



Special Educational Needs Policy

This policy was adopted at a meeting of the Full Governing Body		
Held on	12 October 2021	
Review cycle	Annual	
	Signed on behalf of the management team	Signed on behalf of the governing body
Review date:	October 2022	
Name	Gaynor Dunkley	Sheila Hamnett
Role	Headteacher	Chair of Governors
Signature		

1. Aims

Our SEN policy and information report aims:

- To identify children with SEND to ensure that effective provision is put in place and so to remove any barriers to learning.
- To work with the guidance provided in the SEND Code of Practice: 0-25 years, July 2014
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide the greatest possible access to a broad and balanced education, including the National Curriculum, to children with Special Educational Needs and or Disabilities
- To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEND.
- To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To involve parents/carers at every stage in the plans to meet their child's additional needs.
- To involve the children themselves, where appropriate, in planning and in and decision making that affects them.
- To work closely with all appropriate outside agencies
- To continue the close links already established with Secondary schools in order to promote a smooth transition of SEN/D pupils.
- When appropriate liaise with other schools, to promote a smooth transition of SEN/D pupils at any stage of their primary school life.
- To develop and manage classroom support and training for teachers, non-teaching assistants and mid-day supervisors where appropriate for them to support pupils with SEN/D.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Rachael Harrison

They will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Meet with class teachers at least twice a year to discuss additional needs concerns.
- Monitor half termly IEP's every half term, these reviews will be used to inform and support whole class approaches to inclusion e.g. differentiation, resources, varied teaching styles.
- Monitor planning for SEN and support year group teams with curriculum planning when necessary.
- Monitor and observe interventions to measure the impact of the outcomes for children with SEN.
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision

- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Multiple learning difficulties.

5.2 Identifying pupils with SEN and assessing their needs

- The progress of all our children is closely monitored each half term. The SENCO is responsible for monitoring the SEND register. Staff are continually assessing and evaluating the impact of their teaching on all pupils. In line with the 2014 Code of Practice a graduated response, as follows is made to pupils who have SEND
- If any concerns arise then a discussion will take place between the class teacher and SENCO and next steps discussed.
- This is usually followed up with a meeting with parents/carers to discuss concerns and next steps. From this point a child will receive additional support, which may take a variety of forms; academic, emotional, social.
- Their progress will continue to be monitored.
- If insufficient progress is being made, it may be beneficial to involve outside agencies to carry out further assessments to identify the strengths and weaknesses of the child. The results of these assessments will be the basis of the child's Individual Education Plan (IEP) which will then be created to document detailed targets. This will be evaluated at the end of each half term, by the child, the teacher and the parent. Parents will be contacted by the SENCO once a term to discuss targets and next steps.
- Those children who have significant difficulties and complex needs may require an Education, Care Health Plan (ECHP) This is a statutory document which sets out objectives, strategies, resources and provision required for the child to make progress. There may be extra funding available to assist with this.
- The same process would take place with a LAC (Looked After Child) However social worker and other professionals would also be involved at the initial meeting. These next steps would form the targets on the child's PEP (Personal Education Plan).

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We notify the parents when a child is on the SEND register, share targets (IEP) and what provision is in place for their child.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

Based on the schools observations and assessment data and following a discussion between the class teacher, SENCO and parent, a graduated response will begin. This involves 3 levels

1. **Universal Provision** involving adjustments and differentiation in class
2. **Targeted support** – this will be through small group or 1:1 intervention to meet the needs. Stage 2 will be recorded on the SEND register as SEN SUPPORT
3. **Specialist support** – this is where the SENCO will involve and liaise with agencies outside of school. Stage 3 will be recorded on the SEND register as SEN SUPPORT

1. Universal Provision

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as outline below.

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at stage 2 of the graduated response will be provided.

2. Targeted support

Targeted provision would be indicated where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is required to develop literacy or numeracy skills
- Additional support is required for emotional, social or mental health needs
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs

There are likely to be two groups of children recorded at Level 2.

