

## South Petherwin Primary School SEN Policy



The SEN policy was written to comply with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (September 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 (September 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 September 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was written by the school SENCO. It was then reviewed by the Headteacher, SEN Governor and the governing body before being finalised.

South Petherwin School is an inclusive school. We are committed to providing an appropriate and high quality education to all the pupils and young people living in our local area. We believe that all pupils, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them. They have the right to be fully included in all aspects of school life enabling them to meet their full potential.

Enquiries about an individual child's progress should be addressed at first to the class teacher or subject teacher since he or she is the person who knows the child best. Other enquiries can be addressed the SENCo or Headteacher.

### **Headlines from the 2014 Code of Practice. From September 2014**

- No more statements will be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support pupils from birth-25 years.
- School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SENS). All pupils are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCO.

There are four broad categories of SEN:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory.

Pupils in all these categories of SEN can be expected to be found in a typical primary school setting such as ours. We work closely with parents and pupils to ensure that we take into account the child's own views and aspirations and the parents' experience of, and hopes for, their child.

All pupils benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all pupils at the level which allows them to make progress with their learning. **'Every teacher is a teacher of every child including those with SEN.'** In addition, we implement some focused interventions to target particular needs and skills.

We have high expectations that pupils with SEN should make progress which compares well with the progress made by other pupils in school.

### **Defining SEN**

The 2014 Code of Practice says that:

*A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, 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.*

Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv

All of our school policies are interlinked and should be read and informed by all other policies.

### **Aim**

To produce an inclusive environment and raise the aspirations of and expectations for all pupils with SEN. To enable, through 'Quality First Teaching' and targeted and focused support, for all pupils to meet their full potential.

### **Objectives**

Our objectives are:

1. To work within the guidance provide in the SEND Code of Practice, 2014 and to implement it effectively across the school.
2. To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEN.
3. To ensure that every pupil experiences success in their learning and achieves to the highest possible standard.
4. To enable all pupils to participate in learning tasks fully and effectively.
5. To value and encourage the contribution of all pupils to the life of the school.
6. To work in partnership with parents.
7. To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the SEN Policy.
8. To work closely with external support agencies, where appropriate, to support the needs of individual pupils.
9. To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

### **Identifying Special Educational Needs**

There are four broad categories of SEN as stated in the SEND Code of Practice 2014:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory.

Pupils with SEN are identified by one of five assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every child is monitored at termly pupil progress meetings. Where pupils are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCO and a plan of action is agreed. All of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress, is considered. This includes high quality and accurate formative assessment.
2. Class teachers are continually aware of pupil's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:
  - a. is significantly slower than that of their peers starting from the same baseline
  - b. fails to match or exceed the child's previous rate of progress
  - c. fails to close the attainment gap between the child and their peers
3. All pupils with identified SEN are discussed at the termly meetings between the SENCO and the class teachers. Other pupils causing concern are highlighted here.

4. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support, but where appropriate an SEN support plan may be devised.

We also recognise the need to look at the whole child, which will include not just the special educational needs. We will also consider what is not SEN but may impact on a child's progress and attainment. The following areas may be discussed:

- Disability ( the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child

### **A Graduated approach to SEN Support**

A Graduated Response is adopted for pupils identified as having SEN. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENCO but will be planned and delivered by teaching and learning support staff. The **Assess – Plan – Do – Review cycle** is employed here as instructed in the SEN Code of Practice 2014.

There are three levels of support. **Wave 1** is what every child can expect from the school. **Wave 2** is extra help targeted at particular difficulties. It includes short-term 1:1 or small group interventions. **Wave 3** is for pupils who have very specific and/or long-term needs.

- **Wave 1**

**'Every teacher is a teacher of every child including those with SEN.'** Quality First Teaching.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning support assistants or specialist staff. High quality teaching, differentiated and scaffolded for individual pupils, is the first step in responding to pupils who have or may have SEN.

The Headteacher and SLT rigorously observe teaching across the school in its observation schedule to maintain standards. It also has termly Pupil Progress Meetings to regularly monitor progress of all of its pupils. All of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress, is considered. This includes high quality and accurate formative assessment.

Where there is some indication that a pupil may potentially not reach a forthcoming target, their name may be added to a "Monitor" list within the classroom. This will identify the measures to be taken within the classroom as part of Quality First Teaching to try to ensure that the target is achieved.

