



Special Educational Needs Policy

Bryn Offa Church of England Primary School

Autumn 2017

Introduction

The purpose of our policy for Inclusion and Special Educational Needs (SEN) is to ensure that we support each individual child towards achieving his or her full learning potential. We recognise that any child may have particular needs at some time but certain groups or individuals are particularly vulnerable and may need special monitoring, additional support or provision.

In the context of all our school policies the aims of education for all groups of children are the same. All children need to be challenged and experience success; we aim to develop each child's full learning potential by offering the children a curriculum matched as closely as possible to their individual needs. Provision for inclusion crosses all curriculum areas and all aspects of teaching and learning.

All teachers work together to identify and meet any special needs of pupils as early as possible. At Bryn Offa Church of England School we work closely with the Local Education Authority (LEA) and other agencies, in order to secure the best provision for all children. We believe that inclusion and SEN is more effective if pupils and parents are fully involved in the process.

Aims

- To enable all children to reach their full learning potential and achieve their best,
- To enable children to become confident individuals living fulfilling lives,
- To offer the children a curriculum matched as closely as possible to their individual needs,
- To develop links with outside agencies as appropriate,
- To enable parents and pupils to feel more involved in planning and reviewing provision,
- To co-ordinate SEN work in the school on a "whole school" basis, involving all relevant members of staff,
- To make experience of all in the school happy, positive and fun,
- To make a successful transition into adulthood, whether into employment, further or higher education or training.

SEN provision principles and objectives:

'Children or young people have SEN if they have a **learning difficulty or disability** which calls for **special education provision** to be made for them.' (SEN Code of Practice, 2015)

Children have a **learning difficulty** if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LEA
- c) are under compulsory school age and fall within the definition at a) or b) above or would do so if special education was not made for them.'

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area

b) for children under two, educational provision of any kind.

- We endeavour to monitor all children/pupils who are not making adequate progress in the four broad areas specified in the SEN Code of Practice i.e. communication and interaction, cognition and learning, social, emotional and mental health difficulties, and sensory and/or physical development.
- We work closely with all parents to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.
- Parent/carer involvement and support is vital to the success of the education of the children and especially those with SEN.
- We believe that ***all*** practitioners are teachers of children/pupils with SEN and differentiate according to the needs of the children in their care, including providing Quality First Teaching (QFT).
- Monitoring the progress of all children/pupils is an ongoing process which enables early identification of any children who may require additional or different provision to be made.
- We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children. This policy should therefore be read alongside our policy for equal opportunities.
- Children/pupils with SEN are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.
- Parents are encouraged to discuss any issues and concerns with the class teacher//SENCO/deputy head teacher/head teacher/SEN governor.

Management of SEN within the school

- Parents will always be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child.
- Children/pupils who make slower progress will be given carefully differentiated learning opportunities to help them progress with regular and frequent careful monitoring of their progress, which will involve the parents/carers and children in working in partnership with the school.
- All children will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved. All teachers take account of the inclusion statement in National Curriculum 2014:

1. Setting high expectations for every pupil.
 2. Plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
 3. Lessons should be planned to ensure that there are no barriers to every pupil achieving.
 4. Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- We aim to recognise strengths as well as weaknesses and involve all children in the activities of the school.
 - Early identification assessment and intervention are recognised as the key to meeting the needs of the individual children.

Co-ordination of SEN Provision

- The SENCO, (Special Educational Needs Co-ordinator) for our school is Miss Emma Morris. Miss Morris has completed the National Award for SEN Coordination.

Miss Morris can be contacted via the school email address admin@brynoffa.shropshire.sch.uk or on 01691 830621.

- The SENCO is responsible for:
 - Overseeing the day-to-day operation of the SEN policy
 - Co-ordinating provision for children with SEN
 - Ensuring there is liaison with parents and other professionals in respect of children with SEN,
 - Managing and developing learning support assistants,
 - Advising and supporting other practitioners in the school,
 - Contributing to the CPD of the staff,
 - Ensuring that appropriate PCPs are in place, that relevant background information about children with SEN is collected, recorded and updated,
 - Liaising with external agencies.
 - Carrying out Educational Health Care Plan reviews as necessary.
 - Evaluating the effectiveness of the provision made for learners with SEN through monitoring and evaluating children's needs, interventions and feedback from teachers and TAs.
- Miss Morris works closely with a range of qualified staff, all with a variety of expertise and experience of working with children with SEN. This includes Mrs Whitby who is our school Learning Mentor and a Higher Level Teaching Assistant (HLTA), Mrs Upton, who is a TA with expertise in Speech and Language, as well as teachers and TAs throughout the school.
- If specialist expertise is sought, our school works closely with Woodlands Outreach, Speech and Language therapists, educational psychologists and other outside agencies within Shropshire.
- The SENCO instigates and co-ordinates formulating our policy. The draft is evaluated and amended from the comments received from all the relevant parties involved.

