



Sedbergh Primary School

Special Educational Needs (SEN) Policy

This policy was written/updated in collaboration with school staff and should be read in conjunction with the following policy documents;

- Child Protection Policy
- Teaching and Learning Policy
- Single Equalities Policy
- Home School Partnership Agreement
- Behaviour Policy (including Anti-Bullying)
- Attendance Policy
- Complaints Policy

Approved by: *Anna Atkins (Vice CoG)*

Date: 28.11.17

Review Date: *November 2019 or when necessary in response to updated policy and guidance.*

If you require this document in another format; i.e. easy read, large text, audio, Braille or a community language, please contact the school office.

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Our School Aims & Vision

- ✓ To embrace individuality, teach independent learning, nurture resilience and help pupils develop transferable skills.
- ✓ To provide a balanced and varied curriculum, that makes learning exciting, challenging and enjoyable for all.
- ✓ To further develop our school family feeling and positive community links, with an awareness and respect for diversity.
- ✓ To develop a more holistic approach to continuity and progression in learning across the school.
- ✓ To challenge every child to achieve their full potential.

Our highly committed and valued staff, working in partnership with parents, governors and all stakeholders, will ensure Sedbergh Primary is a place where:

- ✓ Effective teamwork forms the basis of a professional and motivated staff who always put children first
- ✓ A caring ethos that nurtures positive relationships, with everybody equally valued, celebrated and proud of their achievements
- ✓ An engaging, relevant and fun curriculum ensures children are well prepared for education, work and life
- ✓ A culture of challenge and high expectation is promoted to maximise individual potential and create an outstanding workforce
- ✓ An awareness of self, community and global issues that fosters responsible behaviour with a respect for British values
- ✓ Children are taught in a stimulating learning environment with high quality resources.

Rationale

At Sedbergh Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Sedbergh Primary School values the contribution that every pupil can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise achievement of the whole community, remove barriers to learning and provide physical and curricular access for all.

As such, provision for students with SEN is a matter for the school as a whole. All teachers are teachers of pupils with SEN. The governing body, Head teacher, SENCO and all other members of staff have important responsibilities. The named SEN co-ordinator (**SENCo**) for the school is **Mr Neal Banner** and the governing body as a whole is responsible for making provision for pupils with SEN. They ensure that this policy works within the guidelines and inclusion policies of the SEND Code of Practice 0-25 (2014), the Local Authority (LA) and other policies current within the school.

1. Definition of Special Educational Needs

'Pupils have special educational needs if they have a **learning difficulty or disability** which calls for **special educational provision** to be made for them'. (SEND Code of Practice: 0-15; 2014)

Children have a **learning difficulty or disability** if they have a significantly greater difficulty in learning than the majority of others of the same age.

(NB: Pupils will 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.)

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for others of the same age in a mainstream setting in England.

Sedbergh Primary School recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need'.

2. Objectives of the SEN policy

The aims and objectives of our SEN policy are:

- to create an environment that meets the special educational needs of each child
- to ensure that all pupils make the best possible progress and achieve their learning potential
- to ensure that pupils with special educational needs can join in with all the activities of the school
- to ensure that parents are informed of their child's special needs and that there is effective communication between school and parents
- to ensure that pupils have the opportunity to express their views
- to work in cooperation and productive partnership with the LA and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- to ensure support for pupils with medical conditions so they gain full inclusion in all school activities by ensuring consultation with health and social care professionals.
- to work within the guidance of the SEND Code of Practice 2014.

Review of the SEN policy: The success of the school's SEN policy will be judged against the objectives above.

3. Identification and Assessment

Sedbergh Primary School is committed to early identification of special education needs in line with the SEND Code of Practice: 0-25; 2014. The school will assess each child's current levels of attainment on entry in order to ensure that they build on the learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting, and the class teacher and SENCO will use this information to:

- provide starting points for an appropriate curriculum
- identify and focus attention on action to support the child within the class
- use the assessment processes to identify any learning difficulties

- ensure ongoing 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.

3.1 The four areas of need identified in the new Code of Practice are:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory/Physical

3.2 At Sedbergh Primary School the needs of pupils are identified by considering the needs of the whole child, not just the special educational needs of the child. The following factors, which are not SEN, may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an Additional Language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a serviceman/woman

4. Provision

4.1 In order to help children with special educational needs, Sedbergh Primary School will adopt a graduated approach.

- All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Sedbergh Primary School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement.
- The teachers, SENCO and Head teacher consider all the information gathered from within the school about the pupil's progress.
- When any concern is initially noted, parents will be consulted and specific intervention put in place and monitored for a period of up to half a term. If no progress is made after this time, the child may be added to the school SEN register with parental permission.
- The school will record the steps taken to meet the needs of individual children through the use of an **Individual Educational Plan (IEP)** and **provision map**. The child will be given individual learning targets which will be applied within the classroom. Additional interventions may be provided outside the normal differentiated curriculum. The targets will be monitored by the class teacher and teaching assistants and reviewed after a specified time with the SENCO, parents and child (where appropriate).
- If, despite significant support and intervention, there is evidence that a pupil is making little or no progress, we may seek further advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress.
- Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

4.2 External support services

External support services play an important part in helping the school identify, assess and make provision for students with SEN. The school receives visits from the Educational Psychologist, Speech and Language Therapists and Special Advisory Teachers. The school may seek advice from specialist advisory teaching services for pupils with sensory impairment or physical difficulties. Specialist outside agencies may contribute to the reviews of pupils with significant speech and language difficulties and those of physical, visual and/or hearing-impaired pupils.

