

Blackwell Primary School



Policy on Special Educational Needs (SEN)

1. Introduction

This policy is written in line with the requirements of:-

- Part 3 of the Children and Families act
- SEN Code of Practice September 2014
- The Equality act 2010
- The Special Educational Needs and Disability Regulations 2014
- The SEN information report regulations 2014
- Teachers Standards 2012

2. Overview

This policy aims to promote a consistency of approach to meeting children's Special Educational Needs, with a focus on preventative work to ensure that those needs are identified as quickly as possible and early action is taken. Class Teachers are responsible for all the children in their class, including those with Special Educational Needs. All staff accept responsibility for providing all children with realistic learning targets in a broad based, appropriate curriculum. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual aspects by curriculum design and teaching approaches. The National Curriculum Council stated that participation in the National Curriculum by pupils with special educational needs is most likely to be achieved by encouraging good practice for all pupils and that the majority of pupils with learning difficulties simply require work to be suitably presented and differentiated to match their need.

3. Aims

At Blackwell Primary School we welcome children with SEND into our community. We aim to raise the aspirations and expectations for all pupils and improve the

outcomes of all children with Special Educational Needs. We strive to ensure that everyone has an equal opportunity to fully engage in the whole curriculum.

4. Objectives

1. To welcome pupils with SEND and meet their needs in a positive manner so they achieve their best
2. To identify and assess children with SEN as early as possible by gathering information from parents/carers and other agencies
3. To provide an inclusive setting for pupils who have special educational needs and additional needs and remove barriers to learning by providing high quality teaching differentiated for groups and individuals
4. To identify and address pupils' needs through a graduated approach and the four part process of assess, plan, do and review as outlined in the SEND Code of Practice (2014)
5. To work with parents to gain a better understanding of their child and involve them fully
6. Where possible, children are involved in the review and planning of additional provision
7. To ensure funding is allocated to provide high quality provision for those identified as SEN
8. To make reasonable adjustment for those children with disabilities as set out in the equality act 2010
9. To ensure that support agencies are used effectively
10. To develop existing skills for all staff in the identification, assessment of and provision for pupils with SEN and to provide training and support as appropriate

5. How we aim to meet these objectives:

- Ongoing celebration of diversity and valuing all achievements whether they are social, emotional, cognitive or physical
- Ensuring all school activities are available to children with SEND. For some pupils 'reasonable adjustments' may need to be made, this will be done in partnership with parents/carers.

- Early identification of children who need additional support through: ongoing teacher observation and assessment, outcomes from baseline assessments, progress in relation to the EYFS, National English and Maths descriptors, performance against 'P' level descriptors, discussions with parents and information provided by outside agencies.
- All staff work hard to ensure teaching and learning is of an exceptionally high quality and meets the needs of all children. This is managed through regular performance management meetings, termly pupil progress meetings, whole school monitoring and observations/learning walks.
- Ensuring that all staff receive up to date and relevant training to support them in identifying barriers to learning, teaching, assessing and working with children with SEND
- Termly planning and reviewing of Individual Passports for all pupils with SEN, involving both parents and pupils as much as possible
- Ensuring that advice from outside agencies is sought and incorporated into Individual Pupil Support programmes
- Focus on outcomes not difficulties. Positive reinforcement to encourage pupil's achievements and frequent celebrations of success giving equal status to physical, cognitive, social and emotional achievements enabling all children to feel valued for their efforts
- Monitor the provision and progress of children with EHCPs
- Ensuring that SEND has a focus within the school improvement plan
- Ensuring we have high expectations of all children, including those with SEND. Setting suitable and challenging targets
- Listen to and value parents' concerns about their child's development; engaging in positive discussions to ensure the best outcomes for the child
- Supporting the social, emotional and mental health of our children through the provision of nurture and positive play sessions

6. Arrangements for full access to a Broad and Balanced Curriculum

The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should

be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

(SEND Code of Practice 2014)

- As a school we set out to ensure that all efforts are made to overcome pupils' barriers to learning
- All classes have well planned activities with clear learning intentions, differentiated to enable all pupils to make progress
- Teachers consider and incorporate a range of teaching styles including Visual, audio and kinaesthetic
- Children's successes and achievements are celebrated through the school's reward system
- Every effort is made for children to participate fully in school life.

When pupils are withdrawn to work in small groups or individually, every effort is made to ensure that they do not miss out on the broad and balanced curriculum to which they are entitled.

7. Identification and Assessment

Children will have needs and requirements that may fall into at least one of the four areas defined by the SEN Code of Practice September 2014.

- Communication and interaction.
- Cognition and learning
- Social, emotional and mental health.
- Sensory and/or physical

Many children will have inter-related needs; these broad categories give an overview of the range of needs we plan for at Blackwell Primary School but we consider the needs of the whole child which will include not just the special needs.

The Code of Practice states that:

"All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised - identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person."

(SEND Code of Practice p.94 DfE)

We therefore aim to identify children who may have SEN as early as possible through data tracking, classroom observations, discussions with parents and collaboration with other agencies.

The Code of Practice states that:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support."

