



## Special Educational Needs Policy

### **Introduction**

Teachers are responsible and accountable for the progress and development of the children in their class. High quality teaching differentiated to meet individual needs is imperative. All children have the right to a high quality educational experience and the opportunity to achieve their full potential. A child may have SEND where their difficulties are identified as requiring provision different from that normally available to children of the same age. These can be:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental health
- Sensory and/or Physical needs

This policy sets out how provision is made for such children.

### **Aims and Objectives**

- To work in partnership with children and their families at every stage of the SEND process
- To create an environment that meets the SEN, medical and additional needs of each child;
- To ensure that both SEN, medical and additional 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; medical needs and additional needs
  - To enable all children to have full access to all elements of the school curriculum and assessment.

### **Inclusion**

Through appropriate curricular provision, we respect the fact that children:

- Have different educational, medical and social/emotional/mental health needs and aspirations;
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of differentiated teaching approaches and experiences

**Teachers** respond to children's needs by:

- Providing support for those who need help with communication and language
- Planning to develop children's understanding through the use of all senses and experiences
- Planning to enable full participation in all areas of learning including physical and practical activities
- Supporting children to manage their behaviour and emotions enabling them to participate safely and effectively in learning
- Making reasonable adjustments to enable them to achieve and progress as individuals
- Working in partnership with parents

**Support staff** work closely with teachers to respond to children's needs by:

- Sharing assessment information including targets
- Sharing learning objectives and contributing to planning learning
- Carrying out differentiated activities or group/individualised programmes
- Suitably modifying learning and or resources to facilitate learning
- Supporting children to manage their behaviour and emotions enabling them to participate safely and effectively in learning

**The SENCO supported by the SEN specialist teaching assistant** will ensure needs are met by:

- Working with the head teacher to determine the strategic development of SEN policy and provision in school
- Being aware of provision in the local offer
- Supporting families to ensure that children with SEND receive appropriate support and high quality teaching

- Overseeing the day-to-day operation of the policy;
- Co-ordinating provision for children with SEND including those with EHC plans
- Providing professional guidance to colleagues
- Liaising with the Designated teacher where a looked after child has SEND
- Advising on the graduated response to providing SEND support
- Liaising with parents of children with SEND
- Liaising with early year's providers, other schools where children transferring into school have SEN needs
- Liaising with potential next providers of education to ensure that children and their families are informed about options and a smooth transition is planned
- Liaising with educational psychologists, Learning support services, CAHMS, health professionals, independent and voluntary bodies as well as alongside the designated teacher social care services
- Ensuring that school records of SEN are kept up to date including the records of individual children
- Maintaining resources and a range of teaching materials to enable appropriate provision to be made;
- Identifying relevant training needs for staff and liaise with the head teacher to provide for these

### **The role of the Trust Board**

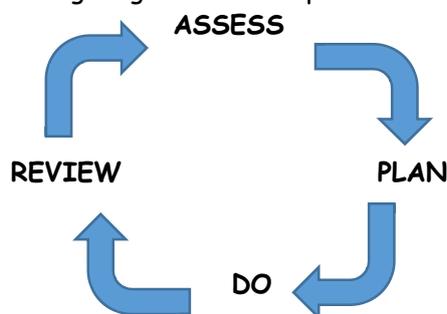
The trust board ensures that there is adequate funding for those children with additional needs and that funds are allocated and spent appropriately. The trust board reviews and ensures adequate service provision for children with additional needs through service level agreements. The Head Teacher/CEO informs the trust board of how the funding allocated to support special educational needs has been employed. The trust board holds the school to account for the performance of these children through understanding achievements and progress. They report annually to parents on the success of the trusts policy for children with additional needs

### **The Role of the Advisory Body**

The advisory body ensures that all teachers are aware of the importance of providing for these children. They monitor achievements and progress of those with SEND. They consult the LA and other schools, when appropriate. The advisory body will ensure all funds for SEND are employed fairly and effectively by the school.

### **Assessment and identification**

Early identification is vital through a graduated response. At every stage, the school will follow a cyclical approach:



Concerns may arise through daily learning, regular assessments, observations of the child in all aspects of school life, discussions with the children and or parent. Where parent's or children express that they are experiencing difficulties this will be treated seriously. In deciding whether a child has SEND, the teacher and SENCO will gather relevant information. This will include a clear analysis of the child's needs including assessment, attainment, progress and individual's development. A discussion will be held with parents and the child to identify strengths and difficulties. An agreed outcome at this stage will be sought along with next steps. Clear timescales will be agreed along with a date for reviewing. This discussion will be recorded on a school monitoring pro forma. Progress will be monitored in line with existing school practices and provision recorded on the class provision map. This will be recorded on school records as school monitoring.

