



## Policy for Special Educational Needs

We believe in Inclusion being at the heart of effective education. As a school we are committed to meeting the diverse needs of all pupils, aiming to ensure that the learning environment is one where individuality is recognised and barriers to learning are removed.

Our aim is for all children whatever their need to have access to the curriculum, recognising the right of every child to be entitled to a broad, balanced and relevant curriculum.

To be effective we operate the following policy of Special Educational Need taking into consideration the current Code of Practice 2014.

The named SEN Co-ordinator for the school is Mr Darren Brown. A member of the Governing Body, Mrs Sue Hodgkinson, takes a governor responsibility in SEN, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs,

### **Principles**

- All children have a right to an education which offers an equal opportunity to every individual.
- Every member of staff has a contribution to make in supporting the needs of pupils within school.
- No child should be disadvantaged by a special learning need.
- No child should be disadvantaged due to cultural diversity.
- All children have a right to be taught within the mainstream environment in accordance with their assessed needs.
- Pupils with severe or complex needs have a right to have these needs formally assessed.
- All children have a right either directly or through their parents, to express a preference in relation to their education needs and provision.
- Partnership should exist between school, parents and all agencies involved in supporting the needs of the child.

### **Educational Inclusion**

We aim to offer excellence and opportunity to all of our children, whatever their ability or needs. We have high expectations of all our children and we aim to remove the barriers to learning. We want all our children to know 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;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers, with the support of relevant agencies, 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 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, particularly trauma or stress, and to take part in learning.

### **Special Educational Needs**

Children with special educational needs have learning difficulties that call for additional provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have 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.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

### **Arrangements for coordinating SEN provision**

All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If the child already has an identified special educational need as they enter school in Nursery or Reception, this information is transferred through from the Early Years setting and the SENCO and the child's class teacher will use this information to:

- provide starting points for the development of an appropriate curriculum.
- identify and focus attention on action to support the child within the class
- use the assessment processes to identify any learning difficulties

- ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- involve parents in implementing a joint learning approach at home

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language or arise from special educational needs.

### **Monitoring children's progress**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing as expected. Under these circumstances, teachers may need to consult the SENCO to consider what else can be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available.

The need to provide interventions that are different or additional to those provided as part of school's working practices usually happens when a child is not making what the school considers to be adequate progress.

Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour.

The SENCO will provide an in school assessment of a child's need and work in partnership with the teacher, parent, teaching assistant/Learning Support Assistant and outside agencies as required to ensure appropriate intervention measures via individual education plans are put in place.

### **School SEN Support**

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from, or additional to, those provided as part of the school's usual working practices.

The triggers for intervention through will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities makes

- little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which needs greater support than the behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO may contact them if the parents agree. The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

### **Nature of intervention**

The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include

- different learning materials or special equipment
- some group or individual support;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies.
- access to LEA support services for one-off or occasional advice on strategies or equipment

### **Learning Passports**

Strategies employed to enable the child to progress will be recorded within a Learning Passport (LP). The Learning Passport will include information about:

- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place
- when the passport is to be reviewed
- outcomes (to be recorded when LP is reviewed)

The LP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents.

The LP will be reviewed at least twice a year and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

### **Further SEN Support**

A request for support from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a review of the child's Learning Passport.

At *Further SEN Support* external support services will usually see the child so that they can advise teachers on new Learning Passports with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for *Further SEN Support* will be that, despite receiving individualised support under *School SEN Support*, the child:

- continues to make little or no progress in specific areas over a long period
- continues working at expectations substantially below that of expected of children of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting Learning Passport for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the Learning Passport continues to be the responsibility of the class teacher.

The school will ensure parents are kept informed and permission for external agency involvement is always sought from parents.

### **School request for a statutory assessment (Education, Health and Care Plan)**

Where a request for a statutory assessment is made by the school to an LEA, the child will have demonstrated significant cause for concern. The LEA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or

special arrangements put in place. The school will provide this evidence through *School SEN Support* and *Further SEN Support*. This information may include:

- learning passports for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- attainments in literacy and mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the child
- involvement of other professionals such as health, social services or education welfare service.

## **Statutory Assessment of Special Educational Needs**

Statutory assessment involves consideration by the LEA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LEA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LEA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LEA will consider the case for a statutory assessment of the child's special educational needs. The LEA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LEA to determine the child's special educational provision through an Education, Health and Care Plan. **A EHCP** will include:

**Section A:** The views, interests and aspirations of the child and his or her parents or the young person.

**Section B:** The child or young person's special educational needs.

**Section C:** The child or young person's health needs which are related to their SEN.

**Section D:** The child or young person's social care needs which are related to their SEN or to a disability.

**Section E:** The outcomes sought for the child or the young person. This should include outcomes for adult life. The EHC plan should also identify the arrangements for the setting of shorter term targets by the early years provider, school, college or other education or training provider.

**Section F:** The special educational provision required by the child or the young person.

**Section G:** Any health provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN. Where an Individual Health Care Plan is made for them, that plan should be included.

**Section H1:** Any social care provision which **must** be made for a child or young person under 18 resulting from section 2 of the Chronically Sick and Disabled Persons Act 1970.

**Section H2:** Any other social care provision reasonably required by the learning difficulties or disabilities which result in the child or young person having SEN. This will include any adult social care provision being provided to meet a young person's eligible needs (through a statutory care and support plan) under the Care Act 2014.