(SEND Code of Practice p.94 DfE)

Children are placed on the SEN register if they have

- A significantly greater difficulty in learning than the majority of children of the same age;
- A disability which prevents or hinders them from making use of educational facilities

Once a child is identified as having SEN they enter the four part graduated response of assess-plan-do-review cycle. All children with SEND are reviewed termly and their level of support adjusted accordingly.

When pupils continue to make less than expected progress following school based support and intervention, specialist support may be sought from external agencies. If a child continues to make less than expected progress, the evidence collated through the graduated response is used to support a GRIP or EHC application.

8. Responsibilities, Monitoring and Evaluation

General:

The SENCO updates information about children on the SEN register each term. Class teachers meet with the Headteacher and Assistant Headteacher termly to discuss children with SEND as part of pupil progress meetings. The SEN register details are shared with the local authority termly as part of the school census.

The Class Teacher:

The Class Teacher is responsible and accountable for progress and development of all pupils in their class. This includes:

- The teaching and monitoring of all pupils and identifying any concerns about SEN to the SENCO
- Planning and delivery of clearly differentiated interventions for pupils with SEN. These should be additional to and/or different from those provided as part of the school's usual differentiated curriculum
- Reviewing the effectiveness of interventions in securing progress to inform the next steps in a graduated approach to support
- To inform parents of concerns and the interventions that are proposed and involving them in any reviews of their child's progress
- Termly monitoring of progress and target setting to track progress towards planned outcomes through the use of formative and summative assessment
- Completing SEN documentation
- To match classroom provision to the specific needs of the child
- To work alongside outside agencies to plan and deliver provision
- Reviewing the support provided by staff and its impact on the progress of SEN pupils

Annual reviews and multi-agency meetings provide evidence for many children on the SEN register. This is alongside the usual tracking and reporting systems already used for all children.

The monitoring of SEND provision forms part of the work undertaken by the SENCO and is shared with the Senior Leadership Team and Governing body.

Teaching Assistants:

Teaching Assistants are responsible for:

- Collecting evidence of progress through formal and informal observations
- Alerting the class teacher to concerns which have been observed through working with children
- Delivering and feeding back to the class teacher the effectiveness of interventions
- Contributing to children's progress reviews

The SENCO:

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- Maintaining and updating the SEN register
- Identifying through provision mapping, those children receiving additional interventions
- Co-ordinating provision for children with SEND
- Working with staff to identify pupil needs through observations
- Supporting staff when completing provision maps and identifying next steps through a graduated approach for individuals
- Liaising with parents of children with SEN, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- Overseeing and supporting staff in the production of Individual Support Programmes
- Termly reviews of Individual Passports and Provision Maps
- Contribute to training for all staff
- Oversee annual reviews for EHCP's
- Carry out referrals to external agencies
- Collate evidence from class teachers to support applications for further funding streams. E.g. GRIP, TAPS, TAEYS and EHC
- Work closely with other settings, particularly within the 5PPs, to organise smooth transitions for children with SEND
- Monitoring the impact of SEN interventions ensuring they are effective and evidence based
- Arrange specific SEN resources
- Be a key point of contact for outside agencies
- Attend local SENCO cluster meetings and training
- Liaise with the named SEN governor

9. **Admission Arrangements**

Children with Special Educational Needs will follow the normal admission procedures with the exception of a child who already has an EHC, where they normally take priority.

10. Transition

We work closely with other early years settings to ensure smooth transitions for children joining our school. We also hold annual meetings with Blackwell Junior School to discuss children moving at the end of KS1. Those children identified as requiring further support for transition will have personalised programmes created for them.

11. External Agencies

Blackwell Primary School make full use of local specialist services who can offer support and advice on SEND. With full parental consent referrals are made to relevant agencies. Teachers help the SENCO in the referral process by supplying assessment data and observations of the child. Following the observation any reports and recommendation from them can form part of individual support programmes.

12. Training

Key training and further CPD will be identified by the SENCO and the SIT team and will often form part of the School Improvement Plan (SIP). Any training requirements will either take place at school and led by the SENCO or a representative from an outside agency such as SSEN or through attending workshops off site.

13. Working with families

One of the key principles of the 2014 Code of Practice is that it puts children, young people and their families at the heart of the legislation. We aim to work closely with families of children with SEND at all times.

In the four part cycle of assess - plan - do - review parents will have an opportunity to be part of the planning process for both short and long term outcomes. For annual reviews children will contribute their voice in a style that best suits their development.

When applying for an EHC plan, part of the formal application is for families to outline their short and long term aspirations for their child. The SENCO will discuss this process with them before an application is completed and support can be arranged if required.

14. **Storing and Managing Information**

All documents are stored securely in line with our data protection policy. Information is shared, with parents/carers permission, with professionals working with the child and at the point of transition to a new school.

15. **Complaints**

If parents/carers have a complaint this should be directed in the first instance to the SENCO. If there continues to be cause for complaint parents/carers should address their concerns to the Headteacher or the Governing Body as in line with the school's complaint procedure.

This policy will be reviewed every 3 years or earlier if necessary.

January 2019

To be reviewed in January 2022