

Special Educational Needs Policy

Great Ponton CE Primary School



Approved by:

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Aims

Our SEN policy and information report aims to:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum.

We are committed to making appropriate provision for pupils to ensure that they have full and equal access to the curriculum and are enabled to reach their full educational potential, leaving us well prepared for their next stage in education and beyond. Ultimately, one of our school aims is to prepare all children to make exceptional contributions to the global society.

Legislation and guidance

This policy and information report is based on the statutory:

- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN Co-Ordinator's (SENCOs) and the SEN information report

Definitions

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and responsibilities

4.1 The SENCO

The SENCO is Amanda McDonnell (Amanda.mcdonnell@greatponton.lincs.sch.uk)

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school

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- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy
- Record progress of support plans using Insight Tracker

SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

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5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

- We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.
- The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:
 - The teacher's assessment and experience of the pupil
 - Their previous progress and attainment or behaviour
 - The views and experience of parents
 - The pupil's own views
 - Advice from external support services, if relevant
 - The assessment will be reviewed regularly.
- All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. This will all be written in the child's personalised learning plan (PLP)
- We will review the effectiveness of the support and interventions at the end of each 6 week cycle, and record the impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

- We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEN

- Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- If a Teacher has an initial concern a Cause for Concern form will be completed and sent to the SENCO.
- This will be followed by a 6 week block of high-quality teaching (First Quality Teaching). This is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

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- Following the First quality teaching block, it is then decided if the child needs to progress onto a Personalised Learning Plan. Plans are created and stored on Insight Tracker. These are reviewed every 6 weeks.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

- We have members of staff who are trained to deliver interventions which will meet the needs of the children in accordance with the Personalised Learning Plan.
- Teaching assistants will support pupils on a 1:1 basis when required. Teaching assistants will support pupils in small groups when required.
- We work with the following agencies to provide support for pupils with SEN:
Specialist Teaching Team
BOSS
Educational Psychologists.

5.9 Expertise and training of staff

- Our SENCO has appropriate training and experience in this role. They are allocated time each week to manage SEN provision.
- We have a team of staff who are trained to deliver SEN provision. Staff are required to completed SEN training as part of our SEN training cycle.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals at the end of each Plan, Do and Review Cycle.
- Reviewing the impact of interventions as part of the Personalised Learning Plan review.
- Using pupil, parent and staff questionnaires.
- Monitoring by the SENCO of SEN across the school.
- Holding annual reviews for pupils with EHC plans

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5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip.
- We run a fully inclusive curriculum. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.13 Support for improving emotional and social development

- We provide support for pupils to improve their emotional and social development in the following ways:
- We have a zero tolerance approach to bullying.
- If a Class Teacher has a concern around a child for Pastoral Support. A cause for Concern form should be completed and sent to the SENCO.
- If support is needed for the child a Pastoral Support Plan (PSP) will be written in collaboration with the parents to complete a plan for pastoral support to be given in school.

5.14 Working with other agencies

- As part of the Plan, Do and Review cycle, after 3 cycles outside agencies can be involved to offer further support to the child.
- Parental permission will always be sought prior to outside agencies working with the children.

5.15 Complaints about SEN provision

- Complaints about SEN provision in our school should be made to the Class Teacher/SENCO in the first instance. They will then be referred to the school's complaints policy.

5.18 The local authority local offer

- Our contribution to the local offer is published on the school website.

Monitoring arrangements

- This policy and information report will be reviewed regularly. It will also be updated if any changes to the information are made during the year.
- It will be approved by the governing board.

Links with other policies and documents

This policy links to the following documents

- Accessibility plan.
- Behaviour policy.
- Equality policy.

Appendices:

1. SEN Identifying Needs Process Flow Chart.
2. Cause for Concern Form
3. First Quality Teach tracking.
4. Permission Letters.
5. Personalised Learning Plan (PLP)
6. Personalised Learning Plan (PLP) Review
7. Personalised Learning Plan (PLP) Weekly Action Plan
8. Pastoral Support Plan (PSP)
9. Pastoral Support Plan (PSP) Review
10. Pastoral Support Plan (PSP) Weekly Report.