

SEN policy



Ratified September 2018
Adopted September 2018
Review Date: September 2019
SENDCO: Mr Smith
SEN Governor: Mrs Marking

"A special needs policy is the foundation for strategies to help pupils with special needs to achieve their educational potential" Getting *the Act Together*

Definition of Special Education Needs

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

- have a significantly greater difficulty in learning than those of the same age, or
- 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 school.

Special educational provision means:

"For children of 2 or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of this age in schools maintained by the LEA, other than special schools in the area."

(See Section 312, Education Act 1998 in Special Educational Needs Code of Practice, P6)

Aims

Chilmark and Fonthill Bishop School is an inclusive establishment. We believe in providing every possible opportunity to develop the full potential of all children. All children will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education. Our aim is that all children with special educational needs participate in activities compatible with the efficient education of other children and the efficient use of resources.

Objectives

The objectives of the policy are:

- to identify and monitor children's individual needs at the earliest possible stage so that appropriate provision can be made and their attainment is raised;
- to plan an effective curriculum to meet the needs of pupils with special educational needs and ensure that the targets set on Individual Education Plans*¹ are specific, measurable, achievable, realistic and time related;
- to work in close partnership with, and involve, parents/carers of children who have special educational needs;
- to involve children and parents in the identification and review of the targets identified in their Individual Education Plans;
- to ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them; and
- to work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.

Roles and Responsibilities

Governors' role

The Governor with responsibility for monitoring SEN is Mrs Marking.

The governing body must:

- do its best to ensure that the necessary provision is made for any child who has special educational needs.
- ensure that where the 'responsible person' – the Headteacher or the appropriate governor – has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them².
- ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs.
- consult the LA and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical.
- report to parents on the implementation of the school's policy for children with special educational needs.

(See Section 317, Education Act 1996)

¹ Individual Education Plans can be written in 3 different formats (IPM, IP, IP&IEP cover sheet). Each is designed to best suit the level of need and to target the child's next steps in learning. See Glossary for more detail.

² Chilmark and Fonthill Bishop School has a graduated response to pupil needs, we are only required to report to county pupils who are on SEN support or Individual Health Care Plans.

- have due regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties toward all children with special educational needs.
- ensure that parents are notified of a decision by the school that SEN is being made for their child.

(See Section 317A, Education Act 1996)

The governors play an important role in ensuring that:

- they are fully involved in developing and monitoring the school's SEN policy.
- they are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed.
- SEN provision is an integral part of the School Development Plan.
- the quality of SEN provision is continually monitored.
- an annual report is provided to parents.

In addition, as part of the Special Educational Needs and Disability Act (2001) new duties came into effect in September 2002. These state that the responsible body must take all steps not to discriminate against disabled children in their admission arrangements, in the education and associated service provided by the school for its pupils or in relation to exclusions from the school. The Act says that a responsible body for the school discriminates against a child if:

- for a reason relating to the child's disability, it treats him or her less favourably than it treats, or would treat others whom that reason does not apply, or would not apply;
- it cannot show that the particular treatment is justified.

SENCo

Currently the SENCo is Mr Smith who is responsible for co-ordinating the provision of special educational needs throughout the school.

The role of SENCo involves:

- day to day operation of the special educational needs policy;
- maintaining the special educational needs register;
- providing advice to staff and liaising with them on the writing of individual education plans.
- working alongside staff in assessing pupils' needs and ensuring that pupils make progress;
- overseeing and maintaining specific resources for special educational needs;
- liaising with outside agencies;
- liaising with parents of children with special educational needs;
- contributing to the in-service training of staff;
- monitoring, evaluating and reporting on provision to the governing body in conjunction with the designated responsible person;
- managing teaching assistants.

Identification and assessment arrangements and review procedures

The school follows the guidance contained in the Code of Practice. As a school, we have adopted a register of need and concern, which can be used as the first stage in assessing pupils as being in need of SEN support.

Stage 1. CONCERN

The class teacher or the parent identifies a concern that a pupil may have a learning need. This may be a temporary concern. At this point the teacher will collect all relevant information about the child, consult with parents and SENCo and monitor the child's progress. Within a pre-determined timescale the teacher will review progress with the parent and pupils where possible, and decide whether to proceed to the next stage.

The school follows the guidance contained in the Special Educational Needs Code of Practice (2014). This recommends a graduated approach.

The Code does not assume that there are hard and fast categories of learning need, but recognises that children's needs and requirements fall into 4 broad areas. These are:

- Communication and interaction,
- Cognition and learning,
- Social, mental and emotional health
- Sensory and/or physical.

