



## **BOCKING CHURCH STREET PRIMARY SCHOOL**

**Be Respectful Be Ready Be Resilient Be Responsible Be Resourceful Be Reflective Be Remarkable**



NAME OF POLICY: Special Educational Needs Policy

DATE OF POLICY: September 2018

REVIEW DATES: September 2019

**At Bocking Church Street Primary School all staff and governors are fully aware of their responsibilities regarding safeguarding and promoting the welfare of children.**

**This policy has been written taking all aspects of safeguarding into consideration.**

SENCo: Anna Slatter

SEN Governor: Sarah King

The SENCo (Special educational Needs Coordinator) at Bocking Church Street Primary School has completed the National Award for Special Educational Needs Coordination. All staff and governors work within the guidelines and inclusion policies of the Special Educational Needs and Disability Code of Practice (2014), the Local Educational Authority and other policies currently in place at the school.

### **Definition of 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)

### **Introduction**

At Bocking Church Street Primary School, we recognise that our pupils have a variety of needs and aspirations. We are committed to the inclusion of all pupils through a broad and balanced curriculum, which is accessible for all children. The needs of a child require consideration beyond that given to other pupils which is additional to or different from that of their peers (a Special Educational Need). Government Legislation dictates the framework within which the school



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operates (the Special Educational Needs and Disability, 0-25 Code of Practice 2014, the SEN and Disability Act 2001), and further guidance is provided by both the Government and Local Authority. This policy takes account of the Special Educational Needs and Disability Code of Practice: 0 to 25 years (September 2014). It has also been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report (2016)

We use our best endeavours to secure special educational provision for pupils for whom this is required, where their education is '*additional to and different from*' that provided within a differentiated curriculum and that can respond better to the four areas of need identified in the new SEND Code of Practice (September 2014).

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

### **Aims and objectives:**

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability meeting the needs of the whole child.
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- To ensure that SEN pupils take as full a part as possible in all school activities
- To ensure that parents/carers of SEN pupils are kept fully informed of their child's progress and attainment
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe we can help pupils to overcome their difficulties. Whilst many



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factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents/carers, teachers and pupils working together.

### **Provision**

Bocking Church Street Primary school will implement SEN provision following guidance from The SEND Code of Practice 2014 and Provision Guidance issued by Essex County Council. Special Educational Needs will be identified and planned for based on the four areas identified in the SEND code of practice. These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action we need to take to support a child with Special Educational Needs.

Bocking Church Street Primary School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents/carers are notified when SEN provision is being made for their child.

### **Teaching and Learning**

The class teacher remains responsible for the teaching of all pupils within the class. High quality teaching will provide the foundations for all pupils' learning. This will involve cycles of planning, teaching and assessing whilst taking into consideration the needs of pupils within the class. A broad and balanced curriculum will be provided and delivered for all learners which incorporate a range of learning opportunities that are differentiated. The quality of teaching within the school is reviewed by senior management and middle leaders frequently.

### **Identification of Need:**

At Bocking Church Street Primary School, we use the SEND Code of Practice (2014) and Essex Provision Guidance Toolkit as a starting point of identification. The process of identifying if a child needs SEN support will be by assessing, planning, doing and reviewing (SEND Code of Practice, 2014).

#### **Assess:**

The class teachers will discuss concerns with the SENCo and senior management team. They will then complete a concern sheet, detailing difficulties facing the child and strategies that have been



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used to support the child. This may come from Pupil Progress meetings, formative teacher assessment, personal experience and knowledge of the pupil, concerns from the staff and/or parents/carers. The SENCo will carry out observations of the child and assessments to determine the level of need.

### *Plan:*

As a result of the observation, the SENCo will discuss the outcome with the class teacher. Together, they will decide on further action through quality first teaching, interventions and/or support from external professionals. If necessary, a One Planning meeting will be arranged for the staff and parents/carers to plan what do to next to support the child. The child will complete a One Page Profile and will be involved in the process. The staff, parents/carers and child will agree outcomes to meet the aspirations of the child. Specific, measurable, achievable, realistic, time-manageable targets (SMART) will be created for the child to work towards in order to meet their outcomes.

### *Do:*

Provision will be provided in class by the class teacher through quality first teaching and interventions to ensure the child is meeting their SMART targets.

### *Assess / Review:*

The child can reflect on their One Profile and make any adjustments to this working document. Each term, a formal review will take place in the form on a One Planning meeting to reflect on the outcome and identify the progress made by the child. Parents/carers, staff, children and external professionals will be invited to attend the reviews. Outcomes and aspirations may be updated during this review.

Children must not be regarded as having learning difficulties solely because of their language, or form of the home language, is different from that in which they are taught. Identifying behaviour is not an acceptable way of identifying SEN and instead we will search for the cause of the behaviour. Other factors which are not considered SEN but may have an impact on progress and attainment:

- 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



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- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

### SEN Support:

A child on SEN support will require support that is different or additional to the current provision in class.

