



SEN POLICY 2018

Introduction

The Education Act 1996 says that a child has special educational needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them. The new Special Educational Needs and Disability Code of Practice will play a vital role in underpinning our major reform programme.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

Everyone at Rivelin Primary School is committed to providing the conditions and opportunities to enable any child with SEN to be included fully in all aspects of school life. The Special Needs policy at Rivelin supports the stated ethos of the school that:

“At Rivelin, Children come first – their pastoral and academic achievements are our highest priorities. We provide a safe and caring learning environment for everyone based on mutual respect, where everyone feels listened to, valued and has a sense of belonging and pride in our school. Children are inspired and motivated to learn because we have the highest expectations of them and we provide challenging, creative and engaging learning

opportunities. Rivelin children are determined, well behaved, hardworking, and treat everyone with respect, all adults in school model these positive attributes for children. We instil in children the importance of integrity, conscience, independence and leadership. Children are well prepared for further academic success and make a positive difference to our world. Everyone is a leader at Rivelin, we all have a unique and invaluable role to play in the success of our school. Together we strive to provide the best outcomes for all individuals. We make every hour, every lesson, every day count for our children.”

SEN VISION - At Rivelin we value all children equally whatever the differences in their abilities or behaviours and believe that children should be at the heart of everything. We aim to meet individual needs and provide opportunities for children to make good progress. Children should enjoy reaching their goals and have this achievement celebrated. As the children grow and develop they will become more independent, confident in their learning and ready for the next stage in their life.

Policy objectives

In order to meet the special educational needs of our children at Rivelin School we must:

- Identify those children who have SEN as soon as possible.
- Provide intervention at a suitable level when a child is identified as having SEN.
- Use a variety of teaching styles, and cater for different learning styles to allow children with SEN to access the National Curriculum.
- Use resources effectively to support children with SEN.
- Assess and keep records of the progress of children with SEN.

- Work with outside agencies who provide specialist support and teaching for children with SEN.
- Inform and involve the parents of children with SEN so that we can work together to support our children.
- Encourage active involvement by the children themselves in meeting their needs.
- Provide ongoing training for all staff working with children with SEN.

Co-ordinating provision

The Special Educational Needs Co-ordinator (SENCo)

Sheenagh Middleton (Deputy Head) is responsible for the arrangements for SEN provision. Responsibilities include:

- Managing the day to day operation of the SEN policy.
- Maintain a register of children with SEN, and ensure that the records on children with SEN are up-to-date.
- Work closely with the Headteacher, and the Senior Management Team, the teaching and support staff in co-ordinating provision for our SEN children.
- Manage those Teaching Assistants attached to individual children with EHC plans.
- Liaise with the staff in school.
- Work closely with the parents of children with SEN.
- Liaise with outside agencies to gain advice and support for children with SEN.
- Contribute to in-service training for staff on SEN issues.
- Liaise with secondary schools to ensure effective transfer of pupils

The SEN Governor

The named governor responsible for SEN is Jonathan Lingard. The governing body does its best to secure the necessary provision for any pupil identified as having SEN. The governors ensure, through the Headteacher delegation, that all teachers are aware of the importance of providing for these children. They monitor and report to parents annually on the success of the school's policy for children with SEN.

The monitoring criteria include:

- The maintenance of accurate, up to date records by the SEN team and other staff.
- Evidence of monitoring classroom practice by the SEN team.
- Analysis of pupil tracking data and test results (for individuals and groups of pupil's).
- Value added data for pupils on the SEN register.
- Evidence from OFSTED inspection reports.
- School profile.
- School Development.

Access to the National Curriculum

The SEN provision at Rivelin is based upon the Inclusion statement in the National Curriculum 2000 document:

- Setting suitable learning targets.
- Responding to children's diverse learning needs.
- Overcoming potential barriers to learning.

