

Easton Church of England Academy

SEN Policy

Type: statutory

Level: 4

Date Adopted by LB: 3rd December 2019

Review Period: two-yearly

Next Review Date: Term 2 2021 (Standards Committee)

EASTON CE ACADEMY

SPECIAL EDUCATION NEEDS POLICY

A whole school approach

What exactly do we mean by Special Educational Needs (SEN)?

The legal definition of Special Educational Needs is defined in the 1996 Education Act as follows:

“Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.”

“A child has a learning difficulty if he or she:

- Has significantly greater difficulty in learning than the majority of children the same age.
- Has a disability which either prevents or hinders him or her from making full use of the educational facilities available within the school.
- Is under school age and falls within the definition above or would do so if special educational provision was not made for the child.

A child is not regarded as having learning difficulties solely because the language of the home is different from the language in which he/she will be taught.”

Aims

The aims of the school are to:

- ✓ To promote high expectations for pupils' achievement.
- ✓ To set high standards for quality and performance of learners and teachers.
- ✓ To promote a positive ethos that encourages good learning behaviour.
- ✓ To provide a broad and balanced curriculum that meets the needs of all pupils; enables all pupils to achieve their full potential and make progress in their learning.
- ✓ To provide well for learners physical, spiritual, moral, social and cultural development.
- ✓ To engage with parents and carers alongside the whole community in supporting pupils' achievement, behaviour and safety.
- ✓ To safeguard all pupils.

Arrangements for providing access to EYFS and National Curriculum

Pupils with SEN are entitled to learn:

- In a way that helps them achieve their best.
- At a suitable level of challenge.
- Without physical or psychological barriers.

Objectives

The objectives of our SEN policy are:

- To use assessment to ensure that pupils' special needs are identified as soon as possible.
- To use assessment data to inform decision making.
- To ensure that pupils with special educational needs are given full and equal access to a broad and balanced curriculum.
- To ensure that appropriate resources are allocated so that the needs of the pupils are appropriately met.
- To ensure that parents/carers are fully informed, actively encouraged to be involved in meeting the needs of their children in partnership with the school and involved in any decision making concerning their child's SEN provision.
- To ensure that use is made of the teachers, other professionals, facilities and resources from within the school and outside whenever appropriate.
- To ensure that achievement targets are set and reviewed on a regular basis.
- To ensure that all children grow in confidence and independence.
- To ensure that all children experience achievement in all subjects and reach their highest possible level in reading, writing, speaking and listening and in mathematics.

The Following procedures are to be followed:

- Where there are concerns, the class teacher/SENCO should contact parents/carers to share and discuss the concerns.
- Information gathered about pupils' needs, which may cover learning difficulties, strengths, medical problems or emotional or behavioural difficulties, is used by the class teacher/SENCO to target areas of difficulty and devise Provision Maps and IEPs/IBPs.

Universal Provision

All children should receive quality first teaching from their class teacher, which should include:

- Different learning materials and/ or styles.
- Some differentiated group work.
- Appropriate staff development and training.

SEN Support for pupils

The trigger for provision under the SEN Code of Practice is when:

- There is a concern, underpinned by evidence, that a pupil is making little or no progress in spite of receiving differentiated learning opportunities within quality first teaching; the class/subject teacher, with the SENCO should collect all available information on the child and seek additional information from the parent/carer before deciding on the action to be taken.

The class teacher is responsible for working with the pupil on a daily basis and for planning and delivering a programme of group or individual interventions.

The SENCO should take the lead in monitoring and reviewing action taken.

A range of strategies are used to support the needs of SEN pupils including:

- Different learning materials and/ or styles.
- Special equipment or resources.
- Some group or individual support.
- Extra adult time devoted to the nature of planned intervention and monitoring its effectiveness.
- Undertaking staff development and training.

More intensive support is given when:

- A pupil makes little or no progress in spite of receiving a programme of support.
- The pupil needs substantially different provision from their peers in order to be a successful learner and make progress.

An IEP/IBP should record fresh strategies which are being implemented.
Assessment should be recorded using the 'Connecting Steps' programme.

As far as possible all support should be provided within the class. Where withdrawal is felt to be appropriate, this should be on a small group or one to one basis.

Delivery of interventions is the responsibility of the class teacher.

Top up funding, Statutory Assessment and Education Health and Care Plans

If a pupil is still making little progress even with the provision made at SEN Support, the school may apply for Top up funding or Statutory Assessment leading to an EHCP. These lead to funding being provided so that the school can offer more support to the child. For statutory assessment there should be written evidence of some or all of the following:

- Provision being made at SEN Support level.
- IEPs/IBPs.
- Records of reviews and outcomes.
- Levels of attainment in literacy and numeracy.
- Educational and health assessments.
- Views of parents and pupil.
- Evidence of interventions with costings.