Following review where outcomes have not been achieved despite appropriate support under the school process children continue to make little academic or personal progress and it is felt by both class teacher and parents that additional specialist support and advice is beneficial a referral will be made to the relevant service: Inclusion Services, CAHMS, School Nursing team, pastoral support, MAST for further assessment. If the child is under five a referral will be made to the child development centre (CDC) for further assessment. Once further assessment has been carried out recommendations will be made by the service the SENCO will work with the class teacher and parents to implement the necessary interventions, support and any teaching strategies/approaches required. A pupil passport at this point will be implemented in the light of new information gained. Assessment, monitoring of achievements, personal development and progress will continue to ensure actions have clear impact within clear agreed timescales. At this point the child will be added to the special educational needs register as requiring SEN support (Informal). Where a child is identified as

having additional needs (e.g. ASD, BESD, anxiety) they will be placed on the additional needs register with an appropriate pastoral programme implemented. Where a child is identified as having medical needs, they will be placed on the medical register with appropriate approaches implemented. Progress and provision will be monitored by the SENCO and class teacher to ensure there is impact on actions taken. Regular reviews will be held to evaluate the quality of support, intervention and impact. If parents, services and SENCO, class teacher agree intervention is no longer needed the child will be 'stepped down' to school monitoring.

Where children's needs are highly complex this will be managed at SEN support - formal stage through a support plan written and reviewed termly by the SENCO, class teacher, parents and children. The support plan will ensure that educational, health and if necessary social care support is co-ordinated through a carefully planned approach. If, despite providing appropriate targeted support and relevant external expertise, reviews of the SEND Support Plan indicate that the child continues to make little or no academic progress, is working at levels significantly below those of their peers, has increasing additional or medical needs which impacts on their ability to access learning, then consideration should be given to requesting a statutory assessment of their education, health and care needs. This will be done in consultation with services and parents. If a decision is made to proceed with an EHC assessment an EHC 1 and most recent support plan will be submitted to the SEND service who will then proceed to decide whether EHC assessment is necessary. Parents also have the right to request EHC assessment, the SENCO will provide support and advice in relation to this.

### **Educational, Health and Care Plan**

An EHC plan is a legal document describing a young person's needs, what should happen to meet those needs and the suitable educational placement. EHC's are co-ordinated by SEN caseworkers within the LA who will contact parents and liaise with the SENCO/Head teacher during the EHC process. The LA will inform the parents and school with regard to the decision as to proceed with EHC assessment. Should EHC assessment be deemed necessary, the LA will gather a range of information from agencies involved, generally school, educational psychology and learning support services. Once a decision has been reached to proceed with EHC map meetings will be held to produce a draft EHC. All agencies including parents will be involved at this stage. Draft EHC's will be sent to all parties for agreement prior to a panel meeting to finalise EHC. Once finalised, the head teacher has a statutory responsibility to ensure its contents are implemented. This will be done in partnership with the inclusion leader. The timescale to produce an EHC is 20 weeks. If a parent or young person requests it, the LA must consider a personal budget in relation to an EHCP. In some circumstances this may include the making of a direct payment. EHC's are reviewed on an annual basis to ensure fitness for purpose. Reviews may also be called should a child's needs significantly change.

### **Hearing Impaired Department**

The school currently has the resource base for primary aged children with a hearing impairment. Children accessing the resource base normally have an EHC and have to meet the criteria set out by the hearing impaired service. These children are on the school's role and the school has a partnership approach to meeting their needs. The teacher in charge of resource base, SENCO, class teachers and head teacher work closely together to ensure the needs of these children are met. There is a service level agreement in place with regard to how this service and the trust work together. This also sets out specific responsibilities in relation to the education of the hearing impaired children. The service level agreement is reviewed and agreed on an annual basis

### **Monitoring and Evaluation**

Implementation of this policy is monitored by the SENCO/Head teacher. The Trust board has a director with specific responsibility for SEND who monitors SEND requirements and provision.

Agreed: December 2016

Review: December 2017