



Stowlawn Primary School

Special Educational Needs (SEN) Policy



Ethos Statement

Stowlawn Primary School has a strong positive ethos of care and community, with everyone working together to enhance the achievement of our children. We aim to have a fully inclusive environment where everyone is valued and every child is able to fulfil their potential.

1 Introduction

1.1 This policy was reviewed and updated in line with the revised Code of Practice.

1.2 This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to the diverse learning needs of children. Having a special educational need can be a barrier to learning; therefore, children with a special educational need will require particular action by the school.

1.3 These requirements are likely to arise because of a child having a special educational need. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age. Provision is tailored to the individual child's needs and is constantly under review for impact and suitability.

1.4 Children may have a special educational need either throughout or that arises at a certain time during their school journey. This policy ensures that curriculum planning and assessment for children with a special educational need takes account of the type and extent of the difficulty experienced by the child and ensures that they are fully supported and encouraged to progress and develop skills.

1.5 The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as having a disability will require this provision. A child with asthma or diabetes, for example, may not have a special educational need, but may still have rights under the Disability Discrimination Act. We will assess each child as required and make the appropriate provision based on their identified needs.

2 Aims

2.1 The aims of this policy are:

- 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 make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for the special educational needs of children;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

3 Educational inclusion

3.1 In our school, we aim to offer excellence and choice to all our children regardless of their ability or needs. We have high expectations of all of our children and encourage them to develop skills in all areas of learning. We aim to achieve this through the removal of barriers to learning and increased participation. We want all of our children to feel that they are a *valued* part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning; which are under review at all times.
- 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 of their senses and of varied 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, including trauma or stress, and to take part in learning.

4 Special Educational Needs

4.1 Children with a special educational need have a difficulty that calls for specific provision to be made. All children may have a special educational need at some time in their lives. Children have a learning difficulty if:

- they have a significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

4.2 All children are assessed when they enter our school (along with the use of information from their previous setting or using reports from professionals who have worked with the child recently) so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate and accessible curriculum for all our children.

4.3 The graduated approach, Assess Plan Do Review, is the path that we use to identify and support children with SEN throughout their time here at Stowlawn Primary.

Where our assessments show that a child may have a learning difficulty and require SEN support, then we plan for their needs and use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will implement interventions targeted at their areas of difficulty, that are different from or additional to those provided as part of the school's usual working practices. This may include pre-teaching and overlearning as well as specified target intervention time. The progress of the child is then reviewed regularly to monitor progress. The class teacher will keep parents informed and draw upon them for additional information when necessary. If the teacher and/or parents feel that the child would benefit from further support, the SENCO will then take the lead in further assessments of the child's needs and involve further support from within school or outside agencies.

4.4 We will record, in an Individual Action Plan (IAP), the strategies used to support the child. The IAP will show the short-term targets set for the child, the frequency of provision and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed and an interim target to ensure the child is on a constant journey of progress. Teachers are encouraged to regularly review targets (typically within a few weeks) to ensure that a child is continuously working towards making progress.

4.5 Where the IAP review identifies that support is needed from outside agencies, we will consult parents for consent prior to any support being actioned. Outside agency support may require an Early Help Assessment or the support of the Educational Psychologist, Speech and Language Therapist or Special Needs Early Years Services. This may lead to additional strategies or strategies that are different from those already in place. This enhanced level of support will

provide information for the child's new IAP and the new strategies in the IAP will, wherever possible, be implemented within the child's normal classroom setting.

4.6

Where the child continues to demonstrate significant cause for concern and has not made expected progress, despite the school having taken relevant and purposeful actions to identify, assess and meet the Special Educational Need of the child, the school or parents should consider making a request to the Local Authority for a Statutory Assessment of Education, Health and Care Needs. To inform its decision, the local authority will expect to see evidence of the action taken by the school as part of SEN support.