Multi-disciplinary/interagency co-operation is in place to ensure provision meets the needs of the children with SEN. We link with other schools, special schools, voluntary organisations, health and social service departments, and the LEA. We work on a regular basis with the Educational Psychologist, BST, LSAT, BST etc.

The role of the governing body

- The governing body should:
 - Ensure that provision is made for pupils who have SEN
 - Ensure that the needs of pupils with SEN are made known to all who are likely to teach them.
 - Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEN
 - Consult the LEA and the governing bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
 - Ensure that a pupil with SEN joins with all pupils in the activities of the school together, so far as is reasonably practical and compatible with the child receiving the SEN provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
 - Report to parents on the implementation of the school's policy for pupils with SEN
 - Have regard to the Code of Practice when carrying out its duties to pupils with SEN
 - Ensure that parents are notified of the decision of any extra provision being made for their child
- Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.
- The quality of SEN provision is continually monitored, evaluated and reviewed. A report on the implementation of the SEN policy is issued annually and sent to parents.
- SEN provision is an integral part of the School Development Plan.

Admissions

- Provision for children with SEN is a matter for the school as a whole.
- We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs.
- All children with SEN play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary the parents/carers are always informed.
- Pupils with Educational Health Care Plans (EHCP) are admitted into school and fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the

incompatibility.

Identification, assessment and review

Resources

- A proportion of our budget is allocated for resources, which include identified materials for use to support children who need additional or different activities.
- The provision of additional support is made as appropriate from the delegated SEN budget.
- We intend to develop our resources to support children with SEN that link with priorities stated in the school's development plan.
- We are developing a library/resource base of books/equipment/materials available for children with SEN. Various technological aids are available for us to use when necessary.

Identification and Assessment

- We are committed to the early identification and intervention of children who may have SEN.
- More detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum. We obtain information from parents/carers and any other records from the previous schools the children may have attended.
- We carry out an initial concerns register, which is used to monitor, record and evaluate children identified as potentially having an SEN. This also allows teachers to evaluate actions that have already been taken, through curriculum differentiation, to address the child's needs. This includes modification of teaching approaches, classroom organisation, behaviour management strategies or provision of resources and teaching and learning aids.
- If further assessment is required we use the LEA assessment pack to help us to determine the child's strengths and areas to be developed. We can then identify and implement the appropriate strategies for the child.
- Pupils may also be assessed using both in- house or outreach expertise for Dyslexic and Dyscalculia screening.
- The graduated response, adopted in the school, recognises that there is a continuum of needs. This is recommended in the SEN Code of Practice (2015) and is in line with the LEA policy.
- SEN Support - If a teacher identifies a child who may have SEN it may be necessary to devise a Pupil Centred Plan (PCP) and a One Page Profile. This sets out any arrangements that are additional to and different from the usual curriculum. The teacher liaises with the SENCO and parents/carers and involves them in setting targets and strategies. These are shared with the child and reviewed each half-term/term, or as appropriate.
- Further advice and professional support is sought and implemented as is considered necessary for the individual needs of the children.
- If adequate progress is not made after a substantial period of intervention and review, the teacher in consultation with the parents/carers, may conclude that further support and advice is needed. In some cases, outside professionals from health, social services, support services or the education psychological service may be involved with the child. A new PCP will be drawn up in consultation with the parents/carers.

- The PCP is continually under review to ensure that the appropriate targets set provide success for the child and progress is made. The parents/carers and children are always involved.
- In some cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether a statutory assessment may be necessary. We use the LEA guidance to help make any such decisions. In some cases an EHCP for special educational needs may be issued by the LEA.

Review

- The SEN policy is subject to a regular cycle of monitoring evaluation and review.
- The SEN policy should also be read alongside the behaviour and equal opportunities policy as they are directly linked.
- The SENCO ensures that all appropriate records are kept and available when needed. These are always available for parents/carers to see and can be a source of invaluable information for teachers in other classes and external agencies.

Curriculum entitlement

- All children are entitled to a broad, balanced and relevant curriculum, including the National Curriculum (2014).
- All information gained is used to support planning in order to aid progress.

Inclusion

- We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.
- We encourage all children (not just those with SEN) to attend after-school clubs and lunch time clubs to develop an inclusive ethos within the school, where everyone is equal and welcome. We aim to develop young mentors and 'gurus' in these clubs, where older children help and support their younger peers during these clubs, which include lego club, homework club, sports clubs (football, netball, basketball, athletics).

Evaluation procedures

- The SENCO will on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEN Policy need to be made.
- The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.
- We continually review and report on the effectiveness of the policy. This includes the numbers of children identified and their progress, the levels of parental/ carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.

