

Special Educational Needs Policy

Definitions of special educational (SEN) needs taken from section 20 of the Children and Families Act 2014. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

1. Introduction

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice 2014.

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

2. 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 the children have a voice in this process.

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3. Educational inclusion

In our school we aim to offer excellence and opportunity to all of our children, whatever their ability or needs. We have high expectations of all the children.

We aim to achieve this through the removal of barriers to learning and we want all the 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, with the support of relevant agencies, 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.

4. 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 the school have already been in early education. In many cases children join the school 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 the children.

If 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 Inclusion Coordinator (INCo), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The INCo will then take the lead in further assessments of the child's needs.

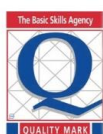
We will record, in an Additional Support Plan, the strategies used to support the child. The plan will show the short-term targets set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place three times a year.

If the provision plan 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 or support being used. External support services will provide information for the child's new plan. The new strategies in the plan will, wherever possible, be implemented within the child's normal classroom setting. The INCO will keep a record of all the relevant contacts for various SEN support agencies.

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The Role of the INCo

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

• Assess • Plan • Do • Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the INCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and, where necessary, their parents. The class teacher, in conjunction with the INCO will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents and the pupil.

5. 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.

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The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs.

The SEN governor/headteacher ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

6. Allocation of resources

The INCO 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 and those with an Education Health Care Plan.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been used.

7. 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 INCo assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The INCo works 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 INCo can break down the assessment into smaller, achievable steps in order to aid progress and provide detailed and accurate indicators.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment. This is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- INCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan.

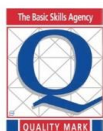
Following Statutory Assessment, an EHC Plan will be provided by Hertfordshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual

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review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

8. Predictable and Exceptional Needs SEN funding.

SEN funding is based on Predictable needs and Exceptional Needs.

A request for exceptional needs can be made as recognition of a child's significant difficulties. This does not necessarily mean extra funding will be given specifically for that child.

The Head and INCo prioritise use of funding in relation to interventions highlighted on the school's provision map and priorities for staffing and resources to meet the needs of identified children. All staff are encouraged to ask the INCo for advice and materials suitable for supporting the needs of individuals in the school.

9. Access to the curriculum

The Headteacher and INCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the INCO. These reflect information passed on by the INCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the INCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

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.

Additional Support Plans, which employ a small-steps approach, feature significantly in the provision that we make in school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.

10. Links to other schools.

If a child transfers to another school the Child's individual S.E.N. records are passed on within fifteen days to ensure continuity of provision. If the next school is unknown then they will be sent on at the earliest possible opportunity.

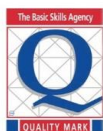
There is close liaison with the 2 middle schools, which receive the majority of our year 4 children when moving on. The year 4 teacher meets to discuss children transferring in July and internal records are passed on.

Particular attention is given to children on the S.E.N. Record and their individual needs are highlighted. • Parents are encouraged to contact the school Inco prior to their child moving into year 3 to discuss any concerns they may have. •

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The receiving school is notified if a child has specialist provision. • The involved agencies will be told of the change in school placement.

11. Partnership with Parents/Carers

We make every attempt to work closely with parents/carers in the support of those children with Special Educational Needs. We encourage an active partnership through an ongoing dialogue with parents/carers. The home-school agreement is central to this. Parents/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.

We have regular meetings each term to share the progress of special needs children with their parents/carers. We request from the parents/carers permission to involve any outside intervention that we think will be beneficial.

We share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or INCO, who will be able to advise on formal procedures for complaint.

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.

12. 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 Early Years Foundation Stage recognises the importance of children developing social as well as educational skills.

When relevant, children attend review meetings to make judgements about their own performance against set targets.

13. Links with other agencies and voluntary organisations

Studlands Rise invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The INCO is the designated person responsible for liaising with the following:

- Educational psychologists
- ESC
- Advisory teachers such as Autism and Physical and Neurologically impaired
- Grange SPLD base
- Health services including Speech and Language therapists, Occupational Therapist, Physiotherapist
- Educational welfare officers
- Woolgrove Outreach Service
- Medical services such as CDC.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

14. Monitoring and review

Policy and provision is kept under review by regular meetings between the Head and INCO.

All staff are invited to attend relevant SEN training as and when appropriate.

The governing body will review this policy on a two yearly cycle or sooner if statutory changes occur.

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Policy reviewed – March 2020

Next review – March 2021

Signed: *A. Rinna (headteacher)*

J. Weatherhead (Chair of Governors)

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