

NAWTON CP SCHOOL & ROSEDALE ABBEY CP FEDERATION

SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

(To be read in conjunction with our policies on Disability Discrimination, Inclusion, Teaching and Learning and our federation SEN Information reports.)

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NYCC / Adapted school model			
Method of Communication (e.g. Website, Prospectus, Noticeboard, Staff meeting etc.)			

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1 Introduction

- 1.1 This policy is based on the *Special Educational Needs (SEN) Code of Practice 0 – 25 2014* which gives practical guidance to schools on how to implement their statutory responsibilities in relation to children with SEN
- 1.2 Our Federation provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning teaching which 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.
- 1.3 Every teacher in our federation is a teacher of every child including those with SEN.

Definition of Special Educational Needs (SEN) as taken from section 20 of the Children and Families Act 2014.

A child or young person has special educational needs if he or she has 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 they;

(a) have a significantly greater difficulty in learning than the majority of others of the same age,

or

(b) have a disability which prevents or hinders them from making use of facilities of a kind

generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if no special educational provision were made.

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.

- 1.4 Some children have barriers to learning that mean they require particular action by the school. For some pupils this may be a matter of some short term support to help them to catch up with their peers, for other pupils these requirements arise as a consequence of a child having special educational needs.
- 1.5 Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children deemed to be disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs.
- 1.6 We recognise that issues associated with attendance and punctuality, health and welfare, Minority ethnic achievement, service families, looked after children and pupil premium eligibility may impact on progress and development but these are managed via our Inclusion policy and register and are not defined as Special Educational Needs by this policy.
- 1.7 Special educational needs may relate to one or more of the following areas of need:
 - communication and interaction;
 - cognition and learning;
 - social, emotional and mental health difficulties;
 - sensory and/or physical needs;

2 Aims and objectives

- 2.1 In making provision for pupils with SEN, our aims and objectives are:
 - To work within the guidance provided in the SEND Code of Practice 2014
 - To have high aspirations for all pupils including those with SEN with a clear focus on outcomes
 - To create a learning 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 from the earliest possible age.
 - To enable all children, including those with SEN, to have full access to all elements of the school curriculum, and to maximise their learning and achievement.
 - To operate a whole pupil, whole school approach to the management and provision of support for SEN
 - To ensure that our provision for pupils preserves and enhances self esteem.
 - To provide support and advice for all staff working with SEN pupils
 - To ensure that all partners in the process of meeting a child's individual needs understand and fulfil their responsibilities.
 - To ensure that parents or carers are able to play their part in supporting their child's education.

- To ensure that our children have a voice in deciding how their individual needs might best be met.
- To ensure that Governors to have access to information that will allow them to monitor and evaluate the effectiveness of the policy.
- To ensure that SEN is an area in which we are committed to constantly review, to evaluate and to take any necessary steps to improve our provision.

3 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.
(Code of Practice 2014)

All children are entitled to full and equitable access to the National Curriculum and high quality teaching. This links to the federation's Inclusion Policy in which we set out to ensure that:

- All efforts are made to overcome individual pupils' barriers to learning
- All classrooms have well planned activities with clear learning intentions, differentiated to enable all pupils to make progress
- Classroom resources are organised in such a way as to enable pupils to develop independence in selecting appropriate materials for a task
- A range of teaching styles are used including auditory, visual and kinaesthetic
- The successes and achievements of all pupils are celebrated through the school's reward system
- All pupils are encouraged and enabled to have full participation in the life of the school and to know their contributions are valued
- A range of different organisational settings are planned to provide class, group, paired and individual work
- 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.

4 Identification, assessment and response.

The SEN Code of Practice (2014) describes adequate progress as that which:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Which allows the attainment gap to close between the pupil and children of the same age

4.1 Assessing needs –

If a child does not make adequate progress compared to peers, their starting point or previous attainment this would raise concerns that they had learning difficulties. We aim to identify if a child is not making adequate progress as early as possible, using a process of summative and formative assessments.

4.2 Each term, pupil progress meetings are held to review the progress of every child in the school. Where concerns are raised, the SENCO and classteacher will discuss what the most appropriate response should be, whether improving universal provision within the classroom, a targeted catch up programme or more individualised response. In the case of the latter, parents will be consulted to gain their insight into their child's progress. If after consultation with parents it is decided that a child has underlying needs then a programme of individual provision will be set and recorded on an Individual Provision map.

High quality classroom teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

4.3 Most children who join our Reception class have already been in receipt of pre-school educational provision where any particular individual needs may already have been assessed. All children are assessed through our normal processes when they enter our school (see our Assessment Policy), so that we can build upon their prior learning and any special provision already made for them.

4.4 Early identification of special educational needs is vital. The school informs the parents or carers at the earliest opportunity to alert them to concerns about a child's progress or additional needs and seeks to enlist their active help and participation.

4.5 A graduated response is taken to SEN provision. The graduated response is a four part cycle of assessment, planning, doing and reviewing which is recorded on the child's Individual Provision Map.

Assess

The teacher identifies pupils with learning needs in the class; this involves clearly Analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree Longer term learning objectives and hoped for outcomes. Adjustments, interventions and support that are required will be recorded on the child's Individual Provision Map with a clear date for review.