**Section I:** The name and type of the school, maintained nursery school, post-16 institution or other institution to be attended by the child or young person and the type of that institution (or, where the name of a school or other institution is not specified in the EHC plan, the type of school or other institution to be attended by the child or young person).

**Section J:** Where there is a Personal Budget, the details of how the personal budget will support particular outcomes, the provision it will be used for including any flexibility in its usage and the arrangements for any direct payments for education, health and social care. The special educational needs and outcomes that are to be met by any direct payment **must** be specified.

**Section K:** The advice and information gathered during the EHC needs assessment **must** be attached (in appendices). There should be a list of this advice and information.

### **Annual review of an EHCP**

All statements must be reviewed at least annually with the parents, the pupil, the LEA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

### **Records**

Folders containing advice, L.P.'s and records of progress are held for every pupil at SEN Support, Further SEN Support and for those children with an EHCP. Learning strategies and outcomes relating to individual targets are also held and maintained by the Teaching Assistant/Learning Support Assistant and classteacher.

### **Role of the SENCO**

In our school the SENCO:

- 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;
- oversees the records of all children with special educational needs;
- acts as one of the links with parents;
- acts as the 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, both human and material, to enable appropriate provision to be made for children with special educational needs;

### **Admission Arrangements**

It is our policy to meet the special educational needs of all our pupils and accept pupils as individuals prepared to help a child gain full access to the schools curriculum and wider opportunities.

## **Allocation of Resources**

We have a SEN TA to deliver individualised SEN learning plans for targeted pupils, as well as having Teaching Assistants attached to all year groups providing support via a combination of 1:1, small group and class support to aid the teacher in delivering L.P's and supporting the children in gaining full access to the curriculum. Teaching Assistants are provided with non contact time to liaise with class teachers and SENCo and to prepare resources. All Teaching Assistants are fully involved with Professional Development and all TAs have the opportunity to attend relevant courses to further their knowledge and expertise. There are regular training sessions involving TAs within school and opportunities for TAs/ Senco and other subject leaders to share their experiences, knowledge and expertise.

Support materials are held centrally for access by class teachers and teaching assistants which can then be distributed for individual, group, class use.

## **Links with support services and Other outside agencies**

We work closely with agencies which can provide additional advice / support in school.

We are well supported by SENSS and a member of the SENSS team will regular work with children at *Further SEN Support* to provide more detailed assessments and advice on strategies we can use. SENSS will meet with parents as requested.

An Educational Psychologist provides support in school for children identified at *Further SEN Support* who are recognized as requiring to be put forward for Statutory Assessment. The Educational Psychologist will meet with parents and provide parents and school with supporting advice.

A Speech Therapist liaises regularly with the SENCO and sees children within school for assessments and reviews as an alternative to clinic appointments. The Speech Therapist works in close partnership with the SENCO and teaching assistants providing advice and support programmes for individual children which can be followed through in class.

The School Nurse liaises with the SENCO on health and social issues relating to pupils.

The SENCO also liaises with other services including School Doctor, EPS, SENSS, Behaviour Support, AOT, Health, Social Care, PDSS.

## **Complaints Procedure**

If a parent has reason to complain regarding the level or appropriateness of provision for their child then the parent shall be invited to meet with the classteacher and SENCO. If a resolution is not forthcoming then the parent shall meet with the Head Teacher. Parents are advised of the school's governor for Special Educational Needs (Sue Hodgkinson) should they need to take the matter further.

## **Working in partnership with parents**

Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Parents are notified of SEN involvement from the outset and encouraged to take an active part in their child's learning. Parents are invited into school to meet with the class teacher and/or SENCO. Following initial contact with school parents are encouraged to keep in close contact with school via the SENCO and to attend review meetings of progress at SEN Support and Further SEN Support. The SENCO and class teacher provides parents with learning support strategies to assist their child at home.

In addition to organized reviews of L.P's and EHCPs, the SENCO meets with parents informally to discuss any concerns held about the child. This open door approach we believe leads to positive relationships developing between home and school. The SENCO's flexible employment allows for the success of this approach.

## **In Service Training**

The SENCO attends termly SENCO updates and other relevant training. The school also provides other professional development for all members of staff by staff attending relevant training and by providing training and feedback in school to the relevant staff. Specialised training is also bought in to provide training when necessary.

## **Links with other schools**

The SENCO will forward records relating to a child's special educational need to the receiving school at the point of transfer and liaise with the new school's SENCO when necessary. When a child is transferring to middle school, the SENCO will meet with the middle school SENCO early in the Summer Term prior to transfer.

Pupils in Y4 will visit their receiving school and meet with staff.

For a child entering our school, the SENCO will be informed if intervention is necessary to ensure immediate follow on of intervention measures if in place or ensure identification of need if concern is raised.

## **The role of the governing body**

The governing body has due regard to the Code of Practice 2014 when carrying out its duties toward all pupils with special educational needs and does its best to secure 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 report annually to parents on the success of the school's policy for children with special educational needs. The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The SEN governor/headteacher ensures that all governors are aware of the school's SEN provision.

## **Monitoring and review**

Policy and provision is kept under review by regular meetings between the Head and the SENCo. All staff are invited to attend relevant SEN training as and when appropriate. The governing body will review this policy regularly.

## **Conclusion**

We hope that when the time comes for a child to move on from Beresford, the child will feel that they have had their needs recognized and that the support provided by the school has enabled them to access the curriculum to their potential and provided them with skills allowing them to move forward to the next stage of their education with a high level of self-esteem and self-confidence.