

# Huntspill Community Federation



## SEN POLICY



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Committee: Teaching & Learning  
Policy Date: Spring Term 2018

### INTRODUCTION

Our federation provides a broad & balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals & groups of children. When planning, teachers set suitable learning challenges & respond to children's diverse learning needs which may also include social, emotional & behavioural needs.

A minority of children have particular learning & assessment requirements that could create barriers to learning. These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements & make provision, where necessary, to support individuals or groups of children & thus enable them to participate effectively in curriculum and assessment activities.

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.

### HEADLINES FROM THE 2014 CODE OF PRACTICE (from September 2014)

- No more statements will be issued by the Local Authority - Statements have been replaced by Education, Health & Care plans (EHC Plans)
- School Action & School Action Plus have been replaced by one school based category of Need known as 'Special Education Needs Support' (SENS). All children are closely monitored, & their progress tracked - those at SENS are additionally tracked by the SENCo.
  
- There are four broad categories of SEN:
  - i. communication & interaction
  - ii. cognition & learning
  - iii. social, emotional & mental health
  - iv. physical & sensory.

## DEFINING SEN

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has 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 facilities of a kind generally provided for others of the same age in mainstream schools. (Taken from 2014 SEN Code of Practice: 0 to 25 Years).

## AIMS

- i. To identify, at the earliest possible opportunity, barriers to learning & participation for pupils with SEN
- ii. To ensure that every child experiences success in their learning & achieves to their highest possible standard
- iii. To enable all children to participate in lessons fully & effectively
- iv. To value & encourage the contribution of all children to the life of the school
- v. To work in partnership with parents
- vi. To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEN
- vii. To work closely with external support agencies, where appropriate, to support the need of individual pupils
- viii. To ensure that all staff have access to training & advice to support quality teaching & learning for all pupils

## IDENTIFICATION, ASSESSMENT & PROVISION

Provision for children with special educational needs is a matter for the federation as a whole. In addition to the governing body, the headteacher, the SENCO & all other members of staff have important day-to-day responsibilities. *All teachers are teachers of children with special educational needs.* Teaching such children is therefore a whole school responsibility. At the heart of the work of every primary school class is a continuous cycle of planning, teaching & assessing which takes account of the wide range of abilities, aptitudes & interests of children. The majority of children will learn & progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

## WORKING WITH PARENTS

We aim to have good & informative relationships with our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN.

Once a child has been identified as having SEN, the class teacher will meet with parents to agree a plan & provision for the term. This will form part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

Thereafter teachers will meet with parents each term to review progress, set targets & agree provision for the next term. In the summer term, there is an annual review of the child's progress.

## THE ROLE OF THE SENCo

The SEN Coordinator (SENCo) responsibilities include:

- i. overseeing the day-to-day operation of the school's SEN policy
- ii. maintaining the school's SEN register
- iii. coordinating provision for children with special educational needs
- iv. liaising with & advising fellow teachers
- v. managing learning support assistants
- vi. contributing to & managing the records of all children with special educational needs
- vii. liaising with parents of children with special educational needs
- viii. organising the paperwork needed for funding applications from the LA
- ix. supporting & advising colleagues including contributing to the training of staff
- x. maintaining resources/teaching materials to enable appropriate provision to be made
- xi. liaising with external agencies including the LA's support & educational psychology services, health & social services, & voluntary bodies
- xii. preparing, managing & reviewing consultation meetings with outside agencies.

## PUPIL PASSPORTS - EDUCATION, HEALTH & CARE PLANS

Once a child has been identified as needing SEN support then a **Pupil Passport** is used to record the child's strengths & interests, what they enjoy about school, what they find hard and what helps them to achieve.

If children fail to make progress, in spite of high quality, targeted support at SEN, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- i. The child is Looked After & therefore additionally vulnerable
- ii. The child has a disability which is lifelong & which means that they will always need support to learn effectively
- iii. The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.

## MONITORING PROGRESS

The federation's system for observing & assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help over & above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child & their peers
- prevents the attainment gap growing wider

- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or better the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour.

## THE USE OF OUTSIDE AGENCIES

These services may become involved if a child continues to make little or no progress despite considerable input & adaptations. They will use the child's records in order to establish which strategies have already been employed & which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment or work with the child directly.

## EQUAL OPPORTUNITIES & INCLUSION

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, orientation, age, ability, disability & social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all & that all pupils are prepared for full participation in a multi-ethnic society.

## GOVERNORS

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEN following the requirements of the Code of Practice 2014. The Governor with particular responsibility for SEN is Jo Bryant.

## COMPLAINTS

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously & are heard through the school's parental complaints procedure.