

Special Educational Needs (SEN)

Policy Document



KEY ROLES AND CONTACTS

- Special Educational Needs Co-ordinator (SENCo):
Mr Jamie Stuttard, c/o School, tel 01422 367140
- Head Teacher:
Mr Simon Scott, c/o School, tel 01422 367140
- Governor with responsibility for SEND:
Mrs Yolande Shire

CONTENTS

1. Introduction
2. Aims and Objectives
3. Identifying SEN
4. Management of SEN
5. SEN Funding
6. Roles and Responsibilities
7. The Role of the Governing Body
8. Supporting Pupils and Families
9. Partnership with Parents/Carers and Pupils
10. Monitoring and Evaluation

1. INTRODUCTION

1.1 Our mission at All Saints' School is to serve the community by providing an education of the highest quality for all pupils, within the context of Christian belief and practice. We are committed to ensuring that all children have access to a broad and balanced curriculum based on the National Curriculum 2014.

1.2 This policy complies with the statutory requirements laid out in the SEND (Special Education Needs and Disabilities) Code of Practice 0-25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 2014
- School's SEN Information Report Regulations 2014

2. AIMS AND OBJECTIVES

2.1 The overall aim of this policy is to raise the aspirations and expectations of all children with special educational needs or disabilities to achieve their best educational and other outcomes through the involvement of parents, carers, children and other partners in assessment, planning, doing and reviewing of the provision.

2.2 Our objectives are:

- to ensure equality of opportunity for all pupils
- to ensure that children with SEN are identified, assessed and provided for, using a graduated approach to support
- to create an environment that meets the individual needs of children
- to allow all children to make a successful transition into adulthood
- to allow all children to reach their full potential

3. IDENTIFYING SEN

3.1 We aim to identify all pupils with SEN as early as possible in their school career to ensure that their needs are met as best we can. Teachers and the SENCo, along with parents, carers, children and outside partners will work together to identify children's SENs and disabilities through a detailed analysis of:

- teacher assessment and experience of the child
- information on pupil progress and attainment, including the use of Foundation Stage Profiles, standardised test scores, P-Scales, PIVATS profiles, and behavioural profiles
- individual's development in comparison with their peers
- the views and experiences of parents
- the child's own view, and advice from external support services.

3.2 The action that the school needs to take to support children will take account of the four areas of needs, as identified in the SEND Code of Practice 0-25 2014. These are:

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

3.3 The following are not considered special educational needs but may still impact on a child's progress and attainment:

- Disability (however, the school will ensure it follows the statutory guidance on 'reasonable' adjustments set out in the Disability Equality legislation to ensure all children are able to access their education)
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of a Pupil Premium grant
- Behaviour is not considered a special educational need, although it is possible that it may be a symptom of an unmet special educational need.

4. MANAGEMENT OF SEN

4.1 A child may be placed on the SEN Support List if they require support that is additional to – and different from – quality first teaching and day-to-day classroom practice.

4.2 The school's register shows 'Waves' of graduated support. The Waves are decided from ongoing teacher assessment, parental involvement and support from external providers. The Waves of support are as follows:

- **Wave 1** – inclusive, quality-first teaching for all children, including differentiated teaching, Teacher support, Teaching Assistant Support, resources
- **Wave 2** – additional support to help children who need help to accelerate their progress to enable them to work at – or above – age-related expectations.
- **Wave 3** – intensive support, personalised to meet specific concerns.

4.3 Each child on Wave 3 of the SEN Support List will have an Individual Education Plan (IEP) detailing their needs, expected outcomes, strategies to be used and review of their progress.

4.4 The class teacher will assess, plan for, teach and review children's SEN Support for children receiving Wave 2 and Wave 3 levels of support. The teacher may be supported by the SENCo and outside agency advice.

4.5 The SENCo will maintain the school SEN Support List and provision map in conjunction with class teachers. This will be reviewed at pupil progress meetings.

4.6 The school has a Local Offer detailing the provision that it is able to offer, which is published on the school's website. This should be read in conjunction with the Core Offer set out in Calderdale's Local Offer (also on the school website), which details the provision available in all Calderdale schools and academies.