1. Children, who have needs similar to other children with additional needs within the class, e.g. lack of phonic knowledge or phonological skills, spelling.
2. Children whom we consider to have more severe or longer term needs that are likely to result in an application for further professional advice.

Both groups of children will have provision for their common needs in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support. The group may be taught by the class teacher and also supported by a TA.

The responsibility for planning for these children remains with the class teacher, in consultation with the SENCO.

All children in the school have individualised targets for writing and numeracy.

A child receiving support at Level 2 of the graduated response will also have an Individual Intervention Plan, or group intervention plan. This will begin the cycle of **ASSESS: PLAN: DO: REVIEW**

The length of each cycle will depend on the individual needs of the child but a minimum of three cycles will be completed in one academic year.

Children and parents will be involved at each stage of the cycle and be encouraged to contribute to target setting and reviewing outcomes.

As part of the cycle, the SENCO and school colleagues, in consultation with the parents/carers, may conclude that despite receiving an individualised programme and/or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to make provision at Level 3 of the graduated response – specialist provision.

3. Specialist Provision

Provision at this level *always* includes the involvement of specialist services such as Educational psychology, Learning support service, Speech and Language Therapy or CAMHS. A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. Parents/carers are informed if any outside agency is involved. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress.

The cycle of ASSESS: PLAN: DO: REVIEW will continue with the decision to provide support at level 3 of the graduated response. The length of each cycle will depend on the individual needs of the child but a minimum of three cycles will be completed in one academic year.

Children and parents, along with specialist agencies and school staff will be involved at each stage of the cycle and contribute to target setting and reviewing outcomes.

School request for a statutory assessment

For a child who is not making adequate progress, despite a period of support at graduated response level 3, and in agreement with the parents/carers/carers, the school may make a request to the LA for an Education, Health and Care Plan (EHCP).

The school is required to submit evidence to the LA, whose weekly Moderation of Assessments Panel makes a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgment will be made using the LA's current criteria for making a statutory assessment. Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Education Health and Care Plan

A child who has an Educational Health and Care plan will continue to have arrangements as for Graduated Response Level 3, and additional support that is provided using the funds made available through the EHCP.

There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

5.5 Training of staff

- The SENCO attends regular meetings with other local school SENCO's to update and revise developments in Special Needs Education and Inclusion.

- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
- In-house additional needs and Inclusion training is provided through staff meetings by the SENCO.
- All staff has access to professional development opportunities and are able to apply for additional needs or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate.

5.6 Facilities from outside the school, including support services

- The Education Psychologist visits the school regularly following discussion with the SENCO as to the purpose of each visit.
- Teachers from the Hearing Impairment team work in school to support children both with and without EHC plans who have a hearing impairment.
- The SENCO liaises with specialist teachers from the Learning Support Service who support children who have specific learning difficulties, autism and communication difficulties.
- The SENCO liaises frequently with a number of outside agencies for:
 - Speech and language
 - Learning Support Service
 - Children Services.
 - School Nurse
 - Community Paediatrician
 - Physiotherapy
 - Occupational Health
 - CAMHS

5.7 Arrangements for partnerships with parents and carers

- Staff and parents/carers will work together to support pupils as identified as having additional needs.
- Parents/carers evenings provide opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request with either the class teacher and/or SENCO.
- Parents/carers will be involved at all stages of the graduated response process. The class teacher or SENCO will invite parents to attend meetings as part of the assess, plan, do, review cycle.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- Communication between school and home will ensure that concerns are promptly acted upon. Where this has not happened however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

5.8 Links with other schools/transfer arrangements

- Class teachers of children joining from other schools will receive information from the previous school, if there is a SEND issue the SENCO will telephone to further discuss the child's needs. Children transferring from Peel Hall Primary School to new schools will have their SEND file passed onto a new school with a most recent IEP.

5.9 Access and Inclusion

All children will have access to a full a broad curriculum on offer at our school. Children with SEND will be integrated into all school activities including extra curricular activities and school visits wherever possible.

6. Monitoring arrangements

This policy and information report will be reviewed by Rachael Harrison/SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Board on an annual basis.