

# St Aldhelm's VA Church Primary School



## Special Educational Needs (SEN) Policy

The Special Educational Need Coordinator (SENCO) at St Aldhelm's VA Church Primary School is Claire Newman, who works closely with the named Governor responsible for Special Educational Needs (SEN), Mary Newman. They ensure that the Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Equality Act (2010), the Local Education Authority and other policies within the school. Together, with the Head teacher, management teams, teachers and support staff, they work to contribute to the strategic development of the SEN policy and provision provided.

### At St Aldhelm's

Here at St Aldhelm's VA Church Primary School we want a school where the education is of the highest quality, where relationships between people help us all to learn together. To help us achieve this we have four whole school aims:

- 1. All pupils understand themselves as a learner and reach the highest standards they can.*
- 2. Children build positive relationships both within school and the wider community.*
- 3. All pupils understand how their behaviour and attitudes to school affect their learning and that of others.*
- 4. Pupils participate fully in all aspects of school life, finding areas of success, excitement and inspiration.*

Our school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages an understanding of the meaning and significance of faith in people's lives and promotes Christian values through the experience it offers to all its pupils.

### The Aims of our Special Educational Needs Policy

- To work in conjunction with the Local Education Authority (LEA) and other outside agencies to ensure that every child's educational needs are identified early.
- To ensure that the deployment of resources are designed to make sure all children's needs are met.
- To use best practice when devising interventions and forms of support, which are reviewed regularly.

- To establish a strong partnership with parents, supporting in a variety of ways - through meetings, newsletters, workshops etc.
- To respect the views of individual parents in regards to their child's particular needs.
- To take into account the views of the child.
- To work closely with all agencies concerned, to help best support the child and their parents.
- To skill our staff to ensure a high level of expertise to meet pupil need.

## **The Definitions of Terms**

Children have special educational needs (SEN) if they have a learning difficulty, which calls for special educational provision to be made for them.

### **What is a learning difficulty?**

- If they have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LEA.

### **What is special educational provision?**

This means Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age.

Section 12, Education Act 1996

### **What is meant by disabled/a disability?**

A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

Section 17, Education Act 1989

A person has a disability ... if he has a physical or mental impairment, which has a substantial and long- term adverse affect on his ability to carry out normal day-to-day activities.

Section 1, Disability Discrimination Act 1995

### **What are the areas of need?**

Here, it is the belief that all children have an equal right to a full and rounded education, which will enable them to achieve their full potential. We endeavour to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014). These areas are:

- **Communication and interaction**
  - Speech Language and Communication Need (SLCN)
  - Autism Spectrum Disorder (ASD)

- **Cognition and learning**
  - Specific Learning Difficulty (SpLD)
  - Moderate Learning Difficulty (MLD)
  - Severe Learning Difficulty (SLD)
  - Profound and Multiple Learning Difficulty (PMLD)
- **Behavioural, emotional and social development (EBD)**
- **Sensory and/or physical**
  - Hearing Impairment (HI)
  - Visual Impairment (VI) Multi-Sensory Impairment (MSI) Physical Difficulty (PD)

*Medical needs are outlined in a separate policy.*

## **Roles and Responsibilities here at St Aldhelm's**

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs, as outlined in the SEN Code of Practice (2014).

### **Governing Body**

The Governing Body, working in co-operation with the Head teacher, is responsible for:

- Determining the school's general policy and approach to provision for children with SEN.
- Establishing the appropriate staffing and funding arrangements and maintaining a general oversight of the school's work.
- Taking a particular interest in and closely monitoring the school's work on behalf of children with SEN through the appointment of an SEN governor.
- Reporting to parents annually on the school's policy on SEN.

### **Head teacher**

The Head teacher, working closely with the school's SENCO, is responsible for:

- The day-to-day management of all aspects of the school's work, including provision for children with SEN.
- Regular meetings with the SENCO to discuss and review all aspects of SEN.
- Keeping the Governing Body fully informed.

