

# SEN POLICY

The reform to the Special Educational Need Code of Practice July 2014 has resulted in significant changes to the provision for people with Special Educational Needs between the ages of 0-25 years.

*The SEN Code of Practice July 2014 states that special educational needs and provision can be considered as falling under four broad areas.*

- *Communication and interaction*
- *Cognition and learning*
- *Social, emotional and mental health difficulties*
- *Sensory and / or physical needs)*

In brief:-

- The reform to SEN provision requires a move from school action and school action plus to Special Educational Need Support.
- Statutory Assessment from September 2014, establishing a significant need will result in an Educational Health and Social Care Plan.
- Existing Statements will over time be converted to Educational Health and Social Care Plans.
- Greater involvement of parents and pupils in target setting, implementation, monitoring and assessment of outcomes.

## Definition of Special Educational Needs

A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Pupils are deemed to have Special Educational needs when they:

- Present learning difficulties significantly greater than their peers.
- Have a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- Is a child under compulsory school age and falls within the definitions above or would do so if special educational provision was not made for them.

***The Local Offer for Worcestershire can be found on the Worcestershire County Council website at [www.edulink.net/senreform](http://www.edulink.net/senreform)***

Leigh & Bransford school is following the Worcestershire Local Offer made by Worcestershire County Council and the guidance in the Special Education Needs Code of Practice published by the DfE.

## Aims

- To identify, assess and respond to the special educational needs of individual pupils
- To differentiate curriculum provision as appropriate and provide an Individual Provision Plan which supports this aim.
- To work in partnership with parents and to encourage their support in their child's educational programme
- To work with the schools' external support agencies to ensure access to expertise outside the normal remit of the school

## Objectives

- To facilitate effective implementation of its aims by providing appropriate support and guidance for the teachers
- To ensure communication between all individuals and agencies
- To collect and collate information derived from assessment, recording and observation
- To provide support which meets the targets in the IPPs
- To monitor and review progress
- To develop resources of appropriate materials
- To make reasonable adjustments for pupils with disabilities.

**Children with special needs are fully integrated into school life with access to a broad curriculum**

**Arrangements for co-ordinating educational provision are outlined in the following roles.**

### Role of the Governors

- The Governing Body has the statutory responsibility for ensuring the school fulfils its duty towards children with special educational needs.
- The Governing Body will ensure that the budget for special needs is monitored and effectively used and that resources are directed towards providing teaching and non-teaching support, educational equipment and books as appropriate.
- A Governor is appointed to monitor SEN within the school.
- The Governor with responsibility for special needs will regularly monitor the special needs provision and ensure that the policy is applied in practice.

### Role of the Head Teacher

- To ensure the staff are aware of their responsibilities and are carrying them out.
- To ensure teachers are aware that special provision must be made in their planning for special educational needs pupils in relation to their individual education provision plan.
- To ensure classes are adequately resourced to provide for pupils with special needs and that teachers attend appropriate training courses.
- To ensure that the school is fulfilling the statutory requirements of the code of practice in respect of special needs.
- To ensure Special Needs is adequately resourced and that resources, including human ones are well managed.
- To ensure that the needs of all pupils with SEN are being met.
- To ensure that the progress of SEN pupils is monitored and evaluated.
- To ensure that external support is available and well used in the school.
- To ensure that training is available as required.
- **The head teacher, before referring a pupil for statutory assessment, should be able to provide written evidence about:-**
- The school's action through Special Educational Needs Support
- Individual Provision Plans for the pupil.
- Records of regular reviews and their outcomes.
- The pupil's health.
- Performance levels.
- Attainment in literacy and numeracy.
- Educational and other assessments, for example from an advisory specialist.
- Views of the parent and the pupil.
- Involvement of other professionals.
- Any involvement by the social services or education welfare service.

