

## **Special Educational Needs (SEN) Policy**

### **Introduction**

This policy is in line with the revised Code of Practice.

Orsett CE Primary 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. Some children have barriers to learning that mean they have special needs and require particular action by the school.

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. Such children may need additional or different help from that given to other children of the same age.

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.

### **Aims**

- 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.
- To ensure that parents are able to play their part in supporting their child's education.
- To ensure that our children have a voice in this process.

### **Objectives**

- That procedures are adopted that facilitate early identification.
- That provision is made from as soon after identification as is practical.
- That resources are allocated dependent upon need and the overall allocation of available funds is regularly monitored and evaluated.
- That teachers and non-teaching staff are empowered to employ a range of strategies.
- That curriculum policy and practice is sufficiently differentiated to meet the needs of all children.
- That the needs of all children are met within the classroom, except where exceptional need merits withdrawal.
- That all appropriate agencies are used in the identification and support of children with an identified need.
- That all provision for children with special educational needs is integrated into the learning framework of the school as reflected in the teaching and learning policy.

### **Educational inclusion**

At Orsett CE Primary we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. 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.

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.

### **Special Educational Needs**

Children with special educational needs have learning difficulties that call for special provision to be made. Children may have special educational needs either throughout or at any time during their school career. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
- they are under school age and fall within the definitions above.

Our school takes a whole school inclusive approach to children with special educational needs, recognising that the aims of the school are the same for all children, whatever their abilities.

Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

Difficulties related solely to limitations in English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.

We focus on individual progress as the main indicator of success.

We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.

- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
- Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers.

- Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through Additional SEN Support funded from the schools budget.

### **SEN support**

At our school identification and provision for children with SEN follows a graduated approach and early identification is key.

Concerns are first raised and addressed through normal classroom practice.

Transition arrangements for children joining Reception are robust and the SENCO and Class Teacher are closely involved where additional needs are made apparent.

We believe that a child's needs should be identified and met as early as possible through:

- the analysis of data including entry profiles, Baseline Assessments in Reception, termly KS1 & KS2 assessments and whole-school pupil progress data
- classroom-based assessment and monitoring arrangements
- following up parental concerns
- tracking individual children's progress over time, including progress in EAL
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- maintaining a provision map for all vulnerable learners which clearly identifies pupils receiving Additional SEN Support. This provision map is updated each term through meetings between the teachers and the SENCO.
- Involving an external agency where it is suspected that a special educational need is significant such as; Speech and Language Therapy, Educational Psychology, Specialist Teacher Team.
- Contacting Early Offer of Help / MAGS Panel

Our class teachers, supported by the senior leadership team, make regular assessments of progress for all children. These seek to identify children making less than expected progress given age and individual circumstances.

Our school recognises that a child has SEN if they have a learning difficulty or disability which calls for special educational provision, namely provision different from or additional to that normally available to children of the same age.

Our school identifies children to have SEN if their 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 can also include progress in other areas other than attainment such as social and emotional development.

Special Educational Needs are identified in terms of:

- cognition and learning
- communication and interaction
- social, emotional and mental health difficulties
- sensory and/or physical needs

1. The first response to such progress is high quality teaching which is differentiated and targeted at the child's areas of weakness.

2. When a teacher or a parent has raised concerns about a child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENCO and extra teaching or interventions will be put into place.

Our school has pupil progress meetings every term between each class teacher and the headteacher and SENCO in the school to ensure all children are making good progress.

3. If a child is still not making expected progress (or there are still concerns with the child's social / emotional / mental health well-being) the school will discuss with the child and parents:

- Any concerns you/we may have.
- The child's areas of strength and difficulty
- Any further interventions or referrals to outside professionals to support the child's learning.
- How we could work together, to support the child at home/school.
- Agreed outcomes sought for the child and the next steps.

This will be recorded on a **One Plan**.

The purpose of this early action is to help the child achieve identified outcomes and remove barriers to learning.

### **One Plans**

One Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the SEN register have a One Plan.