- **Wave 2 (SENS)**

If a child is not making adequate progress highlighted from our assessment processes then they will be moved to Wave 2. Here children will be added to the SEN register at the SEN Support level. At this level we provide short-term, individual or small-group interventions for pupils who experience barriers to learning. These can be different in each year group and include:

- o Fine Motor Skills and Fun Fit activities (eg. where a pupil may struggle with handwriting)
- o Toe-by-Toe to help with reading
- o Additional phonics activities
- o Additional opportunities for reading aloud
- o Literacy and Numeracy interventions such as Stile or Precision Teaching
- o Social Skills Groups
- o Individual behaviour support plans/strategies
- o Social Stories
- o Visual timetables and other picture-based communication

### **At Wave 2, the school may also:**

- o Talk to the Educational Psychologist to get advice to improve teaching for individual pupils
- o Train staff about specific areas of SEN such as ASD or Speech and Language needs
- o Train staff to do interventions

Each intervention is planned, evidenced, reviewed and analysed regularly for effectiveness. The pupil, parents, teachers, learning support staff and the SENCO are involved in this process.

All interventions will be outcome based and have clear time frames to comply with the SEN Code of Practice 2014 guidance. Every intervention will be monitored and evaluated on a termly basis for effectiveness. Class teachers/ subject teachers are responsible for evidencing the progress of SEN pupils in their classes. Each adult delivering support and interventions is required to keep accurate, detailed and consistent records of their support and their interventions. This paperwork must be continually reviewed and updated to make sure it is sufficiently informative to evidence and allow effective review of a pupil's progress. It will be monitored regularly by the SENCO. The SENCO is responsible for managing the SEN register and keeping it up to date. They will meet regularly with class teachers to discuss the progress of pupils on the register and to review provision for them.

### **Statutory Assessment / Statements / EHC Plans**

If a student fails to make adequate progress in spite of high quality, targeted support at SENS and has demonstrated a significant cause for concern, the school and / or a parent /carer may decide to request that the LA undertakes a statutory assessment. This may lead to the student being provided with an EHC plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their dreams and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

- **Wave 3**

At Wave 3 a child may have a statement of educational needs or an EHCP. At Wave 3 the SENCO may ask professionals to provide advice and support with regard to providing a special programme of support for your child that will be implemented by school staff. This intervention may be provided as appropriate by support services such as:

- o Specialist teachers of the deaf or those with visually impairment
- o Visits from specialist teachers of pupils who have ASD
- o Assessment by an Educational Psychologist
- o Speech and Language Therapist (SALT)
- o Psychologist from the Child and Adolescent Mental Health Service (CAMHS)
- o If your child has behavioural, emotional or social difficulties, there may be a learning mentor or key worker
- o Occupational Therapist
- o Medical staff
- o Physiotherapist

### **Criteria for exiting the SEN register**

Pupils will exit the SEN register when their progress is in line with local and national expectations and their support is no longer deemed necessary for them to continue to maintain their progress. These discussions will occur in the relevant meetings and parents will be kept informed of any decision relating to their child.

### **Monitoring and evaluating SEND**

Pupils on the SEN register have their levels reviewed termly by the SENCO and are discussed at the Pupil Progress and Teacher/SENCO Meetings. Every intervention is planned, evidenced, reviewed and analysed regularly for effectiveness.

## **Pupils with social, emotional and mental health needs**

Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher, in discussion with the Headteacher, will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences, (e.g. bereavement, parental separation) we may complete a CAF with the family and support the child through that process. If parents and school are concerned that the child may have mental health needs, we encourage parents to ask their GP for a referral to CAMHS.

## **Supporting pupils and families**

We aim to have good and informative relationships with all of our parents. Partnership plays a key role in enabling pupils 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 pupils with special educational needs will be treated as partners given support to play an active and valued role in their child's education. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN. Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to formally let them know that their child is being placed at SENS, discuss assessments that have been completed, and to agree a plan and provision for the next term. This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Thereafter, parents and pupils are invited to a meeting at least each term to review progress made and discuss their child's provision for the next term.

## **Transition into and within school**

We understand how difficult it is for pupils and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes, from the pre-school setting and into secondary school settings as smooth as possible. This may include, for example, additional transition visits, the making of a "transition passport," or creation of a social story with photographs etc of the new setting.

At the end of each year the current teacher meets with next year's teacher to discuss the transition of the pupils and especially the pupils with SEN. The Year 6 SEN pupils moving to Secondary School are discussed between the Primary SENCO and representatives from the secondary school.