(Behavioural difficulties do not mean that a child has a SEN and should not automatically lead to a pupil being registered as having SEN)

Next Steps

A pupil identified as being a concern will have an Individual Provision Map completed. This is shared with parents at parents evening and it is to be reviewed before the next parents evening and shared with parents.

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school. However, in some children will require a short focused intervention to help with a particular difficulty. This can be any pupil of any ability that has been identified as needing a short, focused intervention.

Stage 2. INTERVENTION

Intervention is a focused set of group or individual lessons that are planned to raise attainment. Method and implementation is covered by the school's intervention policy, however it also overlaps with SEN and as such is included in summary in this document.

The class teacher and the SENCo will identify pupils as they start to fall behind in their academic progress. All children start from slightly different points in their learning pathway, however where this is significantly low or when expected growth does not occur this will be identified by the schools data tracking systems. This data analysis is undertaken termly. The

results are used by teaching staff to identify pupils who either need additional support in lessons and who require additional support outside of main teaching (intervention).

Pupils on intervention will have an intervention plan and parents will be informed. The teacher will undertake the following process to identify the required focus for the intervention. When the intervention ends, the progress will be assessed.

Assess - where is the pupil now in their learning?

Plan – what do we need to progress their learning?

Do – put intervention in place for specific time period. Usually 1 term

Review – what progress has been made? What worked? What do we need to do next?

Next Steps

Where through careful identification and assessment we and/or the parents determine that a child is not making satisfactory progress, the class teacher will consult the SENCo. They, in conjunction with the child and parents, will review the strategies and approaches that are currently being used and the way these might be developed. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class or school we will help the child through SEN Support. At all times, the class teacher remains professionally accountable for the child's progress.

Stage 3. SEN Support

SEN Support is required if it is necessary to make provision which is additional to, or different from, that which is already provided. It may be that the child:

- makes little or no progress when teaching approaches/interventions are targeted to their needs.
- shows signs of difficulty in developing skills in literacy or numeracy.
- shows persistent signs of emotional or behavioural difficulties which are not addressed through the behaviour and discipline approaches used in school.
- has physical or sensory problems and despite specialist equipment still makes little or no progress.
- has communication and/or interaction difficulties which lead to them making little or no progress.

We will seek additional information from the parents. When we have all the available information we will consider with the parents and the child the next strategy for action. This will involve negotiating and discussing an Individual Education Plan with the child, parents, teacher and SENCo. An Individual Education Plan will provide for:

- short term **targets**.
- the teaching **strategies**. **E.g. external agency advice**
- what **provision** we will make.
- when we will **review** the plan.
- how we will **measure** the progress (success criteria).
- any **outcomes** after a review.

The IEP will act as a summary of all intervention plans for the pupil and will be stored with the pupils intervention plans, providing an easy to access record of all work being undertaken with the pupil.

All IEPs are reviewed regularly and monitored closely. The targets are discussed at Parents' Evenings as well as when parents are invited into school. The SENCo will meet with class teachers on a termly basis to monitor the progress of children on SEN Support, to set clear goals and review interventions.

Where, despite all our best efforts, the child continues to make little or no progress in relation to the targets set in any of the 4 areas, or is working at National Curriculum levels significantly below those of his/her peers we will consider involving specialists, including those from outside agencies. A CAF (Common Assessment Framework) may be completed if necessary, to enable outside agencies to assess the child.

This may involve us in contacting external support services provided by the LEA and other external agencies such as the Health Authority. We will seek advice on fresh targets and strategies, or more specialist assessments that can help us with our planning. A new IEP will be written to reflect these new targets after consultation with these agencies, parents, the child and the SENCo and class teacher. We will ensure that parental consent is sought before any outside agencies are involved.

Next Steps

Where, despite all our best endeavours, the child still makes little or no progress in the areas targeted, we will discuss with the parents and the child the need for us to approach the LA to request a statutory assessment. This may or may not result in the LA issuing an Educational, Health and Care Plan. Where a child has an EHC plan/existing Statement we will carry out an annual review which parents, child, outside agencies, SENCo and the class teacher, will be invited to attend.

Stage 4. Educational and Health Care Plan

Education, health and care plans (often simply referred to as 'plans') can be accessible for children and young people from 0 - 25 years of age, if the young person stays in some form of education or training. Students going to university will not be eligible for a plan.

Before a plan is issued, the local authority will need to make an [Education, health and care needs assessment](#) of your child's special educational needs (SEN). A plan will describe your child's needs and the specialist help and provision required to meet those needs.

What should the plan contain?

The SEN Code of Practice, which provides guidance to the Children and Families Act, sets out what must be included in the plan in each section. It reads as follows:

Section A: You and your child's views, interests and aspirations.