One Plans consist of the following:

- A one-page profile of the SEN pupil so that any adult working within the class can quickly and efficiently see what interests the pupil and what helps them learn best.
- They include the voice of the pupil – as their opinion is also important.
- There are a maximum of 3 SMART targets which link to child-centered outcomes based on the pupil and parent's interests and desires for the future.
- It records the teaching strategies and resources to be used to help reach the intended outcome.
- There is a section for notes and annotations for each target so an on-going review can be kept on the achievement / concerns with the progress of the target.
- There is a review page for the parents, pupil and class teacher to share their views on the current success of the targets.
- There is a running record page for outside agencies to sign and date if and when they visit the child in school so that their attendance and conclusions can be monitored.

At the beginning of each year, the one page profile is updated and outcomes are chosen with the parents and pupil involved in the decision process. The class teacher then selects three SMART targets and explains how they will help the child to achieve and ultimately work towards reaching their desired outcomes. They will then plan how these targets will be assisted with regards to interventions or support from members of staff. During the course of the term – the One Plan will become a working document, annotated as an on-going review.

- Class Teachers are responsible for holding One Plan review meetings with parents to inform parents of their child's progress towards their One Plan targets and to discuss possible new targets.
- The SENCO attends all of the One Plan reviews for pupils with a statement/ EHCP.

- Class teachers can also request the SENCO to attend any of these meetings with them should they need support.
- If the One Plan review identifies that support is needed from outside services, parents/carers will be consulted prior to any support being actioned.
- In most cases, children will be seen in school by external support services. This may lead to additional or different strategies to be used.
- External support services will provide information for the child's new One Plan. The new strategies within the One Plan will, wherever possible, be implemented in the child's normal classroom setting.

### **Requesting for Statutory Assessment**

The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges. However, some children may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school, college or other provider can meet the child or young person's needs without an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

The School or the parents may request an assessment of education, health and care needs from the LA when, despite an individual programme being provided for a pupil for a period of time, the child's progress remains a significant cause for concern.

To inform their decision the local authority will need to take into account a wide range of evidence:

- Evidence of the child's academic attainment and rate of progress.
- Information about the nature, extent and context of the child's SEN.
- Evidence of the action already being taken by the school to meet the child's SEN.
- Evidence that where progress has been made, it has only been as the result of much additional intervention and support over and above that which is usually provided.
- Evidence of the child's physical, emotional and social development and health needs. Drawing on relevant evidence from clinicians and other health professionals and what has been done to meet these by other agencies.

The school will work with the parents and external agencies as appropriate in order to gather the information which needs to be considered by the authority.

- Where, in the light of the EHC assessment, it is necessary for special educational provision to be made in accordance with an EHC plan, the local authority MUST inform and prepare a plan, notify parents and the provide reasons for its decision. This should take no more than 20 weeks. The school, child and family will be fully involved in this process, a person-centred approach.
- The EHC plan includes details of learning outcomes for the child. It must be reviewed annually and parents and all professionals involved with the pupil will be invited to attend.

### **Roles and Responsibilities of the SENCO**

At Orsett CE Primary School the SENCO:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;

- oversees the records of all children with special educational needs;
- acts as the link with parents;
- 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, to enable appropriate provision for children with special educational needs;
- contributes to the professional development of all staff.

### **The Role of the Governing Body**

The Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

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.

The SEN Governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

### **Allocation of resources**

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.

The Headteacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

The Headteacher and the SENCO meet annually to agree on how to use funds directly related to statements. The SENCO draws up the resources bid when the school is planning for the next school improvement plan.

### **Assessment**

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process:

- His/her progress is reviewed at least every term.
- The SENCO attends 'pupil progress meetings' each term with the headteacher, deputy head and class teacher, using Target Tracker and feedback from interventions to identify next steps/agreed outcomes.
- The parents of children with SEN support can discuss their children's 'agreed outcomes' and progress with the teacher and SENCO and plan for the future.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO will also check that the child is making good progress within any individual work and in any group that they take part in.

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.

