



SEN Policy



Plympton St Maurice Primary School Special Educational Needs Policy

Special Educational Needs Policy

All children who attend Plympton St Maurice have access to a broad and balanced curriculum suitably differentiated to meet individual needs. We seek to promote effective learning for all children through high quality teaching in order that they make progress, realise potential and develop a sense of worth. We aim to provide a nurturing environment where pupils social and emotional needs are met to enable them to access learning.

Plympton St Maurice fully supports the principles outlined in the revised SEN Code of Practice (COP) Jan 2015, which incorporates a graduated approach in meeting children's needs

It is our belief that developing a strong partnership with parents/carers will enable children and young people with SEND to achieve their potential. The school recognises that parents/carers have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership. Parents/carers hold key information and have a critical role to play in their children's education.

Equally, the views of the child should be sought and be taken into account.

Identification, Assessment, Provision and Review

Within every class there is a cycle of planning, teaching and assessing; this takes account of the wide range of abilities, aptitudes and interests that children bring to school. The majority of children will learn and progress, but those who have difficulty in doing so, may have Special Educational Needs and require further support.

The DFE Special Educational Needs and Disability Code of Practice (2014) states that:

'A pupil has SEN (Special Educational Needs) where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.' (SEN Code of Practice p.82)

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

The School's Governing Body, Headteacher SENCO and all Teaching staff have responsibilities to ensure that children with SEN have their needs met. Provision for children with SEN is a whole school responsibility.

The Code of Practice identifies four main areas of need:

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

The graduated approach

The graduated approach to supporting a child with difficulties recognises that there is a continuum of SEN and that where necessary increasing specialist expertise can be sought to address the difficulties a child is experiencing.

ASSESS - Teachers assess children as part of their daily teaching.

PLAN - If a need is identified they plan an appropriate intervention

DO - The intervention is implemented

REVIEW - The effectiveness of the intervention is measured and reviewed and new approaches tried as necessary.

This cycle of assessment and targeted interventions is ongoing and underpinned by high quality teaching.

The DFE Special Educational Needs and Disability Code of Practice (2014) states that: 'High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this.'

SEN support

When a class teacher identifies that a child is making little or no progress, he or she will provide support, which is additional to or different from the usual differentiated curriculum. In discussion with the SENCO, the child is placed at SEN support.

The class teacher remains responsible for working with the child on a daily basis and will draw up an Individual Education Plan with clear and achievable targets. The plan may include different learning materials or equipment and allocate group or individual support. This Individual Education Plan (I.E.P) will also record all strategies employed to enable the child to progress. The progress made towards achieving targets on the IEP will be monitored and reviewed at least termly.

Parents will be invited to share their views of their child's progress and contribute to the IEP at termly parents' meetings or by arrangement.

The SENCO should monitor and review the planned action in discussion with the class teacher.

If, despite sustained and intensive support, the child continues to make little or no progress, advice from external agencies with specialist expertise is sought to address the difficulties that a child may be experiencing. The SENCO liaises with appropriate external agencies. These may include:

Educational Psychologist
Speech and Language Service
Communication Interaction Team
Advisory Service for Sensory Impairment (Hearing and Visual)
Educational Welfare Officer
MAST
Learning mentor
CAMHS/Primary Mental Health Team
School Nurse
Social Services: as appropriate to individual children
Transition support from local secondary schools
Child Development Centre

Following consultations between external agencies class teacher and SENCO, a revised I.E.P. may be drawn up and new targets set.

The class teacher continues to be responsible for the implementation of the strategies outlined in an I.E.P.

The SENCO continues to oversee the monitoring and reviewing of the I.E.P. and holds records of all children with SEN at Plympton St Maurice.

If a child has a number of outside agencies working with them, a Team Around Me will be called to ensure continuity and effective communication between all the relevant professionals.

Education Health and Care Plan (EHC)

In a very small number of cases, the school will conclude, after they have taken action to meet the learning difficulties of a child, that the child's needs remain so substantial that they cannot be effectively met from within the resources normally available to the school. Then a proposal for consideration for an Education Health Care Plan (EHCP) is made to the Local Authority. This is only undertaken following full discussion with parents and other professionals involved with the child. An EHC co-ordinator from the Local Authority then facilitates the EHC process. All EHC's are reviewed annually.

These meetings may also involve appropriate external agencies.

Promoting Partnerships with Parents/Carers]

Plympton St Maurice Primary School actively encourages an open dialogue, both formal and informal, with parents/carers and values the contributions they make. Parents/carers have a vital role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. We will inform parents when we first identify that a child has SEN and parents are encouraged to express similar concerns to the school. These should be made known to the classteacher in the first instance, then to the SENCO and/or Headteacher if appropriate.

Parents have access to an independent source of information and support. In Plymouth, this is provided by the Plymouth Parent Partnership Service. Information about this service is detailed in the Plymouth online directory.

EYFS Transition

The SENCO and Foundation Stage teachers will liaise with the relevant preschools to plan enhanced transitions to the EYFS. Tailored programs of support and provision will be devised with all relevant professionals, alongside the family and the child if required.

Transfer from KS2 to KS3

The SENCO and Year 6 Class teacher liaise with the SENCOs of specific secondary schools about children with SEN and tailored programs of support are put in place in the Summer term. For children with statements or EHCPs the liaising starts in Year 5 prior through the Annual Review process.

Review date: November 2018