

Special Educational Needs Policy

Great Ponton CE Primary School



Approved by:



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Last reviewed on:

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Next review due by:

November 2020

1 Introduction

- 1.1** This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning requirements that could create barriers to learning.
- 1.2** These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.
- 1.3** Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

2 Aims and objectives

- 2.1** The aims of this policy are:
- 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.

3 Educational inclusion

- 3.1** Through appropriate curricular provision, we respect the fact that children:
- have different educational and behavioural needs and aspirations;
 - require different strategies for learning;
 - acquire, assimilate and communicate information at different rates;
 - need a range of different teaching approaches and experiences.
- 3.2** Teachers respond to children's needs by:
- providing support for children who need help with communication, language and literacy;
 - planning to develop children's understanding through the use of all available senses and experiences;
 - planning for children's full participation in learning, and in physical and practical activities;
 - helping children to manage their behaviour and to take part in learning effectively and safely;
 - helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
 - all these responses need to be underpinned by the completion of a suitable Personal Learning Plan (PLP) or Individual Behaviour Plan (IBP) by the class teacher and/or SENCO (Special Educational Needs Coordinator).

4 Special educational needs

- 4.1** Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.
- 4.2** The 1981 and 1993 Education Acts instructed schools to distinguish between the different stages of assessment – mainly school-based for Stages 1 and 2 (School Action), and multi-professional assessment for Stages 3 to 5 (School Action Plus and Education Health Plan)
- 4.3** In our school the Special Educational Needs Co-ordinator (SENCO):
- manages the day-to-day operation of the policy;
 - co-ordinates the provision for and manages the responses to children's special needs;
 - screens pupils for a specific learning difficulty such as dyslexia.
 - supports and advises colleagues;
 - maintains the school's SEN register;
 - contributes to and manages the records of all children with special educational needs;
 - manages the school-based assessment and completes the documentation required by outside agencies and the LA;
 - acts as the link with parents;
 - maintains resources and a range of teaching materials to enable appropriate provision to be made;
 - acts as link with external agencies and other support agencies;
 - monitors and evaluates the special educational needs provision and reports to the governing body;
 - manages a range of resources, human and material, linked to children with special educational needs.

5 The role of the governing body

- 5.1** The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs.
- 5.2** The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy and also considers the Equality Policy, the Inclusion policy and Disability Act when making its decisions.

6 Allocation of resources

- 6.1** The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs. In our school Mrs J Oliver is the SENCO.
- 6.2** The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

- 6.3** The Headteacher and the staff decide on how to use funds directly related to special needs.
- 6.4** In our school the governor who oversees SEN is Kym Morrisroe
- 6.5** A variety of resources have been purchased by the school to support pupil's learning, namely: the Direct Phonics teaching programme, precision reading, Toe by Toe (dyslexia tuition), Big Cat Phonics, Jolly Phonics (both Key Stage 1 and Foundation), Duplo Synthetic Phonics Bricks and Nessy Learning System (Key Stage 2).
- 6.6** Lucid research screening programme (LASS ability/LASS 8-11) is used to screen pupils for a specific learning difficulty such as 'dyslexia' and to consider if they need referring to an educational psychologist. The SENCO will assess pupils, as and when appropriate, and write a report to explain the assessment. This report will be shared with parents and inform the child's PLP.

7 Assessment

- 7.1** Early identification is vital. The class teacher informs both the SENCO and parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- 7.2** The class teacher and the SENCO assess and monitor the children's progress in line with the following system:
- At the start of each academic year the class are assessed by class teacher and SENCO and are placed on a Provision Map. Individuals on wave 2 or 3 are identified by their initials on the provision map.
 - If appropriate, children on wave 2, of the flowchart, are screened by SENCO
 - Following the assessment, a report is compiled by the SENCO and recommendations are made which form part of the child's PLP.
 - Children who have significant discrepancies in their profile are referred to the Learning Support Service or Educational Psychologist for a more indepth screening.
 - Provision maps are reviewed every term by the Senco and Class teacher.
- 7.3** The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.
- 7.4** The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- 7.5** The school uses a three stage model to respond to children's special educational needs:
- Stage 1: (School Action) - the class or subject teacher identifies and consults with the SENCO. A PLP is written at this point outlining the specific targets of the child.

- Stage 2: (School Action Plus) - the teacher and the SENCO are supported by outside agency involvement eg: Boss (*Behaviour Outreach Support Service*), Ed Psych or Speech and Language therapy
- Stage 3: the LEA (*Local Education Agency*) considers the need for statutory assessment and may order multi-disciplinary assessment and the LA may issue a formal Education Health Care Plan.

7.6 The LA (*Local Authority*) seeks a range of advice before compiling an EHCP (*Educational Health Care Plan*)

8 Access to the curriculum

8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

8.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

8.3 Personalised learning / Behaviour Plans

This school will construct a learning or behaviour plan for pupils on 'School Action' or 'School Action Plus' as appropriate.

The personal learning plan (plp) will use small focussed steps to ensure that we 'narrow the gap' of attainment between the pupil and the main cohort.

The behaviour plan will be a record of behaviour strategies used by the school to aid and monitor negative behaviour that affects the learning of the individual and other members of the class.

All educational and behaviour plans are discussed with the child and the child's parents on a regular basis.

8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom or when possible with a more suitable age range (eg: a year 5 pupil remains in the Year 4 maths lessons for a further term to make the relevant learning gains).

9 Partnership with parents

9.1 The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. The governors' annual report to parents contains an evaluation of the policy in action. A named governor takes a special interest in special needs and is always willing to talk to parents.

9.2 At all stages of the special educational needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

9.3 We have regular meetings each term to share the progress of special educational needs children with their parents. We inform the parents of any

outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

10 Monitoring and evaluation

- 10.1** The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- 10.2** The SENCO is involved in supporting teachers involved in drawing up the Personalised Learning Plans for children. The SENCO and the named governor with responsibility for special educational needs also hold an annual meeting.
- 10.3** The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings at the end of the academic year. The SENCO reports the outcome of the review to the full governing body.

11 Local Offer

- 11.1** The school has published a Local Offer which is available on our website. It seeks to explain the structures and systems which are in place within our school.



SEN: Process of Identifying Needs

Initial concern:

Child presented as a concern and discussed through 2-6-2 during staff meetings.

Quality first teaching actions identified- 2/3/ weeks

If still a concern:

SENCo and Class Teacher meet to discuss concerns- child placed on provision map. Quality first teaching suggestions applied for 6 weeks.

If still a concern:

Meeting with parents, Senco and class teacher. Child put on either a Personalised Learning Programme PLP or a Pastoral Support Plan PSP. Permission letter signed from parents.

Intervention offered through Quality first teaching plus identified intervention programme such as:

Catch-up Literacy, Catch-up Maths, Nuffield, Precision Learning, FRIENDS

PLP reviewed every 6 weeks- one academic subject per PLP- see separate flow chart.

If still a concern:

Support requested from STAPs, BOSS, Educational Psychology Team, Future Minds, Healthy Minds- as appropriate. For behaviour issues the process of Early Help begins. Recommended advice added to PLP or PSP

If still a concern:

Apply for an EHC plan- implement targets from EHC as appropriate, reviewed on yearly basis.