Section B: Your child's special educational needs.

Section C: Your child's health needs which are related to their SEN.

Section D: Your child's social care needs which are related to their SEN.

Section E: The outcomes sought for your child, including outcomes for adult life. The plan

should also identify arrangements for the setting of shorter term targets by the early years provider, school college or other education/training provider.

Section F: The special educational provision for your child's needs.

Section G: Any health provision reasonably required to help with the developmental and/or learning difficulty/disability which have resulted in your child having SEN. Where an Individual Health Care Plan exists, this must also be included.

Section H1: Any social care provision which must be made for your child in accordance with section 2 of the Chronically Sick and Disabled Persons Act 1970.

Section H2: Any other social care provision reasonably required to help with the developmental and/or learning difficulty/disability which have resulted in your child having SEN. This will include any adult social care provision being provided to meet a young person's eligible needs under the Care Act 2014 (through a statutory care and support plan).

Section I: The name and type of school, maintained nursery school, post-16 provision or other educational setting to be attended by your child or young person.

Section J: Where there is a Personal Budget, the details of how that will support particular outcomes and the provision it will be used for. This should include any flexibility in its usage and the arrangements for any direct payments for education, health and social care.

Section K: The advice and information gathered during the EHC needs assessment **must** be attached (in appendices). There should also be a list of this advice and information.

Health care provision and social care provision

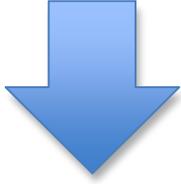
Health provision could include speech and language therapy, occupational therapy services, physiotherapy and mental health services.

Social care provision could include support for independent living.

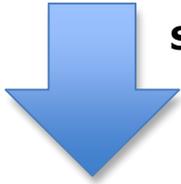
Health or social care provision made wholly or mainly for the purposes of education or training must be treated as special educational provision. For example it has been established that since communication is a necessary skill to enable learning, speech and language therapy is generally considered as education provision.

Parents and young people will have the right to appeal to the First-tier Tribunal (SEND) about such provision.

Flow chart



Step one: Pupil is identified as being of concern, an Individual Provision map is written to identify additional in class support.



Step two: A pupil or group of pupils require additional teaching and support. An Intervention plan is created and the individual(s) receive extra teaching outside/additional to the main lesson.



Step Three: The pupils needs require both specialist support and additional or different teaching and learning strategies. This is covered by bringing the Individual provision map and the intervention planning together using an IEP cover sheet. IEP cover sheet provides a summary of needs and a time timetable for review meetings.

Policy into Practice

In this school our policy is to keep parents fully involved and informed at all stages of The Code of Practice. This will be done informally and formally. Liaison with the named Governor for Special Needs will be maintained through informal discussion, attendance at Special Needs staff meetings and access to outside agencies and records.

Partnership with parents/carers

Parental responsibility is defined under Section 2 of the Children Act 1989 (Appendix F). Parents or carers are partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision making process in the school. Parents' contribution to their child's education is highly valued by the staff of the school. Parents are encouraged to involve their child in the decision-making processes, including determining the level of participation, recording pupils' views and in implementing and reviewing the individual education plan.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The way in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. In this school, we encourage children to participate in their learning by being voted onto the school council. We encourage them to have a voice in deciding the priorities for our School Development Plan. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEN this includes discussing the strategies for

success in the Individual Education Plans. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

Transition of Children from Playgroup and from school to school:-

Close links are maintained with the pre-school SENCo and records are passed onto this school.

This will be maintained by accurate and updated files and records.

At present the liaison by our Foundation Stage teacher and the playgroup leader is on an informal basis with visits to playgroup by the above teacher.

Children who transfer to this school from another school - their information will be requested from the previous school.

When necessary the SENCo will carry out observations and liaise with the pre-school leader. The SENCo works with the main secondary feeder school, to ensure that the SENCo from Shaftesbury School has a good understanding of the needs of the SEN pupils. The Shaftesbury School SENCo is invited to attend Annual Reviews for children with EHC plans during Year 6 and in the summer term prior to transition, appropriate pupils are selected to attend a transition programme at the secondary school. All relevant records and documentation are handed over to Shaftesbury School SENCo at the end of the summer term.

The Curriculum

Classroom organisation will consider the time required for the assessment and identification procedure of Pupils with Special Educational Needs, and the differentiated work required for individual children within the class. The IEP outlines additional and different targeted areas to take place. Responsibility for this must lie with the class teacher initially, in liaison with the SENCo and where appropriate LA or other outside agencies.

Various non-contact times are utilised e.g. assembly times, for liaison, monitoring and assessment.