### **Role of the Classroom Teacher**

- To identify children with special educational needs in the classroom
- To read information on the child, discuss informally with colleagues, especially any previous teachers.
- To use diagnostic tools to gain information - these may be previous records, standardised reading or number tests, work sampling or classroom observation procedures.
- To observe and collect information through on-going assessment
- To work closely with the Teaching Assistant.
- To inform the SENCO.
- To inform the parents by letter and invite them to a meeting to discuss and outline the school's special educational needs support plan.

- To work closely with the SENCO to devise an appropriate Individual Provision Plan
- To implement the IPP within the classroom, ensure that special provision is made in planning, organise the timetable, class groupings and resources necessary to support the pupil in achieving the targets.
- Discuss the targets with the pupil / create a target card as appropriate.
- To liaise with, and advise the parents on how they can contribute to the child achieving the targets on the Individual Provision Plan.
- To arrange and attend any necessary review meetings with the SENCO, parents and if appropriate the child, until the child no longer requires special educational needs support.
- To advise the SENCO on progress between review meetings.
- The teacher's role at after the *involvement of external agencies* remains the same as above with the added responsibility of ensuring that any support staff are provided with guidance, that additional resources are made available as appropriate, and that advice given by outside agencies is followed.

### Role of the SENCO

- To co-ordinate the child's special educational provision.
- To liaise with the parents, class teacher, head teacher, SEN Governor and Special Support Services.
- To collect all available assessment, and information already held by the school, organise a file regarding the SEN pupil with copies where appropriate.
- To observe and make an informal assessment of the child.
- To work closely with the class teacher in order to devise an appropriate IPP.
- Ensure that parents are well informed and invited to attend review meetings.
- Ensure that the class teacher fulfils his/her obligations to the pupil, parents, school and outside agencies in respect of the IPP.
- Complete any official SEN paperwork and see that it is delivered to the appropriate people.
- Ensure that the school continues to build adequate SEN resources.
- Monitor progress and in conjunction with the class teacher and parents make the decision that school special needs support is no longer required or to move to the next stage external support, .
- External support agencies - Send the relevant paperwork in order for an assessment to be made in respect of the pupil's needs.
- Inform the school and parents of the decision to initiate the involvement of external agencies.
- Continue as above to work in close co-operation with all parties involved, maintain high levels of communication and attend to all appropriate paperwork.
- To devise the IPPs in co-operation with the outside agencies, class teacher and as appropriate the parent.

- Statutory Assessment - To liaise with the head teacher, collate all information regarding the pupil's progress and send with other relevant paperwork requesting a statutory assessment.
- Pupils with Special Educational & Health Care Plans - To follow the procedures for the school-based waves, complete written reports in line with LA directive regarding the pupil's progress.
- Ensure that review meetings are conducted within the time-scales specified by the LA and that all persons involved have copies of the relevant documents including Parent Comments prior to the review.

### Role of the Parent

- To provide the class teacher and the SENCO with any information that may be relevant, including details about the child's health, early development and behaviour at home.
- Help the child to meet the targets set by supervising the child at home when doing homework offering support and encouragement.
- Sign and return copies of any home / school liaison arrangements.
- Attend meetings with LA. special support professionals from the local authority.
- Alert the teacher or SENCO to any problems.
- Attend all the review meetings.
- Ensure the child has adequate sleep and rest, and is fully equipped for school.

### The Pupil's Role

- To take ownership of the IPP targets (providing the child is mature enough to understand).
- To reflect on his/her work and progress made with the teacher.
- To share in the ongoing interest in his / her targets and respond positively to the encouragement regarding his / her progress towards the achievement of the targets.
- To share in positive information arising from any review meetings.

### Assessment

- The school will assess every child's level of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school needs.

- If the child has been identified as having special educational needs, this information will be transferred and the child's class teacher and SENCO will use it to provide starting points for the development of an appropriate curriculum.
- The continuous process of assessment for learning, observation and the scrutiny of pupil tracking and assessment data will identify children who are having some difficulty with their learning.

Pupils needs are met using a graduated response in 3 levels of intervention, described as *waves of support*, that support access to the curriculum.