### **SENCO**

The SENCO, working closely with the Head teacher, senior management and teachers is responsible for:

- Overseeing the day-to-day operation of the SEN policy.
- Co-ordinating provision for children with SEN in conjunction with the support and information gathered from teachers.
- Liaising with and advising fellow teachers.
- Co-ordinating the management of learning support assistants.
- Overseeing the records of all children with SEN and monitoring those kept by the class teachers.

- Liaising with parents.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.

## **Teachers**

The teachers, working closely with the SENCO, will:

- Adapt teaching and targets to suit the needs in the class, using the School Passport to support planning for differentiation.
- Liaise with the SENCO and parents about the child's difficulties, strengths, strategies being used, progress and support (Plan, Do, Review).
- Inform the SENCO if they themselves or parents have concerns about a child.
- Update relevant documentation in order to inform, to support the child and track progress.
- Plan the targeted work and additional support for the child in conjunction with and sharing this with the SENCO.
- Seek early advice from the SENCO.

## **Parents**

Parents are our partners, and being a part of this partnership, we endeavour to support them in as many ways possible, so that they can best support their child's needs. Through this partnership, we support them in:

- Understanding their child's strengths as well as the areas they need further support in.
- Playing an active and valued role in their child's education.
- Having knowledge of their child's entitlement within the SEN framework.
- Making their views known about how their child is educated.
- Being a part of the school community.
- Giving access to information, advice and support during assessment and any related decision-making processes about special educational provision.

We achieve this by:

- The SENCO being available for discussions with parents via appointments made through the school office or those made directly.
- An SEN Newsletter, which updates, informs and gives further advice to parents.
- SEN coffee afternoons led by the SENCO, where the parents gain further information, contribute to the development of SEN and take part in workshops.
- The School Passports, where the child's journey of support, including both child and parent involvement, is recorded.
- The school website holds all key information (School Offer, Local Offer, SEN Policy etc.), as well links to key sources of information for parents.
- Our School Offer, which is available in full, as well as a brief outline in leaflet form. These are on the school website and available outside the school office.
- Having copies of information leaflets from various support groups for parents available outside the school office for parents to access anytime.

## **Children**

We feel it is essential to have child involvement whenever and wherever possible. We strive for children to have a confidence within themselves, where their views are both listened to and valued. In order to achieve this, we have:

- An 'All About Me' section at the start of our School Passports, where they can share information about themselves, share about their learning and share information that they feel is important for adults who work with them to know.
- Children comment on the provision they receive and can make comments on their sessions or their progress.
- Pupil conferencing, where children can openly share what they feel are successes, what could be better and how this could be achieved.
- Various ways of celebrating successes and when children demonstrate key values such as perseverance.

## **Outside Agencies**

These services may become involved if a child continues to make little or no progress, despite considerable input and adaptations. In this situation parents would already be aware of their child's difficulties and the provision currently in place. Parental permission would be sought before outside agencies were contacted.

These services would start by using the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the School Passport continues to be the responsibility of the class teacher.

## **Identification, Assessment and Provision**

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the learning and experience already established. If the child already has an identified special educational need, the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any further difficulties.
- A School Passport (formally known as an Individual Education Plan) will be created tailored to each individual child's needs. Realistic and SMART (Specific, measurable, attainable, relevant, timely) targets will be set, the plans will be reviewed/evaluated regularly and involve the child, parent, teacher and any support services involved.
- If needed, a School Entry Plan meeting will be arranged, where those involved with the child's learning and well being (from previous and new setting), will meet together to create and set targets to support transition.
- Ensure on-going observation and assessments provide regular feedback about the child's achievements and experiences, to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs. This will be discussed with the parents and the EAL advisor.

Further Identification of pupils we believe to have a special educational need comes about by:

- Ongoing observations and assessments.
- Outcomes from baseline assessments and diagnostic assessments.
- Their progress against key performance indicators.
- Concerns raised by the parents/carers.
- Monitoring children's progress.