All class teachers, the SENCo and support staff carry out an ongoing process of assessment, planning and review that recognises each child's strengths as well as areas for improvement. A rigorous tracking system is in place to identify children who are not making the required level of progress. Strategies which are used to enable access for all children to the National Curriculum include:

- Differentiation of the curriculum to match tasks to ability.
- Use of a range of teaching styles which recognise the individual learning styles of the children in the class.
- Use of TAs to provide additional support within literacy and numeracy lessons.
- Small withdrawal group and 1:1 teaching by the support staff.
- Accessibility to resources to support pupils with sensory or physical difficulties.
- Alternative means of accessing the curriculum through ICT, and use of specialist equipment.
- Peer group support through mixed ability grouping, paired reading and "buddy" systems.
- Use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.
- Use of SEAL (Social and Emotional Aspects of Learning) programmes throughout the school.
- Access to extra-curricular clubs, and to the social life of the school.
- Access to the school's Learning Mentor.
- Training for all staff on the needs of children with SEN.

Identification and assessment

At Rivelin we identify children with SEN as early as possible. Throughout the school we monitor and track the progress of all children by an ongoing process of planning, teaching and assessment. Children with SEN may be identified at any stage of this process during their school life. In the Foundation Stage and Years 1 and 2 the assessments used are:

- The Foundation Stage Profiles.
- The P scales, using the BSquared programme for both learning and behaviour.
- Half-termly assessments of progress.
- The end of Key Stage 1 SATs tests.

In Key Stage 2 the assessments used are:

- Ongoing profiles of progress towards objectives in all curriculum areas.
- The P scales, for children working outside the national expectations for their age group.
- Half-termly assessments of progress.
- The end of Key Stage 2 SATs tests.

Procedure

We recognise that there is a wide range of SEN amongst our children and match the level of intervention to each child's needs. The procedure is: The SENCo is consulted about any pupil for whom the class teacher has concerns. A school record of pupils with SEN is maintained and updated termly by the SENCo. Parents are informed of any action, which the school proposes to take.

Identification of Need

The class teacher has overall responsibility and will:

- Have already provided differentiated work and made use of any in class support from a classroom assistant (CA) if appropriate.
- Have gathered information about the pupil, and made an initial assessment of the pupil's needs in consultation with the SENCo.
- Provide increased differentiation of classwork exploring ways in which increased support might meet the individual needs of the pupil.
- Hold regular reviews with parents and the SENCo.
- Monitor and review the pupil's progress.

- The SENCo takes the lead in co-ordinating the pupil's special educational provision, consulting the class teacher, who remains responsible for working with the pupil in the classroom.

The trigger for a My Plan:

- A decision made following testing, assessment or parental concerns that shows that current differentiation of class work is not sufficient to ensure adequate progress.
- A decision by the SENCo following discussions between class teachers and parents indicate that intensive early intervention is necessary.

The SENCo in consultation with the class teacher will:

- Review all the available information and collect any additional information from any other appropriate agencies.
- Decide whether to seek further advice and/or support the class teacher to draw up a My Plan which places the child at the heart of all learning.
- Make arrangements for monitoring progress and set a review date.

The SENCo continues to take a leading role, working closely with the pupil's teacher and sharing responsibility for the pupil with external specialist services relevant to the pupil's needs.

The SENCo (in consultation with the Headteacher and class teacher) will:

- Review all the available information and contact appropriate external advisory agencies.
- Consult parents and obtain their permission to submit a referral form.
- Collect any additional information from any other appropriate agencies.
- Decide whether to seek further advice from other agencies.
- Make arrangements for monitoring progress and set a review date.

Statement of Special Educational Needs - now replaced by Education Health Care Plans (EHC)

In rare cases the conclusion may be reached that, having taken action through the My Plan to meet the learning needs of the pupil, that pupil's needs remain substantial and cannot be effectively met within the resources normally available to school. The school may therefore draw the pupil to the attention of the Local Education Authority (LEA) with a view to a formal assessment under the 1993 Education Act.

The school will be required to state clearly the reason for the referral and submit the following information:

- Recorded views of parents and where possible the pupil, on the earlier stages of assessment, action and support to date.
- Any relevant medical information.
- Where appropriate, evidence relating to Social Services involvement.
- Review of previous My Plan document indicating decisions made as a result of progress towards targets/goals.
- Evidence of involvement of outside specialists.

Once the formal assessment is completed, an Education Health Care Plan (EHC) may or may not be issued.

Written by: Sheenagh Middleton

Updated: September 2018

To be reviewed: September 2019