




# Policy for SEN

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Headteacher	

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## **Vision EHCP**

Stockbridge Primary & Pre-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 (SENDCo).

The SENDCo at Stockbridge Primary is Mrs Jennifer Whittington. She works 1 day a week in this role. In line with the recommendations in the Code of Practice the SENDCo is responsible for:

- Monitoring the day to day operation of this policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers and teaching assistants
- Co-ordinating 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
- 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 EHCPs – will be Education and Health Care Plans for anyone going through this same process after September 2014. We use Hampshire SEN Criteria for SEN support level 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 SENDCO 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 & Pre-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 SENDCo will have responsibility for ensuring that the records are kept, monitored and available as needed.

If schools refer a child for 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 SENDCO 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 SENDCo 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 SENDCO may contact them if the parents agree. The SENDCO 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 SENDCO 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 three times 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.

## **School request for a statutory assessment resulting in an Education & Health Care Plan**

Where a request for a statutory assessment 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. 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 LA, 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 LA'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 LA 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 LA will consider the case for a statutory assessment of the child's special educational needs. The LA 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 LA to determine the child's special educational provision through an EHCP.

**An education, health and care plan** 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 EHCPs of special educational needs will have short-term targets set for them that have been established after consultation with parents, child and include targets identified in the EHCP 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 EHCPs must be reviewed at least annually with the parents, the pupil, the LA, 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 EHCP. 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 SENDCo 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
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### **Allocation of Resources**

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



## **Monitoring and evaluation**

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

The SENDCo and the named Governor with responsibility for special needs meet regularly throughout the school year to monitor progress and explore provision.

## **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 SENDCo 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 Emma Jefferies in January 2022 for policy revision with FGB.