The School SENCOs manage and oversee arrangements made for pupils to access exams and other assessments.

## **Supporting pupils at school with medical conditions**

We recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some pupils with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some pupils also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and here, the SEND Code of Practice (2014) is followed.

## **Roles and responsibilities**

### **Headteacher**

- Informs the governing body of how the funding allocated to support special educational needs has been employed.
- Manages the deployment of Teaching Assistants
- Manages and develops the roles of Teaching Assistants.

## **SEN Governor**

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 pupils and ensure that funds and resources are used effectively.

## **SENCO**

- o Disseminating information and raising awareness of SEN issues throughout the school.
- o Overseeing the day-to-day operation of the school's SEN policy.
- o Co-ordinating provision for pupils with SEN.
- o Liaising with and advising fellow teachers.
- o Overseeing the records of all pupils with SEN.
- o Managing and developing the roles of Teaching Assistants.
- o Liaising with parents of pupils with SEN.
- o Contributing to the in-service training of staff.
- o Attending local and national SENCO training.
- o Liaising with external agencies including the LA's support and educational psychology services, speech and language services, health and social services and voluntary bodies.
- o Co-ordinating and developing school based strategies for the identification and review of pupils with SEN.

## **Teachers**

- o Devising strategies and identifying appropriate differentiated methods to enable all pupils to access the curriculum.
- o Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the pupils in their classes.
- o Ensuring statement/EHCPs targets are considered in lessons.
- o Monitoring progress of pupils with SEN.
- o Be fully aware of the school's procedures for SEN.
- o Raising individual concerns with SENCO.

## **Teaching Assistants**

Teaching Assistants are line managed by the Headteacher.

Their roles and responsibilities are:

- o Support pupils with SEN/D and the wider school population.
- o Plan and deliver individualised programmes where appropriate.
- o Monitor progress against statement/EHCP targets using record sheets.
- o Assist with drawing up individual plans for pupils, as required.
- o Contribute to the review progress, either in person or with a written report.

- o Work with small groups in or out of the classroom, under the direction of the class teacher.
- o Work 1:1 with pupils with statements/EHCPs
- o Support pupils on Educational Visits, as required.
- o Jointly plan with teachers, where appropriate.
- o Keep detailed and accurate records of support and interventions.
- o Attend meetings as required.

### **Accessibility**

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. For more information please refer to separate policies specific to each area.

### **Dealing with complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedures.

### **Bullying**

Buxton School has a zero-tolerance approach to bullying, especially towards pupils with SEND and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to improve their social skills.

For more information please refer to the following:

- o Anti- Bullying Policy– available on request, from the school office.
- o Behaviour Policy - available on request, from the school office.
- o Parent Guide to Bullying - available on request, from the school office.

### **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school. 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 that in this school 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.

### **Reviewing the policy**

Due to the climate of reform under the new requirements of the SEN Code of Practice 2014 South Petherwin School will review their SEN policy annually (or sooner in the event of revised legislation or guidance).

Signed: Head teacher: T Mills

Date: 12.11.15

Signed: Chair of Governors: N Hosking

Date: 12.11.15

Review Nov 2016

## **Glossary**

**CAF** – Common Assessment Framework - The CAF is a shared assessment and planning framework for use across all children's services and all local areas in England. It aims to help the early identification of children's additional needs and promote co-ordinated service provision to meet them.

**Child and Family Service (CFCS) and the Child and Adolescent Mental Health Service (CAMHS)** – part of the Health Service that looks after pupils with emotional, behavioural and social difficulties.

**DDA** – Disability Discrimination Act.

**EAL** – English as an Additional Language.

**EP** – Educational Psychologist.

**Education Healthcare Plans (EHCP)** – a report, written by Waltham Forest Education Service and parents, which sets out your child's strengths, difficulties and approaches to learning. It also lists all the help they need from home, from school, from the health service and in the community. EHPs can last until a young person is 25 years old. EHPs support young people so that they can get the most out of their life at school and beyond school.

**ICT** – Information and Communication Technology.

**LAs** – Local Authorities.

**SEN** – Special Educational Needs.

**SENS** – SEN Support.

**SLCN** – Speech, Language and Communication Needs.

**SLT** – Senior Leadership Team.

**Statement of Special Educational Needs** – A report, written by Cornwall County Council Education Dept, which sets out your child's difficulties and the support that must be provided to help them learn. Statements are being replaced by Education and Health Care Plans.