

|                                                                                   |                                             |
|-----------------------------------------------------------------------------------|---------------------------------------------|
|  | <p>SPECIAL EDUCATIONAL NEEDS<br/>POLICY</p> |
|-----------------------------------------------------------------------------------|---------------------------------------------|

## **AIMS**

Special Educational Needs will be met by a co-ordinated school approach which includes resources, both human and material, differentiation and assessment of need. We aim to provide a broad and balanced curriculum within a stimulating environment, taking account of the gifts, talents and needs of each individual.

## **OBJECTIVES**

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

1. **Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move throughout the school.**
2. **Ensure good working relationships with parents, carers and the community.**
3. **Ensure that the school offers a broad, balanced and adapted curriculum that is accessible to pupils with special educational needs and promotes high standards of attainment and achievement.**
4. **Ensure that the learning needs of the children are identified and assessed as early as possible, and that their progress is closely monitored.**
5. **Ensure all teaching and non teaching staff are involved in planning and meeting the learning needs of children with special educational needs.**
6. **Ensure that the school liases with outside agencies, including special schools, to effectively meet the needs of the staff and pupils.**

## **ROLES AND RESPONSIBILITIES**

**The Governing Body** should, in co-operation with the Headteacher, determine the school's general policy and approach to provision for children with special educational needs, establish the appropriate staffing and funding arrangements, maintaining a general oversight of the school's work. The governor responsible for SEN is **Mrs Kim McIntyre** and on behalf of the governing body will take particular interest in and closely monitor the school's work on behalf of the children with

special educational needs. **Mrs Kim McIntyre** will meet termly with the SEN Lead to discuss and review the policy and any future developments.

**The Head teacher** has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEN. She will keep the Governing Body fully informed. The Headteacher will work closely with the school's SEN lead.

**All Teaching Staff and Teaching Assistants** should be involved with the development of the SEN policy and should be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN. They should also be aware of their specific roles and responsibilities in the process.

**Parents/Carers** need to be aware and informed as to the importance of their role in the process. They should feel welcome in the school and be encouraged to share their views about their child's needs and progress. It is our duty to ensure that parents/carers play as full and active a role as possible in the education of their child.

**Pupils** should be provided with the opportunity to take an active role in the target setting and review process. They need to be taught how to take some responsibility for their own learning wherever possible.

**The SEN Lead** works closely with the Headteacher and teaching colleagues to help determine the strategic development of the SEN policy and SEN provision. The SEN Lead is responsible for:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising fellow teachers
- Managing learning support assistants
- Overseeing the records of all children with special educational needs, updating the school's register termly
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.

## **RATIONALE**

Our definition of Special Educational Needs is any circumstance resulting in a pupil requiring additional or different provision in order to take advantage of their educational opportunities to achieve their potential at school.

All Saints' CE School takes seriously its responsibility to provide for children who have been identified as having a special educational need. We believe that every child is special and should be valued irrespective of abilities or individual differences.

Children with special needs are encouraged to take part in all aspects of school life, including extra-curricular activities such as sports, outings and visits.

## **ACCESS AND INCLUSION**

All Saints' is a single storey building which has disabled access by means of ramps to the main entrance and Nursery. Special adaptations have been made to provide a toilet facility for persons with physical and medical disabilities. There is a room which can be used for private therapy. The school has a facility for the safe storage of medicines which qualified staff may need to administer.

At All Saints' CE we adhere to the three basic principles of inclusion namely

1. Setting suitable learning challenges
2. Responding to pupils' diverse learning needs
3. Overcoming potential barriers to learning and assessment for individuals and groups of children.

For further information refer to school's Inclusion Policy. Specialist aids and equipment will be provided as appropriate.

## **WORKING ARRANGEMENTS**

The SEN Code of Practice (July 2014) sets out a graduated approach to the identification of special educational needs. Parents are informed throughout this process. However, the school realises the importance of identifying pupils with SEN at the earliest possible time. Some pupils who are causing teachers some concern may, given time, be able to benefit from the mainstream curriculum without the extra monitoring and provision that comes with being identified as having a special educational need. For this reason the school feels that it is important to have a system for identifying pupils about whom there is some concern, and monitoring these pupils for an interim period before the decision to place these children on an official register is made. This interim period is the Initial Concern Stage.

### **INITIAL CONCERN**

The class teacher/parent identifies the concern and communicates with the SEN lead via the Record of Concern sheet.

### **INTERVENTION**

The triggers for "Intervention" could be a teacher's or others concern, underpinned by evidence, about a pupil who despite receiving an individualised programme and/or concentrated support the pupil:

- Makes little or no progress over a long period, even when teaching approaches are targeted particularly in a pupil's identified area of weakness
- Continues working at levels substantially below that expected of pupils of a similar age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with his/her learning or that of the class group, despite having an individualised behaviour management programme (refer to school's Behaviour and Anti-Bullying policies).
- Has sensory or physical needs and requires additional specialised equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff by a special service

- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If it is concluded that a pupil will need further support to help his/her progress:

- Parents will be consulted
- The SEN lead will be involved; planning future support, monitoring and reviewing action taken
- There will be further assessment/collection of all known information
- Individual targets will be drawn up and discussed with parents.