4.7 In our school the SENCO:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to the special educational needs of children;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as the link with external agencies and other support agencies; attend Children and Family Support Team meetings and liaise with Children and Family Support Team personnel;
- monitors and evaluates the special educational needs provision, 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 special educational needs;
- and contributes to the professional development of all staff.

5 The role of the governing body

5.1 The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with a special educational need.

5.2 The governing body does its best to secure the necessary provision for any pupil identified as having a special educational need. The governors ensure that all teachers are aware of the importance of providing for these children. They consult with the LA and other schools, when appropriate. The governing body ensures that parents are notified of any decision by the school that special educational needs provision is to be made for their child.

5.3 The governing body has identified a governor to have specific oversight of the school's provision for pupils with a special educational need. The head teacher ensures that all those who teach a pupil with an Education and Health Care Plan are aware of the nature of the provision required and that they have access to support and sufficient resources in order to meet the needs of the pupil.

5.4 The governor for Special Educational Needs provision ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

6 Allocation of resources

6.1 The SENCO is responsible for the operational management of the specified and agreed resourcing for special educational needs provision within the school, including the provision for children with Education and Health Care Plans.

6.2 The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

7 Assessment

7.1 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. Whole school assessments are also used to inform this process. Children whose attainment is significantly below that expected for their age, are identified as potentially needing SEN intervention. The child and their specific targets are entered into EDUKEY (a provision map programme) used by all staff to record support, progress and strategies for children with SEN.

7.2 The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

7.3 The SENCO works closely with parents, teachers and other professionals to plan an appropriate programme of support.

7.4 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.

7.5 The LA seeks a range of advice before making a formal Education Health Care Plan. The needs of the child are considered to be paramount in this.

8 Access to the curriculum

8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

8.2 Teachers use a range of strategies to meet a child's special educational need. Lessons have clear learning objectives; we differentiate work appropriately and we use day-to-day assessment to inform the next stage of learning. We encourage targets to be incorporated into class work and in a variety of contexts where applicable.

8.3 Individual Action Plans, which employ a small-steps approach, feature significantly in 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 and make progress.

8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times, to maximise learning, when the children will work in small groups, or in a one-to-one situation outside the classroom. This is typically to support or to build independence in a task to enable the pupil to succeed. Peer student support is also used as well as pre-teaching and over learning skills.

9 Partnership with parents

9.1 The school works closely with parents in the support of those children with a special educational need. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with a special educational need.

9.2 The school prospectus contains details of our policy for special educational needs and the arrangements made for these children in our school. A named governor takes a particular interest in special educational needs.

9.3 We have regular formal and informal meetings to share the progress with the parents of children receiving SEN support in school. We inform the parents of any outside intervention and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. Teachers are encouraged to annotate specific targets for children with an Educational, Health and Care plan and regular meetings are held with the Educational Psychologist, SENCO and parents.

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. The work in the Foundation Stage recognises the importance of children developing social as well as educational/academic skills.

10.2 Children are involved, at an appropriate level, in setting targets for their IAPs. The targets set are discussed with the child in a way that they will understand that this is what they are trying to achieve. Strategies are also discussed with the child and independent skills are encouraged by all. Children are encouraged to make judgements about their own performance against their IAP targets. We recognise success here as we do in any other aspect of school life. Children for whom we are applying for an Education and Health Care Plan, are involved in creating their one page profile and have the opportunity to express their hopes and concerns now and for the future.

11 Monitoring and review

11.1 The SENCO monitors the movement of children within the Special Educational Needs system in school. The SENCO provides staff and governors with regular reports.

11.2 The SENCO is involved in supporting teachers when drawing up Individual Action Plans for children using professional dialogue and reports or recommendations from external agency specialists. The inclusion manager, SENCO, pastoral support worker, behaviour mentors and the head teacher hold regular meetings to review the work of the school in this area.

11.3 The governing body reviews this policy regularly and considers any amendments in the light of the review findings.

Updated in June 2021 R Mason (SENCO)

Review: June 2022

Signed:

S Nichols (Chair of Governors)