If the school decides, after consultation with parents/carers, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning for future support. The class teacher will remain responsible for planning and delivering individualised programmes. Parents/carers will be informed of the progress made during termly learning conferences and One Plan meetings.

In some circumstances, some children will require the involvement of external services. Placement of a pupil at this level will be made by the SENCO after full consultation with parents/carers and class teacher. External support services will advise on targets to support the whole child in making progress within their learning.

This level of SEN support will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Is not working within or at age related expectations.
- Continues to experience difficulty in developing literacy/numeracy skills.
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.



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External support services will require access to pupils' records in order to understand the strategies employed, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required.

Each child who requires SEN support will have a One Page Profile. Reviews will be held each term to reflect on the outcomes in the form of a One Plan meeting, where we will adopt a person centred approach. Staff, parents/carers, external agencies and the children will be involved in a One Plan meeting.

### A One Page Profile will include:

- A photo of the child
- How the child is best supported
- What people like and admire about the child.
- What is important to the child

### A One Planning meeting will include:

- Time for everyone to contribute to the one page profile, especially the child.
- A reflection on what is working and what is not working.
- Comments from parents/carers and external agencies.
- Time to assess where we are now.
- What is important to the child, staff and parents/carers for the child to achieve.
- Outcomes and aspirations and realistic SMART targets (Specific, measurable, achievable, realistic, time-manageable targets) to work towards these.
- How are all the adults involved going to support the child in meeting their aspirations.

### Possible interventions at SEN Support:

The SENCO in collaboration with the class teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Group support



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- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to LEA support services for advice on strategies, equipment, or staff training

### **Education, Health and Care Plan:**

Education, Health and Care Plans will replace statements. The process will be similar where the school will apply for Statutory Assessment.

### **Request for Statutory Assessment:**

The school will request statutory assessment from the Local Education Authority (LEA) when, despite an individualised programme of sustained intervention within SEN support, the child remains a significant cause for concern. Statutory assessment might also be requested by a parent or outside agency.

The school will have the following information available:

- One Plan
- One Page Profile
- Information on the pupil's health and relevant medical history
- Progress data
- Attainment data
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents/carers
- Where possible, the views of the child
- Social Services/Educational Welfare Service reports
- Any other involvement by professionals

The process of statutory assessment will start with effective a One Plan. A request will be received and an Education, Health and Care Coordinator will be assigned and make contact with the school and family. An initial checking exercise (ICE) will take place to ensure all things are in a place. A meeting will be held by a Panel where they will gather the appropriate information. A second meeting will be held where they will agree to have an EHCP or agreed that on-going reviews



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should take place through One Planning. If an EHCP is agreed, a draft copy will be created with a final agreed EHCP disturbed to be implemented. This process should be within 20 weeks.

### Reviews of statements/EHCP:

EHCP must be reviewed annually. The SENCo will organise these reviews and invite:

- The child's parent
- The child, where appropriate
- Teacher
- Support staff
- The SENCO
- External agencies supporting the child

The aim of the review will be to:

- Assess the pupil's progress in relation to the aspirations and outcomes.
- Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic Maths, English and life skills
- Consider the appropriateness of the existing statement/EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- Set new outcomes for the coming year

### **Record keeping:**

Records will be kept on children on the SEN register and will be shared with parents. All information kept on children is considered confidential and is stored in a locked filing cupboard. Any information that is no longer needed and is disposed of will be shredded.

### **Monitoring children with SEN:**

As a school, regular monitoring takes place through observations, assessment and pupil progress meetings. The senior management team, SENCo and teachers will look at data to reflect on the progress and attainment of pupils with SEN. Updates to the child's One Page Profile can be made throughout the year with new aspirations and adjustments, where necessary to suit the child's needs. Interventions will be managed and the effectiveness will be analysed through data scrutinise by the senior management team and SENCo.



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### **Transition:**

Support for children will be provided as they move through different phases of their education (Code of Practice, 2014). To support this, schools will share information with the school they are moving to. The teachers and parents/carers will be involved in this process and will agree the information shared. As children move through the school, handover time will be provided for class teachers to share information. One Page profiles will move with the children and the class teacher's will be responsible to work towards the outcomes and aspirations. Year 5 reviews will indicate the provision required in Secondary school. The SENCo will attend a meeting with secondary SENCo colleagues to discuss the needs of children moving into Year 7 from year 6 and files will be sent to the secondary school prior to the transfer.

### **Exiting the SEN register:**

Through a child's education, there may be a time where they no longer require additional or different support. Once a child has left the SEN register, they will be placed on a 'cause for concern' list where their progress will be watched for a year. Reasons a child may exit the SEN register:

- They are meeting national expectations for their age.
- They no longer require support that is additional to or different from other children in the class.
- Their need is not categorised under;
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health difficulties
  - Sensory and/or physical needs.

This may mean they would exit the SEN register. The school would take the following process:

- Discussion between SENCo and class teacher.
- Discussion with parents.

### **Funding:**

The school receives funding for children with additional needs and disabilities within the general school budget.



