

Tany's Dell Primary School

Special Educational Needs (SEN) Policy/Inclusion Policy

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 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)
- Schools SEN Information Report Regulations (2014) Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENCO with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND.

INTRODUCTION

Tany's Dell Primary School has a qualified SENCO/Inclusion Manager, Mrs Heather Gotting who can be contacted through the school. She ensures that Tany's Dell's Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school. We believe that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required; that is 'additional to and different from' that provided within the differentiated curriculum, to better respond to the four areas of need identified in the new Code of Practice (September 2014). These are:

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

What are special educational needs?

'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training

provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision'. Code of Practice 2014

Pupils may be offered additional support, through small group or 1:1 activities, in order to boost their skills level and confidence. The school recognises that the needs of exceptionally high achieving children i.e. gifted and/or talented should also be catered for and are recognised as a 'special educational need'. We will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

AIMS

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for pupils with medical conditions are fully included in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

EQUAL OPPORTUNITIES AND INCLUSION

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important in Tany's Dell that we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a

multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEN coordinator and individual teachers to ensure all children have equal access to succeed.

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 respond to children's needs by:

- supporting children who need help with communication, language 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 and own 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

IDENTIFICATION, ASSESSMENT AND PROVISION

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the Inclusion Manager and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.**

- Leaders will meet with each class teacher once a term in a Pupil Progress meeting. During these meetings they will identify target children and suggest possible interventions and additional provision. The Class Teacher passes on any appropriate information to the Inclusion Manager.
- The Assessment Leader monitors the progress and attainment of the identified vulnerable groups termly and uses the analysis to inform provision. The Senior Leadership team monitor the quality and effectiveness of this provision for pupils through classroom observations, sampling of work and data analysis.
- Inclusive provision is primarily delivered by Class Teachers through differentiated teaching methods. Each class also benefits from an LSA whose support is planned and co-ordinated by the Class Teacher.
- Additional support is provided by the Inclusion Manager, SENCo Assistant, and trained Learning Support Assistants (LSAs) throughout the school and is outlined in the school's Provision Map.

- The Provision Map is reviewed termly in consultation with the Headteacher, Deputy Headteacher and the Inclusion Manager. This is in order to ensure that the support provided within the school is in line with current pupil needs and that interventions are having a positive impact on pupil progress.
- An additional focussed programme of interventions is available to identified pupils. Highly trained LSAs offer specific interventions to support small groups/individual pupils on areas of difficulty, e.g. Literacy, Numeracy, Social Skills and Speech and Language.
- Tany's Dell provides Enhanced Provision for Hearing Impaired pupils for West Essex and is currently resourced to offer a total of 6 places (including 3 half time Nursery placements) to deaf children in West Essex. The deaf children are included as fully as possible in their class, but may also be withdrawn for focused group teaching within the soundproofed base, as appropriate to meet their need. A specialist teacher of the deaf and specialist teaching assistants support the children to access all areas of the curriculum. A specialist speech therapist, signing tutor and audiologist make regular visits to the school to meet the needs of children with hearing difficulties
- 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 a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

THE ROLE OF THE INCLUSION MANAGER

- The Inclusion Manager's responsibilities include:
- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN.
- Liaising with and advising fellow teachers.
- Liaising with counsellors and the Family Support Worker.
- Overseeing the records of all children with SEN.
- Liaising with parents of children with SEN.
- Contributing to the in-service training of staff.
- Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEN.
- Making regular visits to classrooms to monitor the progress of children on the Additional Needs Register.
- To oversee the school's Hearing Impaired Resource Base

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 satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is that current rates of progress are inadequate. Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better 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.

In order to help children with special educational needs, Tany's Dell will adopt a graduated response. We apply the **ASSESS – PLAN - DO – REVIEW** cycle before placing pupils on the SEN register. Parents and children are involved in this process through meetings with the class teacher and Inclusion Manager.

We will use specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of a 'One Plan' and review sheet/provision map and the Inclusion Manager will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment for an Education Health and Care Plan, we will provide the LEA with a record of our work with the child to date.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the school SEN register with parental permission. The class teacher after discussion with the Inclusion Manager will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the Inclusion Manager, parents and young person.

Reasons for a child being added to the SEN register may include the fact that he/she:

- 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 are not improved by 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.

PARTNERSHIP WITH PARENTS AND PUPILS

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, review and transition, through the 'One planning' process. 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 and have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child. Parents always have access to the Inclusion Manager through the school.

THE NATURE OF INTERVENTION

The Inclusion Manager and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with the Inclusion Manager, teacher or LSA on specialist intervention programmes.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.
- After initial discussions with the Inclusion Manager, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet regularly with the class teacher and Inclusion Manager.

The Inclusion Manager will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

ONE PLANNING

Strategies employed to enable a child with Higher Need SEN to progress will be recorded within a One Plan which 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.
- How often and for how long interventions and support is in place
- The review date.
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

THE USE OF OUTSIDE AGENCIES

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets in their One Plan will set out 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 One Plan continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues to work at levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- 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.
- Despite having received intervention, the child continues to fall behind the level of his peers.

SCHOOL REQUEST FOR STATUTORY ASSESSMENT FOR EDUCATION HEALTH AND CARE PLANS (FROM SEPTEMBER 2014)

A request will be made by the school to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place. The evidence will include:

- Previous plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- Attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an Education, Health and Care Plan (EHC) will be reviewed each half term in addition to the statutory annual review. When this coincides with transfer to secondary school, the Inclusion Manager from the secondary school will be invited to attend the review and/or informed of the outcome.

ACCESS TO THE CURRICULUM

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 and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Children may be withdrawn to work in small groups, or in a one-to-one situation outside the classroom to take part a learning intervention. These are time limited and all effort is made to ensure children do not miss out on whole class learning. Children will only receive one 'withdrawal' intervention at a time.

ALLOCATION OF RESOURCES

The Inclusion Manager is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Statements of Special Educational Needs or Education Health and Care

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

THE ROLE OF THE GOVERNING BODY

The named Governor responsible for SEN is Mrs KJ Dalley. She can be contacted through the school. Governors ensure that the Tany's Dell Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. 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. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

SAFEGUARDING

The safeguarding team meet every four weeks. The team are:

- Mrs Miele, Headteacher
- Miss Middleton Deputy Headteacher
- Julie McAllister Family Support
- Mrs Gotting Inclusion Manager

MEDICAL NEEDS

Miss Ali is the designated member of staff responsible for meeting the medical needs of pupils. We have a clear policy on the administration of medicines, with staff trained to administer epi-pens and medicines linked to diabetes. There is a register of children with medical needs. Photographs of children with specific medical needs or allergies are displayed in the staff room and medical room. Information relating to these children is also passed on to lunch-time supervisors and included in registers in order to inform visiting teachers.

MONITORING AND EVALUATION

The Inclusion Manager monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The Inclusion Manager and the head teacher hold regular meetings to review the work of the school in this area. In addition the Inclusion Manager and the named governor with responsibility for special needs also hold regular meetings.

Review

This policy will be reviewed annually.

Links

- Details of support for SEN children in Essex can be found on:

<http://www.essex.gov.uk/Education-Schools/Schools/Special-Education-Needs/Pages/Local-offer.aspx>

- This policy should be read in conjunction with the school accessibility policy/plan and behaviour/bullying policies