- The SENCO and subject co-ordinators monitor classroom practice/analyse pupil tracking data and test results/identify value added data for pupils with SEN.
- SEN is part of our school self-evaluation arrangements/is a priority in the School Development Plan.

Procedures for concerns

- We endeavour to do our best for all children but if there are any concerns we encourage those concerned to approach the class teacher in the first instance, or the SENCO, the head teacher or the SEN governor. A response will be made as soon as possible.
- Parents/carers are informed about the Parent Partnership Service so that they can obtain support, advice and information if they wish.

Partnership with parents

- Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.
- We share information with parents/carers in informal conversations and individual meetings as well as when appropriate keeping a dialogue in our home/school record books.
- Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.
- Parents are invited to discuss new PCP's at the start of each term
- Parents/carers are encouraged to use the Parent Partnership Service for support and advice or to bring an appropriate relative/friend to meetings if they wish to do so.
- We promote a culture of co-operation between parents, schools, LEAs and others. This is important in enabling anyone with SEN to achieve their full potential.
- We respect the differing perspectives of all parties concerned with children with SEN and seek constructive ways of reconciling different viewpoints.
- We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers.
- We promote Pupil-Centred Planning within our school, and encourage parents and children to be at the heart of this planning together, in order to develop strong working relationships, to meet the child's needs as best we can.

Pupil participation

- Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.
- Pupils participate as much where possible, in all the decision making processes, including setting targets and contributing to their PCPs, discussing their choices,

assessment of needs and in the review procedures. This is done in a very child-friendly manner, in order to get the best out of the child.

- Pupils are also encouraged to talk to our Learning Mentor, Mrs Whitby, to support them with any emotional and social needs or difficulties they may face. All pupils are fully supported and arrangements are made for time to listen and understand their views, worries or concerns. This includes any worries or concerns with regard to bullying. Mrs Whitby works closely with pupils to put measures in place, to help reduce anxiety or worry, and to fully support their emotional and social needs.

Transfer arrangements

- We have procedures in place to ensure that transfer arrangements take place with ease and are perceived in a positive light, by all our pupils. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils.
- We have a strong link with the local secondary school in our catchment area, and provide excellent transfer arrangements for those children going into secondary education. We provide a 6 week block of visits, to allow children to familiarise themselves with their new setting. As well as this, we use Woodlands Outreach service, where they provide transfer days and activities for pupils at their new secondary setting.

A School-based Graduated Response to SEN

Action	Who is involved?	What is involved?	Next steps
Differentiation	The class teacher responsible for the pupils.	The teacher plans for the activities to be given the pupils at the appropriate level of need for success and progress to be achieved, through differentiation and quality first teaching.	If, after observations and monitoring in a variety of contexts and in discussion with parents/carers, a pupil is not making adequate progress, a pupil centred plan (PCP) is considered.
SEN Support	The teacher responsible for the child informs the SENCO of the concern and with advice obtained, writes a PCP in consultation with the parents/carers and the pupil.	The PCP is implemented in the class. Additional and/or different activities/resources are used to meet the needs of the pupil, including targeted interventions. Suggestions for support at home are considered with the parents/ carers. PCP targets are reviewed regularly.	Most pupils should make progress with the additional help but if the targets and strategies implemented in the PCP mean that adequate progress is not made, advice is requested from outside agencies.
Educational Health Care Plan (EHCP)	If the needs of a child are not being met by SEN Support there is the possibility of making a request to the LEA for an Education, Health and Care Plan (EHCP) (formally a Statement of Educational Need). This means a child will have been identified by the class	The school or parent can request the LEA carry out a statutory assessment of a child's needs. This is a legal process which sets out the amount of support that will be provided for the child. After the school have sent in the	After the reports have all been sent, the LEA will decide if the child's needs are severe, complex and lifelong and that they need targeted in school to make good progress. If this is the case they will write a EHC Plan, which will outline the

	<p>teacher/SENCO as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school.</p> <p>Usually a child will also need specialist support in school from a professional outside the school including Speech and Language Therapists etc.</p>	<p>request to the Local Authority (with a lot of information about the child, including some from parents/ carers), they will decide whether they think the child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment.</p> <p>If this is the case they will ask parents and all professionals involved with the child to write a report outlining the child's needs.</p> <p>If they do not think the child needs this, they will ask the school to continue with the support at SEN Support level.</p>	<p>number of hours of individual/small group support the child will receive from the LA, and how the support should be used and what strategies must be put in place. It will also have long and short term goals for the child.</p> <p>If this is not the case, the school will continue with the support at SEN Support level, and also set up a meeting to ensure a plan is in place to ensure the child makes as much progress as possible, setting achievable targets.</p>
--	--	---	---