To track child's long term progress and level intervention he/she will be included on the SEN register by the SENCO.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and ensure links with classroom teaching. Wherever possible, we do not withdraw children from the classroom. 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

Review

Reviews will be undertaken in line with agreed dates, at least termly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. Advice can be sought from outside specialists at any point; to advise on early identification of SEN, where little or no progress is made over a sustained period, where the child is working at levels substantially below those of their peers. Advice is incorporated into the child's individual planning and targets.

4.6 Parents or carers will always be invited to attend and contribute to the termly review meeting. The pupil's views on their progress and the nature of the provision being made to meet their needs will also be sought, through age-appropriate means. It may be appropriate for them to attend the review meeting.

4.7 This cycle of assess/plan/do/review will continue if the child is deemed by all to be making progress **with** this additional and different intervention and their needs can be met within the school's SEN budget. A summary of progress will be maintained and updated termly by the class teacher on the pupil's Inclusion Passport. If the child is able to maintain good progress **without** the additional and different resources he or she will not be identified with special educational needs and be removed from the SEN register.

4.8 The majority of children and young people with SEN will have their needs met within the school. If following a review a child has not made expected progress despite additional resources and provision, then some more specialist intervention may be required. With parental agreement a referral may be made to one of the Enhanced Mainstream Schools such as Lady Lumley or Kirkbymoorside E.M.S. Their role is to provide additional specialist advice and support both for the pupil concerned and for the staff in school.

4.9 SEN provision which is met either wholly in school or with additional input from the EMS is termed 'SEN Support'.

4.9 If a child has significant long term difficulties he/she may undergo a Statutory Assessment process by the Local Authority which is usually requested by the school but can be requested by a parent. This would be discussed at a review meeting with parents and possible outside professionals. The process for this can be seen in the NYCC Local Offer (see link to this in our SEN report on the school's websites). A request for an assessment must be supported by evidence of long term and sustained need for support which cannot reasonably be met by the school SEN budget.

4.10 Nationally, only a very small proportion of pupils with SEN will require an Education Health and Care Plan (EHCP).

5 Roles and Responsibilities

5.1 In our school, the special educational needs coordinator (SENCO):

- manages the day-to-day operation of our SEN Policy and maintains the SEN register and Inclusion register;
- Writes and updates the two school's statutory SEN Information report posted on the school websites.
- co-ordinates the provision for children's special educational needs and maintains a provision map which shows the range of additional support provided for pupils in our school, through waves 1, 2 and 3;
- supports and advises colleagues;
- oversees all assessments of the progress made by pupils with SEN;
- arranges and attends all IPM review meetings;

- acts as a point of communication with parents and carers, in addition to the class teacher;
- acts as the link with external agencies and support services;
- monitors and evaluates this Special Educational Needs Policy, and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with SEN;
- contributes to the professional development of all staff, in relation to understanding and meeting the needs of pupils with SEN.

6 The role of the headteacher

- 6.1 The headteacher is the named 'responsible person' for ensuring that the needs of pupils with special educational needs are met. He/she oversees and line manages the work of the SENCO.

7 The role of the governing body

- 7.1 The governing body has due regard to the SEN Code of Practice when carrying out its duties toward all pupils with special educational needs.
- 7.2 The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs.
- 7.4 The SEN governor liaises closely with the SENCO and ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel, and the effectiveness of this policy.

8 Allocation of resources

- 8.1 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/ Education Health and Care Plans.
- 8.2 The headteacher informs the governing body of how the funding is allocated to support special educational needs, whether through the school's devolved formula-funded budget or through cash grant attached to some statements, has been used.
- 8.3 The headteacher and the SENCO meet at least annually to agree on how to allocate and use our SEN funding.

9 Partnership with parents and carers

- 9.1 The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers. The home-school agreement is central to this. Parents and carers have much to contribute to our support for children with special educational needs.
- 9.2 The school prospectus contains a summary of this SEN Policy, and the arrangements made for children with additional needs in our school. The named governor overseeing SEN provision is always willing to talk to parents and carers of pupils receiving additional support.
- 9.3 Through IPM review meetings each term, or regular termly parents' meetings, we share the progress of pupils with SEN with their parents or carers. We work closely with them in decision-making about the provision planned for their child.

10 Pupil participation

- 10.1 In our 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 and abilities.

10.2 Children are involved in an appropriate way in agreeing targets in their IPM's and in the termly IPM review meetings. We seek to celebrate their successes with them as well as planning and discussing their next steps.

11 Monitoring and review

11.1 The SENCO monitors the progress of children on the SEN register. Termly Pupil progress meetings between the SENCO and classteacher review pupil progress and provision. Consideration is given to what type of support if any is now needed as well as whether any outside agency support or additional training is required.

11.2 The SENCo evaluates the effectiveness of provision, including their value for money. This involves the provision for pupils with SEN as well as pupils in need of catch up programmes or with other additional needs as recorded in the Inclusion Register.;

11.3 Learning walks, pupil interviews and pupil progress meetings help to inform the SENCO in evaluating the effectiveness of strategies listed on provision maps.

11.4 The SENCO provides staff and governors with regular summaries of the impact of our policy on the effectiveness of our SEN provision.

11.5 The governing body will review this policy every three years, or sooner if necessary, or in response to changes in national SEN policy.

Signed:

Appendix 1 Definitions from Code of Practice 2014

Communication and interaction

- 6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- 6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

- 6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- 6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

- 6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- 6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

- 6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
- 6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to others.