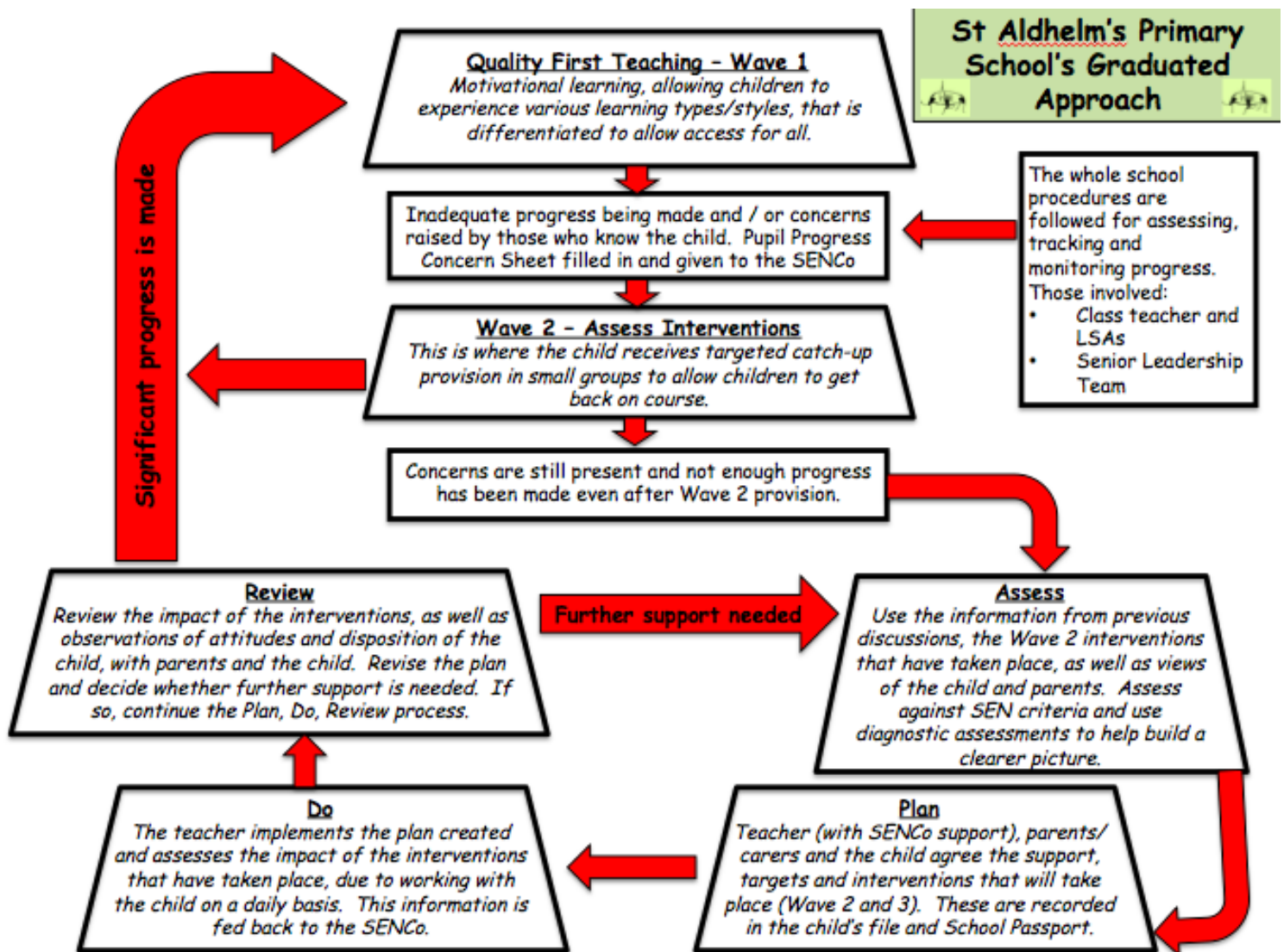
The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers will need to consult the SENCO to consider what else might be done. This review might lead to the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

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- 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.

### **Graduated Approach**

When concerns arise, we adopt a graduated approach, where we follow a plan, do, review system. This ensures that children are gaining the relevant support needed in order to access the curriculum.



