



Policy for SEN

Approved by	Improvement Cttee
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Signed..... Role.....

Ownership: Development committee

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Vision Statement

Stockbridge Primary School is a caring, inclusive school at the heart of our community. Our aim is to promote excellence in teaching and enjoyment in learning as the foundation for success in life through a rich, broad and balanced curriculum. We believe that we make a difference by creating a safe and stimulating environment where our children and families feel happy and secure. We want every child to be able to engage actively in learning and so able to reach their full potential in all areas of school life knowing that they are cared for and supported.

We believe that children's well-being is at the centre of our life in school and the key to raising academic success. This is supported by high expectations and by developing personal awareness, creativity and social understanding. We place a strong emphasis on trust, honesty, respect and tolerance through a close partnership between children, staff, governors and parents.

Above all, we aim to develop confident, reflective children who are proud to belong to our community and who have a sound knowledge of their own value and purpose in the world, who are able to think creatively and with independence and so see the future as full of possibilities.

Introduction

This policy is in line with the SEN Code of Practice 2014. It is part of a whole school strategy to promote inclusion and effective learning for all pupils.

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them. This includes children who:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age within the area of the local education authority.

Aims and objectives of the Special Educational Needs (SEN) policy

Children may have special educational needs either throughout or at any time during their time at Stockbridge. This policy aims to ensure that curriculum planning, learning and assessment for children with special educational needs takes account of the nature and extent of the difficulty experienced by the child. We aim to work with the LEA to ensure high levels of achievement, effective learning, progress and development for all pupils regardless of any special educational need.

A child with special needs may need extra or different help at school or home because of physical difficulties, learning difficulties, emotional and behavioural issues, or a combination of these.

The aims of our Special Educational Needs Policy are to ensure that:

- All children are given equal access to the curriculum and that each child's achievements are valued
- Special educational needs are identified as early as possible in the child's school life, and that these needs are met
- **All learners** make the best possible progress
- Procedures for identifying children with SEN are known by all staff

- Staff are kept aware of appropriate provision for the range of SEN need
- Parents and carers are informed of their child's special educational needs and provision, and that there is effective communication between parents/carers and school
- Records follow the child through the school which are clear, factual and up to date
- There is adequate resourcing for SEN and involvement of outside agencies where appropriate

Management of SEN within the school

We recognise that all staff are teachers of special educational needs. The Head Teacher and Governing Body have delegated the responsibility for the day to day implementation of the SEN policy to the Special Educational Needs Co-ordinator (SENCo).

The SENCo at Stockbridge Primary is Catherine Timmons. She works for one day a week in this role. In line with the recommendations in the Code of Practice the SENCo is responsible for :

- Overseeing the day to day operation of this policy
- Coordinating provision for children with special educational needs
- Liaising with and advising teachers and teaching assistants
- Coordinating the efficient administration of the systems for identifying, assessing, monitoring and record keeping for children with SEN using "Assess, plan, do, review" at least termly with staff.
- Ensuring that all practices are compliant with the school safeguarding policy
- Assisting class teachers and other teaching staff to develop and review Personalised Learning Plans (PLPs) at least termly.
- Liaising with parents/carers of children with SEN by email and through scheduled meetings and through end of year TPA meetings.
- Contributing to the in-service training of staff.
- Liaising with external agencies to support the development of children with SEN
- Adhering to the LA policies and procedures for children with SEN, including Annual Reviews of Education Health and Care Plans. EHCP's –.
- We use Hampshire SEN Criteria for SEN support level, SENSA and EHCP level.
- Keeping the Head Teacher and SEN Governor fully informed.
- Keeping and updating the SEN register every term.
- Submitting numbers of children on SEN register to Hampshire via census every year.

Admission arrangements

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we do not discriminate against disabled children and actively take all reasonable steps to provide effective educational provision for all children.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCO and all other members of staff have important day-to-day responsibilities. *All teachers are teachers of children with special educational needs.* Teaching such children is therefore a whole school responsibility.

At the heart of the work of Stockbridge primary school is a continuous cycle of assessing, planning, teaching, and reviewing, which takes account of the wide range of abilities, aptitudes and interests of children. Screening also provides information of early literacy and language difficulties which may not be apparent from other forms of assessment. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Provision

In order to help children who have special educational needs, we will adopt a graduated response that recognizes there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. We will record the steps taken to meet the needs of individual children. The SENCo will have responsibility for ensuring that the records are kept, monitored and available as needed.

If schools refer a child for a SENSEA or an education, health and care plan assessment,, they should provide the LA with a record of their work with the child including the arrangements they have already made.

Monitoring children's progress

Our systems 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 may 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 evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers
prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters 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.

SEN support

When a class teacher or the SENCo identifies a child with special educational needs, the class teacher will provide interventions that are additional to from those provided as part of the school's usual differentiated curriculum. This will be called **SEN support**. The triggers for intervention through *SEN support* will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities 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 ameliorated 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 despite the provision of a differentiated curriculum.

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCO may contact them if the parents agree. The SENCO will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering a personalized learning programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

Raising Attainment Pupils (RAP)

At the initial stages of concern or when a child is no longer in need of School Action, they can be monitored through this category, to ensure all staff are aware that there have been concerns in the past or there are new concerns.

Nature of intervention

The SENCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include

- different learning materials or special equipment;
- "down time" for child to reduce external stimulus which stops them from moving on.
- some group or individual support in any area of learning;
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies.
- access to LEA support services for one-off or occasional advice on strategies or equipment.