At “Intervention” children will receive additional support from support staff within school. They may be supported in literacy and or numeracy activities and any foundation subjects where it is felt to be appropriate. This will generally happen within the classroom, but there may be times when individual or small groups are withdrawn by T.A.s.

### **SEN SUPPORT**

The triggers for “SEN Support” could be that, despite receiving an individualised programme and/or concentrated support the pupil:

- Continues to make little or no progress over a long period
- Continues working at National Curriculum levels subsequently below that expected of pupils of a similar age
- Continues to have difficulty in developing literacy and numeracy skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with his/her learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs and requires additional specialised equipment or regular advice or visits, providing direct intervention to the pupil or advice to the staff by a special service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

This will result in the SEN lead involving outside agencies where children will receive additional support as appropriate.

### **EDUCATION, HEALTH AND CARE NEEDS PLAN**

Where referral for a statutory assessment is made to the LA, the child will have demonstrated significant cause for concern. The LA will make the decision if a pupil is to receive an Education, Health and Care Needs Plan, the degree of the pupil’s learning difficulty and the nature of the provision. (refer to the new Education, Health and Care Needs assessment criteria 2014).

### **RESOURCES**

The delegated SEN budget that All Saints’ School receives each year is carefully managed to ensure funding is specific and effective in meeting the need, provision, progress and achievement of all SEN pupils. Provision is reviewed termly by the SLT. Classroom support in the form of Teaching Assistants is also available.

## **IDENTIFICATION**

When a pupil has an identified special educational need the Headteacher, SEN LEAD, class teacher and parent will:

- Use information arising from the child's previous education experience to provide starting points for the curricular developments of the child
- Identify and focus attention on the child's skills and highlight areas for early intervention to support the child within the class
- Use the curricular and baseline assessment process to allow the child to show what he/she knows, understands and can do, as well as to identify any learning difficulties
- Ensure that ongoing observation and assessment provide regular feedback to teachers and parents about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning
- Involve parents in developing and implementing a joint learning approach at home and in school.

## **ASSESSMENT**

To help identify pupils who may have special educational needs, All Saints School measures pupil progress by referring to:

- Their performance monitored by the teacher as part of ongoing observation and assessment
- The outcomes from baseline assessment results
- Their progress against the objectives specified in the National Curriculum
- Their performance against age related expectations at the end of a key stage
- SAT's and Non-Statutory SAT's (Refer to School Assessment Policy for more detailed information.) All assessment data and information from external agencies will be included in individual file .
- Current pupil passports will be included in their individual file for children on SEN support.

## **REVIEW**

The progress made by all pupils on the SEN register is reviewed every term at the Early Help Review Meeting. The views of parents, pupils and relevant professionals including SNA support are invited to this meeting and their views are taken into consideration when setting new targets and updating the pupil passport. We ensure that children with special educational needs have full access to the curriculum and this is reflected in the targets set. In many cases targets will relate specifically to numeracy and/or literacy, however these targets can be and are addressed throughout other curriculum areas.

## **FOUNDATION OF POLICY**

The SEN Policy will be deemed successful if:

- Teachers are aware of pupils with SEN and follow the school's identification and assessment procedures
- Regular reviews are carried out of a child's progress with the relevant personnel
- Implementation of the procedures shows early identification of a child's need
- Parents are involved in the process and if appropriate assist with a programme of support

- Headteacher, SEN LEAD, governors, class teachers, outside agencies and parents work together on reviewing and planning to meet an individual child's needs
- Resources, both human and material, are utilised successfully and meet individual needs
- Children move down or off the SEN register.
- Children move up the register because their needs have been identified and outside provision is obtained.

## **COMPLAINTS PROCEDURE**

Comments from parents are encouraged throughout the school and concerns and/or complaints are dealt with immediately. If a parent has any complaints regarding the SEN provision for their child, they should first arrange to see the class teacher to discuss their concerns. If the issue is not resolved and the complainant is not satisfied with the result, the SEN LEAD and Headteacher will become involved. If there is still cause for concern, the SEN governor of the school will be contacted.

## **LINKS WITH OTHER SCHOOLS, INCLUDING ARRANGEMENTS WHEN PUPILS CHANGE SCHOOLS OR LEAVE SCHOOL**

If a pupil on the Special Needs Register leaves to attend another school, the appropriate documentation/records are forwarded to the new school, this includes:

- Pupil Passport
- Results of Review Meetings
- Regular reports of progress
- Standardised test results
- SAT and teacher assessment results
- Examples of work

Records of SEN children are kept from Nursery class onwards and follow the individual child through school.

When transferring to secondary school, the following records are sent:

- Primary/Secondary transfer sheets
- Year 6 Reviews
- Records kept by outside agencies involved with the child
- The SEN lead meets with secondary colleagues to discuss any SEN pupils during the summer term.