Roles and Responsibilities

The responsibilities of all involved in the management coordination and implementation of the SEN policy:

Class Teacher

All class teachers have a responsibility to ensure that the SEN policy is put into practice by:

- Completing the screening process.
- Meeting with the SENCO to decide on appropriate action.
- Planning, delivering and writing IEPs and IBPs (with support from the SENCO as needed.)
- Recording on the IEP/IBP that which is different to or additional from the differentiated learning opportunities provided.
- Maintaining the class SEN file.
- Recording progress towards the achievement of IEP targets.
- Reviewing IEPs / IBPs three times a year (October, February and May) and more regularly where appropriate. This should be done in discussion with parents/carers.
- Using observations and assessment to identify pupils who make little or no progress in spite of differentiated learning opportunities being provided.
- Recording assessments using Connecting Steps for children receiving intensive support.
- Working with the SENCO, parents and other professionals in collecting and recording information.
- Involving pupils at an appropriate level in planning for their own learning.
- Accepting and valuing the contribution of parents/carers in their child's learning and identifying the best way of involving parents/carers in working with the school.
- Contributing to annual reviews.

SENCO

The SENCO's responsibilities (with the Headteacher) are:

- Determining the strategic development of the SEN policy and provision, in discussion with the Governors.
- Taking day to day responsibility for the operation of the SEN policy provision.
- Liaising with class teachers following screening.
- Carrying out analysis and assessment of pupils' needs.
- Arranging provision for groups following screening.
- Working with class teachers to ensure that provision is matched to the needs of the children.

- Setting targets for improvement.
- Helping to establish a provision map.
- Helping to establish IEPs/IBPs in line with SEN support.
- Conducting annual reviews for children with statements or EH&CPs, or those who are receiving intensive support.
- Liaising with other professionals and/or external agencies where appropriate.
- Developing and maintaining positive and constructive relationships with parents/carers.
- Monitoring the progress of pupils with SEN.
- Applying for Top Up Funding from the LA.
- Writing Education health and Care Plan applications.
- Overseeing and updating the records of children with Special Educational Needs
- Monitoring the quality of teaching and standards of pupil achievement.
- Keeping the Governing Body informed of developments as and when necessary.
- Keeping up to date with new developments by attending relevant courses.
- Disseminating information to relevant staff.
- Organising training for staff as necessary and maintaining a record of INSET relating to Special Needs.
- Coordinating the development of TAs who support pupils with SEN.

The School's SENCO is Mrs C Welbourne.

Teaching Assistants (TAs) / Parent Support Advisers (PSAs)

The TAs and PSAs are responsible for:

- Directly supporting individuals or small groups of pupils.
- Contributing to the implementation of IEPs/IBPs.
- Contributing to the development of resources for pupils with SEN.
- Attending meetings as directed by the SENCO.
- Liaising with the class teacher.
- Reporting on the progress of pupils with whom they are working either in writing or orally to the class teacher.

Role of the Governors

The Governors of this school wish to ensure that:

- The SEN policy is in place in line with the requirements of the SEN Code of Practice.
- Access to the policy is readily available to all staff (including supply staff) and parents/carers.
- The policy is consistently applied.
- SEN records are maintained by all relevant staff and kept up to date.

Parental/Carers Involvement

Parents / carers will:

- Have access to the school's SEN Policy in an appropriate format.
- Be provided with information about their child's entitlement within the SEN Framework.
- Be informed when there is concern about their child's needs.
- Be encouraged to contribute to the assessment of their child's needs.
- Be involved in decision making.
- Be supported in understanding the roles of other professionals.
- Be invited to review the progress of their child.
- Be informed about Supportive Parents when relevant.

Pupil Involvement

A summary of the processes and procedures by which pupils are involved in decision making, target setting, tracking and reviewing their own progress:

Pupils will:

- Be involved in developing their own IEPs / IBPs at an appropriate level.
- Be progressively more involved in decision making, setting and reviewing targets.
- Contribute to annual reviews.
- Be supported in understanding the roles of other professionals.

Availability of resources

- Each year a proportion of the budget is allocated to the development of provision for pupils with Special Educational Needs.
- TAs are deployed by the Headteacher to support children with SEN.

Staff Development

Staff are involved in SEN issues through:

- Staff meetings
- Discussions with other staff / SENCO
- Continuous Professional Development
- Staff training which will support the development of the skills of all teaching staff in meeting the needs of pupils with SEN.
- Supervision eg for 1:1 Teaching assistants
- Involvement in the annual review process.

Links with Other Services

The SENCO co-ordinates links with a range of other services including:

- The school nurse
- Speech and Language Specialists
- Behaviour and Learning Support Teachers
- Vision and hearing support teachers
- Physiotherapists and occupational therapists.
- Educational Psychologists
- Art and drama therapists
- CAMHS

Arrangements for Complaints

Should action need to be taken the school complaints procedure will be followed.

Criteria for success

The following are to be used to evaluate the success of the policy:

- That everyone knows about the policy and is using it.
- That pupils with SEN are identified quickly.
- That parents are fully informed and as far as possible involved in supporting their child.
- That provision is matched to pupils' needs.
- That pupils are well informed and involved in identifying, monitoring and recording progress in their learning.
- That there is close liaison with other external support services.

Appendix 1 – Contact Names

Assistant head (SEN)	Clare Welbourne
Assistant head (Inclusion)	Laura Connors
Speech & Language Therapists	Katie Hendrie (Matt Hazell is NHS link therapist)