5. Individual Educational Plan (IEP)

The IEP will set targets for the pupil and will detail:

- The short-term targets set for the pupil

- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Success criteria
- The child's views will be sought and taken into account, as will those of the parents.

5.1 All staff have a responsibility to make themselves aware of pupil targets and to plan their teaching to help pupils to achieve their targets. The class teacher holds the responsibility for evidencing progress according to the outcomes described in the plan.

5.2 The IEP will be reviewed at least every term by the teaching staff and if necessary with the SENCo and parents of the child. IEPs will be shared with parents at parents meetings.

6. Education, Health and Care Plans

If a child has demonstrated significant cause for concern, or has made little or no progress in specific areas over a long period despite support and intervention, a request will be made by the school for an assessment for an **Education, Health and Care Plan**. The LA will be given information about the child's progress over time, and will receive documentation in relation to the child's SEN and the action taken by the school to meet these needs. The parents of a child referred for an assessment will be kept fully informed of the progress of the referral.

The evidence will include:

- Previous IEPs and targets for the pupil
- Records of regular reviews and their outcomes
- Records of the child's health and medical history where appropriate
- Attainment levels in literacy and maths
- Reports from external agencies such as educational psychologist or advisory specialist support teacher
- Views of the parents

7. Partnership with Parents

Partnership plays a key role in enabling children with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. 'Parents' include all those with parental responsibility, including corporate parents and carers.

In accordance with the 2014 SEN Code of Practice, Sedbergh Primary School believes that all parents of pupils with SEN should be treated as equal partners and given support to play an active and valued role in their child's education.

The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice.

7.1 Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEN framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision
- Understand any outside intervention their child receives
- Contribute to review meetings

The school is committed to working with parents and to keeping them fully informed.

Parents will be made welcome in the school and will be invited to attend such meetings that concern their child.

7.2 In order to make communications with parents effective the school will:

- Acknowledge and draw on parental knowledge and expertise in relation to their child
- Focus on the pupil's strengths as well as areas of additional need

- Recognise the personal investment of parents and be aware of their feelings
- Ensure that parents understand procedures and are aware of how to access support in preparing their contributions to be discussed well before meetings
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- Respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- Recognise the need for flexibility in the timing and structure of meetings.

7.3 Children with SEN often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and the transition process.

7.4 Dealing with complaints from parents:

All complaints will be treated seriously and investigated thoroughly following the procedure outlined in the school Complaints Policy.

8. Management of Special Educational Needs

8.1 The SENCO has responsibility for:

- day-to-day operation of the SEN policy
- co-ordinating provision for pupils with SEN, including children with EHC plans or Statements of SEN
- overseeing records on all pupils with SEN, including the SEN register
- liaising with and advising fellow teachers, and teaching staff
- liaising with parents of pupils with SEN
- contributing to the in-service training of staff
- liaising with external agencies including the LA support and educational psychology services, health and social services
- liaising with local secondary schools so that support is provided for Year 6 pupils as they prepare to transfer
- organising reviews of IEPs, EHC plans or Statements of SEN
- reporting to the governing body

8.2 Admission Arrangements

The admission arrangements do not discriminate against pupils with special educational needs or disabilities.

When pupils move to another school their records will be transferred to the next school (if known) within 15 days of the pupil ceasing to be registered, as required under the Education Regulations 2000.

8.3 Allocation of Resources

The school is allocated a specific sum each year for children with learning difficulties, and this is in addition to the amount allocated from the school's delegated budget.

The funds allocated are used to fund teaching staff, teaching assistants and resources used for learning. Pupils with SEN have access to the full range of the school's facilities.

8.4 Monitoring and evaluating the success of the education provided for pupils with SEN

The school employs a series of methods to gather data for analysis including:

- Observation of teaching by outside agencies e.g. Educational Psychologist and advisory teachers
- Analysis of the attainment and achievement of different groups of pupils with SEN through the school's tracking system
- Success rates in respect of IEP targets for children with SEN
- The views of parents and pupils at Parents Evenings and Review meetings
- Maintenance of assessment records e.g. reading and spelling ages that illustrate progress over time
- Whole school and subject progress during regular evaluation of the School Improvement Plan
- Performance management observation

Following the collection of data, the school reports annually upon its successes and identifies aspects for future development.

8.5 Access to the curriculum

All pupils have the entitlement to a broad, balanced and relevant curriculum. All pupils with SEN are taught for most of the week with their peers in mainstream classes by class teachers and study the appropriate curriculum.

All teaching and support staff are aware of the need to consider the National Curriculum Inclusion Statement in their planning and teaching and to strive to:

- Provide suitable learning challenges
- Meet the pupils' diverse learning needs
- Remove the barriers to learning and assessment.

With advice and support from the SENCO, Learning Support Teachers, Learning Support Assistants and outside professionals, teachers will strive to match the learning to the needs and abilities of the pupils. Teachers will use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials will be modified or support provided to enable pupils with SEN to access the learning or the assessment processes.

8.6 Access to the wider curriculum

In addition to the statutory curriculum the school provides a range of additional activities. These include:

- Sports activities and teams
- School productions and theatre trips
- Choir and instrument lessons
- Field trips to enhance learning

Staff will strive to ensure equal access to these activities for all students.

8.7 Arrangements for in-service training

It is the school policy to provide appropriate professional development for the SENCO, and other staff according to needs identified in the School Improvement Plan, and as part of the staff Performance Management process.

Some relevant local and national courses/conferences including cluster meetings are attended by the SENCO.

In-school training sessions (INSET) are held for individuals, groups of staff or whole staff by the SENCO or external agencies.