

Thackley Primary School SEN Policy

Introduction

This policy has been reviewed and updated in 2014, in line with the revised Code of Practice 2014 and the Children and Families Act 2014. At Thackley Primary School we are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. We aim to ensure all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum (regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs).

We are a fully inclusive school. We understand that children may have special educational needs that require additional support when progress has slowed or stopped and we are committed to ensuring that all children in our care have access to exciting learning opportunities that fully meet their needs.

In accordance with the new Code of Practice 2014, Thackley Primary School has provided a Local Offer. This has two key purposes:

- To provide clear, comprehensive, accessible and up to date information about the available provision and how to access it
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review. (See Page 59-60 of CofP)

Aims and objectives

Children's SEN are thought of in the four areas of need and support as identified in the Code of practice (p.85) :

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and mental health
- Sensory and/or physical.

Therefore, the aims of this policy are:

- To create an environment that meets the special educational needs of each child as fully as possible within our mainstream setting;
- To outline how the special educational needs of children are identified, assessed and provided for;
- If appropriate, to include the child in the deciding how best to move forward their learning
- To ensure parental involvement in the ongoing assessment of and provision for their child's individual need;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum, unless stated within their statement of need;

Educational Inclusion

At Thackley Primary School, we have high expectations of all our children. We aim to achieve this through participation and the removal of barriers to learning. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision we respect that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning (see also Teaching and Learning Policy);
- Acquire, assimilate and communicate information at different rates;
- Need a range of different teaching approaches and experiences.

Teachers are responsible for:

- ✚ Monitoring the progress of all children.
- ✚ Providing Quality First Teaching that is carefully adapted to the needs of pupils to ensure that all children reach their full potential.
- ✚ Identifying, planning and delivering any additional support that may be needed. This might include targeted learning, small group work or a personalised curriculum.
- ✚ Discussing any initial concerns with parents and highlighting these concerns to the school's SENCo.
- ✚ Writing and evaluating Individualised Learning Targets and sharing these with parents at least termly.
- ✚ Ensuring that they follow the school's SEND policy.

SEN Procedure and Practice

Early identification is vital. Screening for special needs, which have not been identified prior to admission to the school will depend on the following:

- ✚ The class teacher expressing concerns that their progress has slowed or stopped or that they are finding learning, or any other area, especially difficult.
- ✚ Our rigorous assessment cycle/Pupil Progress Meetings, highlighting that a child has not made the progress expected or that they are falling behind other children of their age.
- ✚ A health professional such as a GP or Health Visitor following a medical concern or diagnosis.
- ✚ Previous Educational settings such as Nurseries or Children's Centres.
- ✚ Parents speaking to the class teacher or SENCo about anything that they have noticed at home.
- ✚ The child, expressing concerns about their own development or progress.

A SEN register is kept by the SENCo. Children can be removed from or added to the SEN register at any time through consultation with parents.

Once it has been identified that there may be a Special Educational Need or Disability the class teacher, in consultation with the SENCo, will identify where the need lies and what gaps in learning need to be addressed. From here we consider what the child's short term targets should be and what 'additional provision' should be put into place to help them to meet their targets. The school will invite the parent and child to contribute to this process and will ensure that your views are fully taken into account when considering what provision may be appropriate.

If there is a sudden or serious deterioration or after two pupil progress meetings the child's progress is very limited, the Class Teacher will need to consult with the SENCo and all other adults involved to make a joint decision about the next stage. It may mean seeking specialist support or advice from external agencies. The SENCo and Headteacher can initiate school-based referrals. To support this, the Class Teacher will be asked to collect together IEPs, IBPs, observations, assessments and test results and any

other relevant records of on-going progress. Revised IEPs and IBPs will be written and delivered by the Class Teacher in consultation with the SENCO and other adults involved. Any recommendations made by external agencies will be considered and normally incorporated into the IEP / IBP.

In some rare cases a Statutory Assessment may be sought from the local authority, where 'the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school' (Code of practice p.76). This may lead to the local authority seeking a range of advice linked to a strict criteria and a judgement may be made by a panel to issue an Educational Health Care Plan (EHCP) of special educational needs.

Parental involvement and partnership is essential. We take account of the wishes, feelings and knowledge of parents at all stages of support. We encourage parents to make an active contribution to their child's education by sharing targets and supporting these at home, where appropriate.

The Role of the Special Needs Co-ordinator (SENCO)

- ✚ Writing the school's policy for Special Educational Needs and Disabilities.
- ✚ Coordinating all of the provision for pupils with Special Educational needs or Disabilities.

Ensuring that parents are:

- ✚ Made aware of any concerns regarding their child's progress.
- ✚ Involved in supporting their child's development.
- ✚ Involved in evaluating and reviewing their progress towards set targets.
- ✚ Liaising with any other people or agencies who may be coming into school to support their child's development.
- ✚ Updating the schools D SEN register (a system for ensuring that the needs of pupils with DSEN are known.)
- ✚ Ensuring that there are in-depth records of their child's needs, targets and progress.
- ✚ Providing support to teachers and teaching assistants so that they can help all children to reach their potential.
- ✚ Keeping the Governing Body informed of any issues related to DSEN.

The Role of the Governing Body

The governing body has due regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs. They are committed to securing the best possible provision for any pupil identified as having special educational needs.

The governing body has identified a governor to have a specific overview of the school's provision for pupils with special educational needs. The SEN governor ensures that all other governors are aware of the school's SEN provision.

Allocation of Resources

The Headteacher and SENCO are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with a statement of special educational need.

The Headteacher and the Governing Body commit a proportion of the school's annual budget towards Special Educational needs. The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed

Partnership with parents

The school works closely with parents in the support of children with special educational needs.

We encourage parents to make an active contribution to their child's education. We have regular meetings to share the progress of special needs children with their parents and review targets set, if appropriate. We

inform parents of any outside intervention and we share the process of decision-making by providing clear information relating to the education of their child.

The school's DSEN Offer and the SEN policy is available to prospective parents on our website.

Monitoring and evaluation

The Headteacher and SENCO monitor the movement of children within the SEN system in school.

The SENCO is involved in supporting teachers when identifying which range of support children fall into and whether they need an IEP or IBP.

The SENCO and the Headteacher hold regular meetings to review the work of the school in this area.

The SENCO and the named governor with responsibility for special needs also hold meetings when appropriate.

The governing body reviews this policy regularly and considers any amendments in the light of the annual review findings.

The Policy was agreed by the governors February 2015

The policy will be due for review in February 2016