These targets will be worked upon and monitored on a day-to-day basis by the class teacher with supporting information from the teaching assistants. The SENCO will monitor the provision overall.

Reasons for a child being added to the SEN register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties, which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.

We may also seek specialist expertise, if, as a school, we feel that our interventions are still not having an impact on the individual or further diagnostic assessments

are needed. The school will record the steps taken to meet the needs of the individual child through the use of a School Passport (formally referred to as an Individual Education Plan) and review.

If we refer a child for an Education, Health and Care Plan (formally known as a statutory assessment), we will endeavor to provide all necessary and relevant information. We will provide the LEA with:

- A current record of our work, strategies and resources used with the child.
- Records of regular reviews with the parents and child.
- The child's School Passport, which contains their short-term targets, current and those reviewed.
- Where relevant, the child's medical history.
- Their attainment, along with assessments showing progress over time.
- Views of the parents and the child.
- Involvement and views from other professionals and services.
- Details and evidence on how we have followed advice given.

The parents of any child who is referred for an Education, Health and Care Plan will be kept fully informed of the progress of the referral. Children with a statement of special educational needs will be reviewed each half term in addition to the statutory annual assessment. When this coincides with transfer to secondary school, the SENCO from the secondary school will be informed of the outcome of the review.

## **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities, as well as 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 focuses, staff differentiate work appropriately, and use assessment to inform the next stage of learning. All staff understand how important it is to create lessons/activities that meet the varying learning styles. School Passports, 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 targets, we ensure that children experience success. All children on the special needs register have a School Passport with individual targets. 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 situation. 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.

## **School Passports and the Intervention Monitoring and Assessment Document**

Strategies employed to enable the child to progress will be recorded within a School Passport and on an Intervention Monitoring and Assessment Document.

The School Passport includes information about:

- The child's views on their learning, social situation and their feelings about

themselves.

- The short-term targets set for the child, which are dated showing when they started and when they were achieved.
- A record of when the targets have been worked on, including comments made by themselves or the adult supporting them.
- When they have applied their target independently outside of the intervention session.
- The parent's views on their child's learning and the provision that is provided, as well as a log of when discussions with parents have taken place.
- The teacher's views on the child's learning.
- Reviews

The Intervention Monitoring and Assessment document includes the following information:

- Baseline assessments.
- The provision in place.
- The child's targets/intended outcomes.
- Their attendance.
- A mid-point review.
- A final evaluation.
- Next steps

## **Allocation of Resources**

The SENCO, in liaison with the Senior Leadership Team, 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 Education Health and Care plans.

The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed. The Head Teacher and the SENCO meet annually to agree on how to use funds directly related to statements.

## **Monitoring and Evaluation**

The SENCO monitors the movement of children within the SEN system in school and provides staff and governors with relevant summaries of the impact of the policy on the practice of the school. The SENCO is involved in supporting teachers drawing up School Passports for children. The SENCO and the Head Teacher hold regular meetings to review the work of the school in this area. In addition the SENCO and the named governor with responsibility for special needs also hold regular meetings, where key points are fed back to the governing body. The SENCO creates an annual report, where the targets and outcomes for the year are evaluated. This is available for parents to read also.

## Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in society. We also measure and assess the impact regularly through meetings with our Senior Leadership Team, SEN coordinator (SENCO) and individual teachers to ensure all children have equal access to enable them to succeed in all subjects.

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
- Needs 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.
- Providing to develop children's understanding through the use of all available senses and experiences.
- Providing for children's full participation in learning, and in physical and practical activities

## Complaints Procedure

Parents/carers are asked to speak to the class teacher, SENCO or the Head teacher in the first instance. If the matter is not resolved then parents should contact the SEN Governor or the Chair of Governors in writing. If following this action the matter remains unresolved then subsequent recourse can be taken through the LA.

Reviewed and agreed by Full Governing Body

Chair: Sue Bloomfield

To be reviewed: September 2020