SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

HEADTEACHER: Mr A Gallagher
SENCO: Mrs K Carmichael
SEN Governor: Mr Craig Hudson-Peacock

This policy supports information that is clearly explained in the “SEND Code of Practice 0-25” dated Jan 2015. https://www.gov.uk/government/publications/send-code-of-practice-0-to-25. Additional information on West Berkshire SEND Information Advice and Support Service which can be found http://www.wbppps.org.uk.

1. INTRODUCTION

1.1 This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs (SEND) at Burghfield St. Mary’s School.

1.2 LA guidelines and SEND Code of practice have been taken into consideration in the formulation of this policy. “A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools (SEND code of practice p15)

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. This policy is written for the benefit of all members of the school community to ensure that the potential of every child is fulfilled, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every child is valued and respected.

1.4 Whilst Burghfield St Mary’s recognises that Individual intervention and specific support may be required for individual children’s needs, wherever possible support within the classroom environment is preferred. This means each child has the best possible teaching and support that can be offered through appropriately qualified staff. Children are therefore also supported socially within their class group in order to promote inclusion and emotional well being.

2. SEN AIMS

2.1 The school aim is:

- 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 involve parents and children in developing a partnership of support enabling full confidence in the strategy adopted by the school
• to clearly 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 work in partnership with a wide cross section of organisations and agencies.

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.

4. ROLES AND RESPONSIBILITIES

4.1 All members of the school community share a responsibility to work towards the school’s aims by:

• Using school procedures for identifying assessing and making provision for pupils with special educational needs.
• Sharing a commitment to inclusion and partnership approach to provision.
• Involving parents/carers by discussing concerns, provision and ways that they can support their child.
• Ensuring that parents and children are involved in the review process.

4.2 Class Teachers have the day to day responsibility of meeting the needs of individual children by:

• planning, teaching and monitoring the attainment and progress of all pupils and feeding back to the SENCO
• using a cycle of ‘Assess, plan, do, review’ for all pupils to enable the early identification of pupils with SEN, and to monitor the progress of those already identified as having SEN (The Graduated Approach)

• monitoring the impact of class teaching, differentiation and other provision, including intervention and discussing changes with the SENCO.

4.3 Specific SEN roles are held by The Special Educational Needs Co-ordinator (SENCO) and a nominated governor as follows:

SENCO
• oversees the management of SEN provision, including supporting staff in the early identification of SEN, planning provision, and monitoring impact of provision

• has time to meet with identified SEN governor, Headteacher, leadership team, class teachers, teaching assistants and parents to discuss SEN issues

• 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 LEA

• 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.

GOVERNING BODY

• Provides support to secure the necessary provision for any pupil identified as having special educational needs.

• Ensures that all teachers are aware of the importance of providing for these children, consulting with the LEA and other schools when appropriate.

6. ALLOCATION OF RESOURCES

6.1 The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed. Whilst specific funds are allocated to some pupils with statements of SEN, (now known as Educational Health Care Plans (EHC)), the SENCO and Headteacher are responsible for the identification of additional funding requirements which may be met from the Main School Budget Allocation.
7. IDENTIFICATION

7.1 The SEN Code of Practice does not assume that there are hard and fast categories of SEN but recognises 4 broad areas:

- Communication & Interaction (Speech Language & Communication needs, ASD)
- Cognition & Learning (Moderate, Severe, Profound & specific Learning Difficulties)
- Physical and Sensory
- Social, Emotional and Mental Health Difficulties

7.2 In the case of all categories 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. The SENCO works closely with parents and teachers to plan an appropriate programme of intervention and support.

8. ASSESSMENT, MONITORING AND EVALUATION

8.1 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.

8.2 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. The SENCO is involved in supporting teachers involved in drawing up Support and Achievement Plans (SAPs) for children. The SENCO and the Headteacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold regular meetings. The main ways that the effectiveness of SEN provision are evaluated is through:

- Early identification through pre school information, liaising with parents and external professionals, on going assessments and observations by class teachers and staff.
- Analysis of pupil tracking data and test results for individual pupils and for cohorts
- Value- added data for pupils on the SEN register
- Monitoring the impact of SEN intervention and support strategies
- Review of procedures and practice
- The school's development plan and SEN action plan, which is used for monitoring provision in the school
- Visits from the LA personnel and Ofsted inspection arrangements
- Feedback from parents and staff, both formal and informal, following meetings to produce Support and Achievement Plans (SAPs) and targets, revise provision and celebrate success
- Feedback from parents, staff and the community on the access arrangements and the provision for children with disabilities.
9. ACCESS TO THE CURRICULUM

9.1. All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to access learning activities and to experience levels of understanding and rates of progress that bring feelings of success and achievement.

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

9.3. Support and Achievement Plans, which employ a small-steps approach, support 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.

9.4. 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.

10. PARTNERSHIP WITH PARENTS

10.1. At all stages of the special needs process, we keep 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.

10.2. We have regular meetings each term to share the progress of special needs children with their parents. These may be held as part of the Termly Parent Teacher Interviews. We inform the parents of any outside intervention and the process of decision-making by providing clear information relating to the education of children with special educational needs.

11. STAFF DEVELOPMENT

11.1 The SENCO, teachers and LSAs will attend SEN courses, which are of interest and have a particular bearing on children they are supporting.

11.2 Staff are given regular opportunities for INSET to develop their confidence and skills in working with SEN children. Training may be provided by outside agencies such as Cognition and Learning Team (CALT), ASD Team, Educational Psychologists, Speech & Language. Governors will be informed of school-based training and are invited to attend. Staff will be involved in developing practices, with Whole School approaches to SEN. NQTs will access specific training and induction programmes.

13. THE VOICE OF THE CHILD

13.1 In this school we encourage pupils to participate in their learning by respecting their views and incorporating them where possible and where practical.

14. ARRANGEMENTS FOR COMPLAINTS

14.1 Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to
talk to the teacher or is not satisfied with the teacher’s comments should ask to speak to the SENCO.

14.2 For a problem that might need time to explore fully, we ask that parents/carers should make an appointment with the SENCO, as the issue may require advance warning so that it can be investigated fully before the meeting. This should result in a more satisfactory conclusion for the parent/carer.

14.3 In the event of a formal complaint, parents are advised to contact the Headteacher. West Berkshire SEND Information Advice and Support Service is available to parents.