**Wave 1** describes quality inclusive teaching which takes into account the learning needs of all the pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment.

- All teachers have consistently high expectations of all pupils.
- They plan and teach lessons that enable pupils to develop knowledge and a range of skills across the curriculum.
- Teachers listen, observe and question pupils throughout a lesson to check understanding.
- Teachers intervene and revise tasks and explanations in order to improve learning.
- Teachers work effectively with other adults, ensuring that they are actively engaged in supporting pupil's learning and effectively engaged with pupils.

**Wave 2** describes specific, additional and time-limited interventions provided for some pupils, who need to accelerate their progress to enable them to work at, or above age related expectations. They are often targeted at a group of pupils with similar needs.

**Wave 3** describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.

### **School and home working together**

- In our school parents/carers are informed as soon as the teacher identifies that a pupil may have a *Special Educational Need*. The teacher usually does this 1:1 with the parent discussing the area of need and how it might be addressed.
- The areas of need are discussed with the parents/pupil and targets set.
- An Individual Provision Plan is created where areas of need are targeted, a copy of which is sent home to parents/carers for signature.
- The parents and the pupil are invited to attend a meeting with the SENCO and class teacher to discuss the targets, with the outcomes of support in school and at home properly recorded. Increased regular communication between home and school can be helpful to support the pupil.

**The intent of the offer:-**

- Pupil and family involvement in target setting and monitoring - IPPs.
- Targets that are achievable whilst being challenging
- Pupils, family and school understand the starting point and the progress needed to be made over a given period of time.
- Effective feedback from teachers and parents - supporting the pupil in moving his/her learning on.
- Removal of the expectation that someone will do it for him/her (pupil) - supported learning as opposed to learnt dependency.
- Development of cognitive skills to develop higher order skills.
- Pupils and their families take responsibility for attendance, punctuality, and behaviour in school.
- Consistent feedback and marking to ensure all pupils make significant gains in their learning and understand the next steps to gaining knowledge and skills.
- Use of a variety of effective teaching strategies with well targeted support and intervention which is matched closely to pupils' needs.
- Teachers set appropriate homework

### **Individual Provision Plans**

**Individual Provision Plans are prepared to support any child with special educational needs however those needs are defined.**

**The IPP should contain-**

- The short-term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- The outcome of the action to be taken.

**The IPP should record targets that are additional to or different from the differentiated curriculum that is already in place for all children.**

**The targets should be:-**

- Short and to the point.
- Ideally no more than three or four in number.
- Related to the key areas of communication, literacy, numeracy, behaviour and social skills.
- Reviewed at least termly.

### **Review Procedures**

- Reviewing procedures form part of the monitoring and evaluation arrangements, they include teaching staff, external professionals, pupils and parents as appropriate.
- Reviewing a child's progress should be at least once a term and in some instances more frequently.
- The task of the review meeting is to consider the effectiveness of the IPP and the action used to conduct it, in meeting the specific targets set, and therefore meeting the child's needs.

Review Meetings have a choice of three outcome decisions, as follows:-

- The child has made good progress towards targets set, and no longer requires the same level of intervention.
- The child has made fair progress towards targets set, but some concerns remain, in which case the meeting may choose to continue with the same IPP, or consider modifications to the IPP for a further period before reviewing again.
- The child has not made the progress hoped for towards the targets set, and significant concerns remain, in which case the meeting may agree further action.

**The system of assessment and review aims to extend pupils' opportunities to gain full access to the curriculum through:-**

- Early intervention - a preventative approach, taking early action before a problem escalates.
- Equality - access to provision for all pupils based on an objective assessment of their needs.
- Greater accountability - clear identification of strengths, the extent of the need and strategies already tried.
- Collective decision making - each decision involving key professionals, pupils and parents.
- Closer parental involvement - parents invited to be involved at every stage.
- Improve communication - joint discussions, shared decisions, common understanding.