Personalised Learning Plans (PLPs)

Strategies employed to enable the child to progress will be recorded within a Personalised Learning Plan (PLP). The PLP will include information about:

- the short-term SMART targets set for the child
- the teaching strategies to be used
- the provision to be put in place and how often it should happen
- when the plan is to be reviewed
- outcomes (to be recorded when PLP is reviewed).

The PLP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's needs and have been discussed with the child and the parents. The PLP will be reviewed at least twice a year and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

SENSA

This year, Hampshire have allocated funding for children who need additional SEN support in school. This is to address the difference between the schools own SEN budget and the need for an education, health and care plan, to which only 2% of children with severe needs would be entitled. The new funding allows the school to apply if a child is already having a significant amount of assisted teaching, resources, and is not meeting age related expectations. The SENSA can only be applied for when the school are already using £6,000 of their own budget on that child and then additional funding is also needed.

SENSA funding is allocated for a key stage only so it needs to be reapplied for after each key stage if the additional need is still there for the child. The SENSA form has to be updated and reviewed every year.

A request for support from external services is likely to follow a decision taken by the SENCO and colleagues, in consultation with parents, at a review of the child's PLP. External support services will usually see the child so that they can advise teachers on new PLPs with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

External agencies will be used as and when needed in the child's journey along the continuum of SEN support when:

- continues to make little or no progress in specific areas over a long period
- continues working at National Curriculum levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- 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.

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting PLP for the child will set out fresh 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 PLP continues to be the responsibility of the class teacher.

School request for an Education & Health Care Plan (EHCP)

Where a request for an Education Health and Care plan is made by the school to an LA, the child will have demonstrated significant cause for concern. The LA will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through actions taking during the SEN support level including use of SENSA funding. This information may include:

- personal learning plans for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- National Curriculum levels attainments in literacy and mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the child
- involvement of other professionals such as health, social services or education welfare service.

Statutory Assessment of Special Educational Needs

Statutory assessment involves consideration by the LEA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LEA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency. Where the evidence presented to the LEA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LEA will consider the case for a statutory assessment of the child's special educational needs. The LEA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LEA to determine the child's special educational provision through an EHCP. An EHCP is likely to be given to only around 2% of the population.

An education, health and care plan (EHCP) will include:

- the pupil's name, address and date of birth
- details of all of the pupils special needs
- identify the special educational provision necessary to meet the pupil special educational needs and which agency is going to support the child in this.
- Identify the type and name of the school where the provision is to be made
- Include relevant non-educational needs of the child
- Include information on non-educational provision
- Include the time frame of expectations to be met by.

All children with Education, Health and Care Plans will have short-term targets set for them that have been established after consultation with parents, child and include targets identified in the statement of educational need. These targets will be set out in an PLP and

be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the PLP will continue to be the responsibility of the class teacher.

Annual review of an Education, Health and Care plan needs

All EHCP's must be reviewed at least annually with the parents, the pupil, the LEA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the review at the start of year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The SENCo of the receiving school will be invited to attend the final annual review to allow the receiving school to plan an appropriate PLP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur

INSET

In order to maintain and develop the quality of our provision, staff are encouraged to undertake training and other professional development activities. This is identified during professional development meetings which take place at the during the academic year. Professional development may be provided by outside agencies, from peer observations/tutoring, visits to other schools, etc.

Partnership with parents/carers and children

At Stockbridge we work closely with parents and carers, and recognise that they have much to contribute to our support for children with SEN. The school works in partnership with parents and carers to achieve our aims by:

- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome when they come into school to talk about their child
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having
- Instilling confidence that the school will listen and act accordingly
- Keeping them fully informed of their child's progress and needs.

We recognise that our pupils have a right to be involved in making decisions. We try to fully involve pupils by involving them in:

- Contributing to setting their Personalised Learning Plan targets
- Reviewing progress towards these targets
- Providing evidence for formal reviews and meetings and, where appropriate, attendance at formal reviews
- Participation will depend on age and ability

Allocation of Resources

The budget for SEN is delegated by the LEA. The Head Teacher will determine the allocation of the SEN budget in accordance with need.

Monitoring and evaluation

The SENCo monitors the movement of children within the SEN and the school data tracking systems.

(The SENCo and the named Governor with responsibility for special needs hold twice yearly review meetings at the start and end of year.)

Success Criteria for SEN policy

The following success criteria have been identified to evaluate the effectiveness of the SEN policy:

- The SEN register is updated termly and communicated to the teaching staff
- The register is up-to-date, and levels of intervention are clearly identified
- There is movement on the register, both up and down the levels of intervention
- Parents/carers are kept informed of their children's targets and progress, and feel involved in their children's education.
- All pupils with PLP's have at least termly reviews of their targets
- Pupils with PLP's are aware of their targets when this is appropriate due to age of the pupil.
- All PLP targets are SMART and written in accessible language
- All teachers and support staff are aware of the SEN procedures
- When possible SEN need is identified early in the child's school career
- There is evidence of SEN pupil progress over time
- Resource needs are identified, obtained and used effectively
- SEN issues are included in staff development training
- All teaching staff are aware of their responsibilities with regards to SEN children
- The SENCo has an SEN action plan
- The Governing Body is informed on SEN developments and progress
- Positive relationships with external outside agencies are maintained

Complaints

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Head Teacher. The Chair of Governors may be involved if necessary. In the event of an unresolved complaint the LEA may become involved.

Review of policy

This policy will be reviewed every two years or in the light of changes to legal requirements.

Reviewed by Catherine Timmons in May 2017 in light of additional SENSA funding.