4.7 If - during a review on an IEP - it is identified that the school provision is not adequately meeting the identified needs of the child then the SENCo will seek to engage additional support or specialist services from sources outside of the school. This may include one – or more than one – of the following agencies:

- Speech and Language Support Service
- Educational Psychologist
- Emotional, Behavioural and Social Services
- Learning Support Service
- Autism Outreach
- School Nurse Service
- Childhood and Adolescence Mental Health Services (CAMHS)
- Physiotherapist
- Occupational Therapist Services
- Sensory Impaired Services.

4.8 On occasions when, despite a personalised programme of Wave 3 intensive support, a child still remains a significant cause for concern, the school may request an assessment for an Educational Health Care Plan (EHC) from the Local Authority (LA). The school will have the following information available:

- interventions at SEN Support
- academic pupil tracking data
- records and outcomes of regular reviews undertaken
- assessments and reports from specialist agencies
- the views of parents and the child.

An EHC will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. EHCs must be reviewed annually. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHC.

4.9 When a child's SEN need no longer requires support outside quality first teaching and day-to-day classroom practice, they will be taken off the school's

SEN Support List. Similarly, they may move between the support Waves over time.

4.10 At all stages of the SEN Support process, the views, wishes and feelings of parents, carers and the child him/herself will be actively sought and included in any decision making.

4.11 When secondary school transition becomes appropriate, as part of transition planning for pupils with SEN, and especially those with EHC plans, the school will work closely with parents, pupils, and receiving secondary schools. Relevant information will be passed on to the secondary school SENCo, with the aim of making the transition as smooth as possible.

5. SEN FUNDING

5.1 The Head Teacher and SENCo meet annually to agree on the most effective use of notional funds, as well as top-up funds, directly relating to children's needs, targets and overall expected outcomes.

5.2 The Head Teacher and Resources Committee inform the Governing Body of how the funding allocated to support SEN is deployed.

6. ROLES AND RESPONSIBILITIES

6.1 As stated in the SEND Code of Practice 0-25 2014, all Class Teachers are "responsible and accountable for the progress and development of the pupils in their class". This includes ensuring equal opportunities for all pupils, creating an environment in which individual needs are met and allowing all children to reach their full potential.

6.2 It is the role of the SENCo to:

- oversee the day-to-day operation of the school's SEN Policy
- co-ordinate provision for children with SEN
- monitor progress of children with SEN
- liaise with - and advise – teachers in creating a differentiated and personalised curriculum
- oversee the records for all children with IEPs (Wave 3 SEN Support)
- liaise with parents of children with SEN (in conjunction with class teachers)
- contribute to the training of staff
- liaise with external agencies
- report to the SEND Governor about the day-to-day management of the SEN Policy.

6.3 The SENCo is part of the Senior Leadership Team in school.

7. THE ROLE OF THE GOVERNING BODY

7.1 The Governing Body works in cooperation to secure the necessary provision for any pupil identified as having SEN. The Governors ensure that all teachers are aware of the importance of providing for these children.

7.2 There is a named Governor, Yolande Shire, with special responsibility for SEND.

8. SUPPORTING PUPILS AND FAMILIES

8.1 Access to the school's SEND Information Report is available on the school website. This should be read in conjunction with the Core Offer set out in Calderdale's Local Offer, which is also available on the website.

8.2 The school will seek to support the parents and carers to access the support services they require to enable the child to achieve their outcomes.

8.3 Children who have medical needs will be supported as per the Medical Needs Policy of the school.

8.4 Children will be at the forefront in their support. Their views and aspirations will be taken into account when planning SEN provision and when reviewing progress. This will be done in an age-appropriate manner.

9. PARTNERSHIP WITH PARENTS/CARERS AND PUPILS

9.1 At all stages of the special needs process, the school strives to keep parents fully involved and informed. The school will take into account parents aspirations, wishes and knowledge at all stages. Furthermore, parents are encouraged to make an active contribution to their child's education.

9.2 Before starting any assessments of procedures, parental permission is sought.

9.3 The school has regular meetings (at least termly) to share the progress of children with SEN with parents.

9.4 The school's SEN Policy is available to all on the school's website. The Governor's annual report to parents contains an evaluation of the policy in action.

10. MONITORING AND EVALUATION

10.1 The SENCo monitors children with SEN throughout their school journey. The SENCo/ Head Teacher provides staff and Governors with regular summaries of the impact of the policy on the practice of the school.

10.2 The SENCo may provide support to teachers in drawing up IEPs for children with SEN. The SENCo and Head Teacher hold regular meetings to review the work of the school in this area.