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*"Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget." (SEND Code of Practice, 2014: 109).*

The funding is used to provide the support from classroom assistants and/or teaching staff other than the class teacher, to provide materials and resources to use for SEN, to provide cover to enable review meetings to take place and to provide administrative salary costs. Funds received for a statement child or a child with an EHCP will be allocated to provision for that child, within the terms of their statement.

### **Evaluating the success of our SEN policy:**

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents/carers
- Pupils
- External professionals

We will agree outcome matched to a set of specified aims to provide indicators against which progress can be measured. These will be agreed by the child, staff, parents/carers/careers and external professionals. Pupil progress will provide evidence for the success of the SEN policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting their outcomes
- Use of standardised tests
- Evidence generated from One Plan meetings
- The provision for SEN within the school will be monitored by the SENCO in consultation with the Head teacher and governing body.

### **Staff Development:**

The SENCo attends regular cluster meetings and update meetings to keep up to date with changes to SEND.



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Staff are encouraged to maintain and improve their knowledge and expertise, in relation to SEN. Requests for training opportunities will be prioritised in discussion between the member of staff concerned, the SENCO and Head teacher. The needs of the Performance Management programme the priorities within the SDP will be taken into account.

### **Roles and responsibilities:**

#### The SENCo:

The SENCO plays a crucial role in the school's SEN provision. This involves working with the Head teacher and Governing Body to determine the strategic development of the policy. The SENCO must be a qualified teacher and they must achieve the National Award for SEN coordination within two years of accepting the position (Code of Practice, 2014).

Other responsibilities include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant designated teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents/carers of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date
- Managing Learning Support Assistants
- Making a contribution to INSET



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- The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEN pupils

When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:

- Educational psychologists
- Specialist teachers
- Medical officers
- Speech therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services

In addition, important links are in place with the following organisations:

- The children's centre with the aim of providing continuity between home and school
- The LEA
- Specialist Services
- Education Welfare Officer
- Social Services
- Health Visitors

### Class Teachers:

All teachers are teachers of all children and must provide quality first teaching to guarantee effective SEN progress. The teacher must inform parents at all stages and they must be made aware of any difficulties or concerns at the earliest opportunity. The teacher has the responsibility for the provision of work, activities and assessment related to the objectives on from the assistants fully informed about the needs and progress of the pupil. The teacher has a responsibility to involve the pupil and encourage as much participation as possible in his/her reviews and to work towards meeting their outcomes.

### Learning Support Assistants (LSA):

Some teaching assistants are trained to deliver specific interventions and these are monitored by the SENCo, class teachers, subject leaders and senior management team. All support staff are



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expected to deliver quality provision, under the guidance of the class teacher, which often involves pupils with SEND. Training is provided to help meet the needs of support staff and is arranged according to whole school and individual pupil needs. Where individual and group training needs are identified of support staff the SENCo or Head teacher will facilitate training. Support staff are usually included in whole school training sessions and opportunities for additional training through support meetings will be held when necessary. The contribution by support staff in the day-to-day implementation of the SEN Policy is highly valued and forms a crucial part of the success of the Policy.

In line with the SEN Code of Practice, the class teacher is the first port of call for the teaching assistant to discuss issues relating to pupils with SEN. The SENCo may be involved where further advice or discussion is needed. Monitoring suggests that where strong liaison between class teacher, teaching assistant and the SENCo exists, the needs of the pupil are met more effectively.

### **Other SEN support:**

The school has written a School Information Report which is accessible on the school website. This can be found under 'information' and then 'SEN'.

[http://www.bockingstreet.essex.sch.uk/web/special\\_educational\\_needs\\_sen](http://www.bockingstreet.essex.sch.uk/web/special_educational_needs_sen)

The Essex Local Offer website provides support and services for parents with children with SEN. Information is provided about the Local Offer and what Essex will offer children with SEN -

<http://www.essexlocaloffer.org.uk/>.

Other policies that should be read in conjunction with this include teaching and learning and support staff policy.

Governmental guidance and advice in addition to that in the Code of Practice is contained in 'Inclusive Schooling – Children with Special Educational Needs' and the 'SEN Toolkit'. Documents linked to SEN also include SEN Assessments and Screening Tools and Interventions at Bocking Church Street Primary School



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### Bullying:

We ensure vulnerable pupils are not at risk to bullying. We follow the school's behaviour policy and anti-bullying policy (available on the school website).

### Supporting Pupils with Medical Conditions:

The school recognises 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. If disabled, the school will comply with its duties under the Equality Act 2010. Some children will have their medical conditions recognised within their Education, Health and Care (EHC) Plan (a Statement of SEN).

The school has a separate policy for supporting pupils with medical conditions (*in draft*).

### Complaints:

Please read the complaints policy and follow the procedure for complaints which is available on the school website, under essential information.

### **SEN Policy Review**

The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

Policy Reviewed: September 2018

Review Date: September 2019

*This policy will be updated as changes are made throughout the year in relation to the new SEND code of practice (2014).*