A range of ways will be used to keep parents involved and informed, such as: letters/certificates sent home, additional meetings as required, reports, rewards and celebrations and review meetings

### **Access to the curriculum**

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.
- Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; work is differentiated appropriately, and assessment is used to inform the next stage of learning.
- One Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the SEN register have a One Plan.
- 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.

Class Teachers plan lessons according to the needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable the child to learn as independently as possible. Support strategies may include:

- Specific resources and strategies will be used to support the child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet the child's learning needs and increase the child's access to what is on offer.
- Individual and group teaching/support sessions with a Teaching Assistant.
- Co-operative grouping, for example gender specific or mixed ability.
- Pair working, peer tutoring and buddying.
- Specially prepared learning materials.
- Signs and Symbols.
- Disability Access.
- Use of appropriate ICT equipment.
- Specialist equipment.

Class Teachers will monitor children's progress and will have decided if extra support is needed. A Teaching Assistant/teacher may run these small group sessions using the teacher's / or SENCO's plans, or a recommended programme.

### **Partnership with parents**

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

Our school maintains an open door policy and parents are welcome to speak to members of staff at any time or make an appointment if the concern is not urgent for a more convenient and private discussion.

- Parents attend termly One Plan review meetings where assessment data about pupil progress is shared. Where specific targets are set for a pupil, progress to date is shared and new targets may be set for the future.
- For children with an EHCP, One Plan meetings take place with the class teacher, SENCO and parents– to discuss pupil progress and targets. Parents of children who have an EHC plan are also invited to a separate Annual Review for the amendment of the EHCP.
- Parents of children who have an EHC plan are also invited to discuss transitional provision with the potential secondary school at a Transitional Review.
- Annual Review Meetings for children with statements are arranged annually in addition to separate One Plan reviews. Parents are always invited to these meetings and fill out written 'Parents Views' that are completed before the review meeting and then sent to the Local Authority together with the rest of the Annual Review Meeting paperwork.

Team Around the Child (TAC) or Team Around the Family (TAF) meetings are held where necessary to bring together all agencies and professionals involved in a particular child to discuss their additional needs and possible steps forward.

- Parents are assisted with the CAF process
- meetings are held to complete the CAF forms
- Guidance is given to communicate the decisions made once the case has been taken to a MAGs panel.

Parents may have the opportunity to meet face to face with a variety of professionals such as Specialist Teachers, Educational Psychologists, Speech and Language Specialists who are involved with their child's education. The school works closely with Health Services and is in contact with the School Nurse, Paediatricians, Occupational Therapists and Physiotherapist etc.

The Head Teacher/SENCO are able to signpost parents to various support services as appropriate.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a special interest in special needs and is always willing to talk to parents. The SEN Information Report is also available on our school website.

### **Pupil participation**

At Orsett CE Primary School we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages.

- Pupils are involved in their one plan and are encouraged to contribute their views.
- Children with SEN complete 'One Page Profiles' detailing their likes and dislikes.
- Where possible they are invited to attend and contribute to review meetings.
- Pupils are aware of their individual targets and have ownership of them.

We aim to provide pupils with a curriculum suited to their educational needs which is varied, rich and enjoyable using themes to provide a context for learning.



### **Monitoring and evaluation**

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by senior leaders.
- Ongoing assessment of progress made by intervention groups.
- One Plans, which include entry and exit data.
- Provision maps
- Book scrutiny, each term.
- Planning scrutiny, each term.
- Monitoring intervention targets and evaluating the impact on pupils' progress.
- Informal feedback from all staff.
- Attendance records
- 'Pupil Progress meetings' each term with the Headteacher and SENCO
- Head teacher's report to parents and governors
- Teaching Assistants meet with SENCO termly, which provides the opportunity to discuss the effectiveness of provision made for children with SEN.

The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENCO reports the outcome of the review to the full Governing Body. The Governing Body reviews this policy annually and considers any amendments in the light of the annual review findings.

**Agreed by the staff team:**            March 2016

**Agreed by the governors:**        **May 2016**

Date for review:                        Summer 2018