consult the SENCO. They, in conjunction with the child and parents/carers, will review the strategies and approaches that are currently being used and the way these might be developed. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class or school we will help the child through *School Support*.

Partnership with parents and carers

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. Parents/carers' contribution to their child's education is valued highly by the staff of the school. The school works closely with parents and carers in the support of those children with special educational needs. The school aims to work in partnership with parents and carers.

We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision;
- working effectively with all other agencies supporting children and their parents;
- giving parents and carers opportunities to play an active and valued role in their child's education;
- making parents and carers feel welcome;
- ensuring all parents and carers have appropriate communication aids and access arrangements;
- providing all information in an accessible way;
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing and instilling confidence that the school will listen and act appropriately;
- focusing on the child's strengths as well as areas of additional need;
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child;

- agreeing targets for the child;
- updating parents/carers with relevant information;
- making parents and carers aware of the Parent Partnership services.

We encourage an active partnership through an ongoing dialogue with parents and carers. The home–school agreement is central to this. Parents and carers have much to contribute to our support for children with special educational needs.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. This policy is also available on the school website. The named governor takes a particular interest in special needs and is always willing to talk to parents and carers.

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. We also recognise the importance of children developing social as well as educational skills.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years.

At Greasby Junior School, we encourage children to participate in their learning. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEN this includes discussing the strategies for their success. We encourage them, where appropriate, to take part in reviewing their progress and in setting new goals and challenges.

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 Intervention Plans (IPs) or Additional Support Plans (ASPs) for children. The SENCO and the headteacher hold regular meetings to review the work of the school in this area. The progress of pupils with SEN is also central to the Year Group Review process carried out by the governing body. The SENCO and the named governor with responsibility for special needs also hold termly meetings.

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

Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

Record Keeping

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile may include:

- Information from parents
- Information on progress and behaviour
- Information from health/social services
- Information from other agencies

Links with other schools and Use of outside agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENCO will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the Local Education Team including the educational psychologist, learning support team, Physical and Sensory Impairment Support Service team, speech therapist, behaviour support team, health and LA personnel. Any or all of these agencies may be involved in the construction, delivery or review of targets set in children's Individual Education Plans/Individual Behaviour Plans in order to ensure children's attainment is raised.

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to the infant feeder school. When in Year 2, children visit the Junior School on many occasions throughout the year. If necessary the school liaises with other agencies at this stage. Children with SEN who transfer from other schools are supported through their induction to the school by the class teacher, SENCO and by classroom buddies to ensure that they have a smooth transition

Liaison from Year 6 to Year 7 ensures a smooth transition. Staff from Secondary Schools visit the school in the summer term and specialist staff from the LA Learning Support team and outreach services also organise secondary transfer meetings with the designated SENCOs from local secondary schools.

The SENCO will maintain links with other SENCOs through the SENCO network meetings.

Links with Other Services

Effective working links are also maintained with:

- Speech and Language Therapy Service
- Other Children and Young People's Services
- Community Health Service
- Family support and safeguarding
- Parent Partnership Service

Agreed at the governing body meeting on _____

Signed: (Chair of Governors)

Date: