



Special Educational Needs Policy

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Compliance

This policy complies with the statutory requirement laid out in the SEND Code of practice 0-25 (September 2014).

Our School SENCO

School and Pre- School SENCO: Miss Jenna Hetherington (senco2410@welearn365.com)

From September 2019: Miss Sarah Bull (covering maternity leave)

Miss Hetherington is a member of the Senior Leadership Team (SLT) and has undertaken the National Award for SEN (NASENCo Award)

Aims

At Abbots Farm Infant School we ensure that all children achieve a high level of success. Where necessary, support and advice will be sought for children with SEN. The school has an open admissions policy and will consider all children in the neighbourhood for admission, provided that in consultation with the parents, we believe this will best meet the needs of the child.

With the Local Authority we will ensure high levels of achievement, effective learning, progress and development for all pupils regardless of any special educational need and provide access to a broad, balanced and relevant curriculum for all pupils. All children have the right of access to the National Curriculum, regardless of ability.

We encourage mutual respect and consideration as part of the ethos of our school. All pupils are valued and we work to promote pupils self- esteem and emotional well- being and help them to form and maintain worthwhile relationships based on respect for themselves and others.

Objectives

1. To identify and provide for pupils who have Special Educational Needs and additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014
3. To operate a "whole pupil, whole school" approach to the management and provision of support for the special educational needs.
4. To provide support and advice for all staff working with special educational needs pupils.
5. To work closely with families of those pupils with special educational needs.

Identifying Special Educational Needs

The purpose for identifying Special Educational Needs is so that the school can work out what actions to take to support children. The SEN Code of Practice 2014 describes SEN in 4 broad areas of need these are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs.

At our school, teachers have the highest possible expectations for each and every child. The teaching is based on building upon their prior knowledge and attainment. Teachers provide differentiation to ensure that every child has access to learning this may be through practical learning and through a range of different resources. This should allow all children to feel included, confident and motivated and able to make progress towards achievable goals. Class teachers and SLT track each pupil's progress termly and if there are gaps in their learning which have not been overcome by differentiation then teachers will identify pupil individual needs and add additional targeted intervention support within school possibly in small groups or 1:1.

At our school we do not consider the following as SEN, but may have an impact upon progress and attainment:

- Low attendance
- English as an Additional Language
- Being a Looked After Child
- Being in receipt of the Pupil Premium Grant
- Children who are consistently late to school
- Health and Welfare
- Disability

A Graduated Approach to SEN

The Code of Practice states a **Graduated Approach** to the identification and assessment of SEN. The approach recognises that there is a continuum of Special Educational Needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child may experience.

In recording pupil's needs on the SEN register we follow this process.

- All teachers use quality first teaching methods within their classroom. All teachers are responsible for support given to individuals within their class. Differentiation is used within the classroom in all subject areas; this may be through different resources given, different teaching methods, adult support given.
- Teachers are responsible and accountable for the progress and development of all pupils including those who receive additional support from Teaching Assistants. Pupil's progress is tracked and monitored termly by teachers and Senior Leaders. Where pupils have not made adequate progress additional interventions may be put in place.
- Interventions are planned for by teachers and given specific targets. These interventions are monitored by the SENCO and evaluated at the end of each half term.
- Where children continue to make limited progress a discussion between the teacher and SENCO will take place considering differentiation, additional support, individual progress made and progress compared to the rest of the class. This discussion will decide whether SEN provision will be put in place. At this stage a child will be given an Individual Education Plan (IEP).
- For higher level needs teachers and SENCO will discuss the individual's needs and make referrals to external agencies and professionals where necessary.

At all stages of this process teachers and SENCO will be applying the **PLAN- ASSESS- DO- REVIEW cycle**.

Parents and families will be involved in discussions with teachers and the SENCO where limited progress has been made and additional support from external agencies is required. If a child is given an IEP these are reviewed and updated each half term by the teacher with parents and wherever possible the SENCO.

The monitoring of children on the SEN register is ongoing through pupil progress meetings, pupil progress data, intervention evaluations and half termly IEP reviews. If a child no longer needs SEN provision then a discussion will take place with teachers, SENCO and parents to discuss the progress the child has made and if it is agreed the child will be taken off the SEN register.

Management of SEN within School

All staff are teachers of special educational needs. All staff are aware of their responsibilities towards pupils with SEN, whether or not the pupils have an Education, Health and Care Plan. A positive and sensitive attitude is shown towards those pupils. In line with the code of practice the SENCO is responsible for

- Overseeing day- to day operation of the policy
- Overseeing and monitoring the provision for children with SEN
- Liaising with teachers and other agencies
- Liaising with parents of SEN
- Contributing to the in- service training of staff
- Keeping the SEN governor fully informed.

Supporting Pupils and Families

All families can access the School SEN Information Report on the School Website which gives some detail about how SEN is managed in school. For more information families can also access the Local Authorities Local Offer at the following website <http://www.warwickshire.gov.uk/sen>

Parents are given the opportunities to play an active part in their child's education this may be through discussions, reviews of their targets and support from external agencies and professionals. We also encourage parents to inform school of any difficulties their child may be having outside of school and give opportunities to discuss ways in which they and the school can help their child.

Pupils will be given the opportunity to identify their own needs and talk about their own individual targets.

At times of transition all teachers meet with each other to pass on any information about the child. This happens from class- to – class and school – to – school where children may be going to alternative schools and to Junior School.

Supporting Pupils at school with Medical Conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children 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 may also have special educational needs (SEN) and may have a statement or Education, Health and Care Plan (EHCP) which brings together health and social care needs as well as SEN provision and the SEND Code of Practice 2014 is followed.

Monitoring and Evaluation of SEND

The effectiveness of our provision for pupils identified as having special educational needs is carried out in the following ways:

- Classroom and Intervention observations
- Scrutiny of planning
- Looking at samples of work
- Pupil Progress Meetings
- Monitoring IEPs and targets- with parents and teachers
- Attendance records
- SENCO and Governor meetings

Training and Resources

Part of the role of the SENCO is to support the class teachers in planning for children with SEND. The school intends for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as Social, Emotional and Mental Health Difficulties, communication through Makaton and ASD etc. Whole staff training is given wherever possible to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with an SEND. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from Speech and Language Therapy. The school has links with Specialist Teaching Service (STS), Speech and Language Therapy (SALT), Integrated Disability Service (IDS), Occupational Therapy (OT), Educational Psychology Service (EP), school nurses at Compass and also Brooke School to be able to advise and give support.

Roles and Responsibilities

- SENCo – Miss J. Hetherington
- The governor responsible for SEN is Mrs L. Meldrum- Carter
- Designated Teachers with specific Safeguarding Responsibilities are Mrs J. Lovejoy, Miss S. Bull, Miss K. Lewnes and Miss Hetherington.
- Member of staff responsible for managing Pupil Premium Grant and Looked after Children funding is Mrs J. Lovejoy.
- Member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils is Mrs J. Lovejoy.

Storing and Managing Information

Details of children with SEN and any documents from school or other professionals which have children's names and information on are always kept locked away in a filing cabinet. Any documents and files of children who move schools are sent to the new school and a member of school staff sign to say that they have received the documents. Emails between teaching staff and other professionals are sent between secure email networks (welearn and Warwickshire) and never from a personal email address.

Reviewing the Policy

This policy is due to be reviewed annually by all teaching staff and then approved by the schools governing body.

Policy Date: July 2019

Review Date: July 2020

