

Special Educational Needs (SEN) and/or Disability (D) Policy 2019

UNICEF Rights of the Child

Article 23: A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community. Governments must do all that they can to provide free care and assistance to children with disability.

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Key people relating to this policy:

Head teacher: Mrs Holden-Gough

Inclusion manager/SENCO: Mrs Warford

School Governor with SEND responsibility: Mrs Sprintall

Designated lead teacher with Safeguarding Responsibility: Mr Wagstaff

Designated lead teacher for Looked After Children: Mrs Holden-Gough

Introduction

- 1.1 **Caslon provides a broad and balanced curriculum for all children. The National Curriculum (2014) is the 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 children's diverse learning needs. A minority of children have learning and assessment requirements that create barriers to their learning. These requirements are called 'special' or 'additional educational needs' (SEN).**
- 1.2 **Teachers take account of the needs of SEND pupils and provide quality teaching with differentiation in the classroom. Additional aids and strategies to support individuals or groups may also be provided within the classroom/lessons so ensure that all pupils with SEND can access content and succeed. Intervention programmes which involve withdrawal of pupils individually or in small groups, are put in place where needed and thus enable them to participate effectively in a broad and balanced curriculum.**
- 1.3 **Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.**

2 Aims and objectives

We aim to provide every child with access to a broad and balanced education. This includes the delivery of the National Curriculum (2014), in line with the Special Education Need Code of Practice 0-25 Guidance (Jan 2015)

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 children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum.

3 Educational inclusion

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

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates and in different ways;
- need a range of different teaching approaches and experiences to enable their learning.

3.2 Staff respond to children's needs by:

- providing support for children who need help with speech, language, communication and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour, make the right choices and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress thus enabling their own learning to progress.
- All children with disabilities and medical needs have their environment adapted to enable them to have equal access to all learning experiences the school provides.

4 Special Educational Needs

4.1 The SEND Code of Practice: 0 to 25 Years (Jan 2015) follows a 3 stage response with children having interventions when concerns are raised about their low attainment, in the event of little progress, they may be assessed as having a special educational need and in the event that progress continues to be poor or a specific need has been identified, an Educational Health Care Plan application may be made.

4.2 The Special Educational Needs and Disability Code of Practice (2014) instead talks of most SEN children being at a 'targeted' level of support. This could be anything from occasional support up to a high level of daily support. An Educational Health and Care Plan would be required for those with a severe special needs and in receipt of more than 20 hours a week support with their SEN.

4.3 In our school the Special Educational Needs Co-ordinator (SENCO), Mrs Warford:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- maintains the school's SEN records;
- contributes to and manages the records of all children with special educational needs;
- manages the school-based assessment and completes the documentation required by outside agencies and the LEA;
- acts as the link with parents;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, linked to children with special educational needs.

4.4 Responsibility for meeting the needs of SEND pupils lies with class teachers who provide high quality classroom teaching with appropriate differentiation. Many pupils with SEND will also require additional aids, resources and/or adaptations to support them in making expected progress. These may be required across the whole of the curriculum.

5 The role of the governing body

The governing body secures the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs.

- 5.1 The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.
- 5.2 Mrs Sprintall is the Governor with particular responsibility for SEN. Her role is to take a particular interest on behalf of the governing body in the way the school manages its provision for children with special educational needs and to report on this regularly to the governing body.

6 Allocation of resources

- 6.1 The SENCO and Headteacher are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCP.
- 6.2 The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed. This is call 'The Local Offer'.
- 6.3 The Head Teacher and the SENCO meet annually to agree on how best to use funds directly related to Special Education Needs.

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.
- 7.2 The class teacher and the SENCO assess and monitor the children's progress in line with existing school policies and practices.
- 7.3 The SENCO works closely with parents and class teachers to plan an appropriate programme of intervention and support.
- 7.4 The SENCO may decide to enlist the support of an appropriate outside agency to assess the specific needs of an individual who has shown little improvement or acceleration following class based actions and/or interventions. The outside

agency will break down the individual child's needs into smaller detail in order to provide an accurate understanding of their difficulties and suggested strategies to support the child.

- 7.5 The school uses a graduated approach to respond to children's special educational needs if high quality teaching is not enough to enable the pupil makes sufficient progress :
- Difficulties and specific needs are identified through Pupil Progress meetings which take place half termly between the class teacher, Head and SENCO.
 - Initially, class teachers will put in place classroom strategies and additional aids to support individuals.
 - Intervention programmes are then put in place matching the correct programme to the needs of the individual child. These usually run for a 10 week period.
 - Progress is discussed at the next pupil progress meeting where further interventions can be put in place if necessary. This could take the form of an additional/alternative intervention and/or the involvement of one or more outside agencies to assess and support the school in meeting individual's needs. There are a range of assessment options which would be discussed with parents at this stage.
 - All extra provision any child receive is tracked with the use of a provision map and the impact upon the child measured.
 - If, after long term support and interventions have been followed, the child still makes insufficient progress, the school then has the option to apply to the Local Authority for an Education Health Care Plan. If granted this may enable the child to access support from the Local Authority (LA) through either additional funding or a special placement.
- 7.6 The LA seeks a range of advice before making a formal assessment of Special Educational Needs. 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 children 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 children's special educational needs. Lessons have clear learning objectives; work is differentiated appropriately and assessment used to inform the next stage of learning.

- 8.3 Children are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, children are supported in the classroom situation by their class teacher or a teaching assistant. However there are times when children may work in small groups, or in a one-to-one situation outside the classroom.
- 9 Partnership with parents
- 9.1 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 special interest in special needs and is always willing to talk to parents.
- 9.2 At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.
- 9.3 Regular review meetings are held to share the progress of special needs children with their parents. For those on Learning Support, these are bi-termly. Where pupils have an EHC Plan, we meet for termly reviews to ensure the needs of the individual continue to be met effectively. Parental permission is sought for any outside intervention, and the process of decision-making is shared by providing clear information relating to the education of children with special educational needs.
- 9.4 Where a pupil is in receipt of additional support through an intervention programme, parents will be informed by class teachers.
- 10 Monitoring and Evaluation
- 10.1 The SENCO monitors the movement of children within the SEN system in school. The SENCO regularly updates staff and governors on the impact of the policy on the practice of the school.
- 10.2 The Governing Body reviews this policy annually and considers any amendments in light of the findings.

Reviewed: June 2019

To be reviewed: June 2020