Realistic targets and deadlines should be set by the class teacher based on expertise available and knowledge of individuals in the class. This is to be achieved by careful planning and revisiting areas of the curriculum in different forms ensuring that the children remain motivated and self-esteem is maintained. On occasions, it may be necessary to withdraw children from the classroom for specialist support. We would normally prefer children with a special educational need to remain in the classroom especially when whole class topics are being discussed.

Arrangements for co-ordinating provision for pupils with special education need.

The needs of many pupils will be met in the classroom. Teachers are expected to make every effort to ensure that pupils with special educational needs are fully involved and included in the life of the class, such as participating in assemblies and the thematic based curriculum. For some pupils, it will be necessary for them to spend time in small group work or being withdrawn from the classroom for specific timed activities related to the needs identified in

their intervention plans/individual education plans. This may be delivered by the teacher, teaching assistant, or outside agency and will complement ordinary classroom work so that the skills, knowledge and understanding will be transferred to the classroom. Where appropriate, children may access the core curriculum in a different year group and in this instance, there will be strong liaisons between class teachers.

The SENCo will oversee this provision to ensure it meets the objectives of this policy.

Finance

Teaching Assistants may be targeted to work with identified children under the guidance of the teacher in consultation with the SENCo (An intervention plan will provide this guidance). Occasionally children may be allocated by the LA a special educational needs allowance to enable them to receive individual support. An EHC plan/ statement of special educational needs normally determines this.

Complaints Procedure

If a parent has a complaint they must discuss the matter with the class teacher. If it is not resolved they need to see the SENCo. If it is not resolved it needs to go to the Headteacher and to the SEN Governor. After following this procedure parents may wish to contact the LA. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the LA and/or Secretary of State. Complaints will be dealt with in an understanding and professional manner.

Admissions

Normal admission arrangements apply. The admissions policy is based on the agreed Wiltshire policy. All pupils will be treated per their needs in line with the schools' policy for equality of opportunity. No pupil will be denied admission because of his or her creed, race, physical or academic attainment. Where a pupil has a need, e.g. wheelchair access, the governors will make every effort to ensure the pupil's needs are fully met. If a pupil is transferring into the school with an EHC plan/statement or has been receiving extra support in their previous school, the continuation of this support will be negotiated through the LA to ensure their needs can be met. We strive to be a fully inclusive school.

Any variation to the above will need to be agreed by the full governing body.

Criteria for evaluating the success of the policy.

The policy will be evaluated against the objectives stated on page 1 and measured by:

- an analysis of teachers' short term planning by Literacy and Numeracy subject leaders, to identify learning objectives for children with special educational needs.
- teachers' planning reflecting the learning objectives for children with special educational needs.

- parents being aware of individual targets set for children by discussing and receiving copies of Individual Education Plans for their child.
- children being involved in discussing, constructing and reviewing their own Individual Education Plans.
- child attainment or progress, as measured by objective testing and teachers' professional judgement, being raised and highlighted on School Electronic Trackers.
- external evaluation by the responsible person and the LA adviser for special educational needs based on the objectives of the policy.
- termly monitoring of procedures and practice by the SEN governor.
- governor monitoring.
- the School Development Plan priorities which include the provision for SEN.
- value for money review of our Special Educational Needs funding.
- any external evaluation or inspection – OFSTED, Raiseonline.

In service training

This will involve the SENCo, teachers and support staff to help them work effectively with pupils having special educational needs. These training needs will be closely related to the school's development plan. Staff attending further courses will feedback to staff meetings on courses attended using the agreed pro-forma. The effectiveness of such training will be monitored and evaluated by the SENCo and through the annual evaluation this policy.

Links and Use of outside agencies

Close links are maintained with the LA to ensure that the school makes appropriate provision for pupils with special educational needs. Where it is necessary to contact outside agencies the SENCo will make the necessary arrangement and inform parents accordingly. These agencies normally include the learning support team (SSENS), Speech therapist, Behaviour Support team, Social Care, Health, LA personnel and Educational Psychologist. Any of these agencies may be involved in assessment in the construction, deliver or review of targets set in pupils' individual education plans in order to ensure pupils progress is improved. There is regular monitoring of the use and effectiveness of all outside agencies. These meetings may also include SEN professionals and support staff.

Glossary

IPM- Individual Provision Map, a checklist of additional classroom methods to support learning.

IP- Intervention Plan, A plan for extra teaching which is used to address specific learning needs. Usually delivered outside of main lessons in groups or individually.

IEP - a summary of need. Pupils with more complex needs will have an IPM, intervention plan and a coversheet to summarise the long-term need.