



**Sherborne St. John
Church of England
Primary School**

**Policy for
Special Educational
Needs**

POLICY ON SPECIAL EDUCATIONAL NEEDS

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

More details about the SEN Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/children-with-special-educational-needs>

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Hampshire's SEND Local Offer website:

www.hantslocaloffer.info/en/Main_Page

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Hampshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

The purpose of this policy is to inform all partners in the School about our approaches to those children who, during the course of their education at the school, have or develop a special need which requires additional or differentiated intervention.

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives:

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- To provide support and advice for all staff working with special educational needs pupils

Responsibility for the coordination of SEN Provision

Mrs Karen Payne, the SEN co-ordinator, is responsible for:

- The day to day operation of the SEN policy.
- Co-ordinating provision for children with special educational needs
- Liaising with and advising fellow teachers
- Overseeing the records of all children with special educational needs
- Liaising with parents of children with special educational needs
- Contributing to in-service training of staff
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies

Implementation

Identification of pupils' needs

Please see definition of Special Educational Needs at the start of our policy.

A Graduated Approach

Quality First Teaching

1. Any pupils who are falling significantly outside the ranges of expected academic achievement in line with predicted performance indicators will be monitored.
2. Once a pupil had been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

5. Through 2, 3 and 4 it can be determined which level of provision the child will need going forward.
6. If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
7. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
8. The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. It may also include the use of diagnostic assessments. Advice from external support services may also be considered.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required.

Plan

Planning will involve consultation between the teacher, SENCO and Special Needs Assistant to agree the adjustments, interventions and support that are required; the impact on progress or development that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer.

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Hampshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Criteria for exiting the SEN Register

Once a pupil has made sufficient progress to be working at a level which is age appropriate they will be removed from the SEN register, however their progress will continue to be closely monitored.

Supporting Pupils and Families

Please see the Hampshire Local Offer (web link at beginning of policy) and our school SEN Information Report on the school's website.

Inclusion of pupils with SEN

The Headteacher, also the SENCO, will oversee the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of parent and pupil questionnaire, discussion and through progress meetings with parents.

Pupil progress will be monitored on at least a termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed. These are updated by the SENCO. These interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

Admissions Arrangements

Please refer to the admission arrangements contained in our school prospectus and on the Hampshire website.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Facilities for pupils with SEN

The school complies with all relevant accessibility requirements.

Resources

Resources are allocated to and amongst pupils with S.E.N. dependent on the needs of the children and the resources available, “best value” is applied. All resources are dependent upon available finance and are cost limited.

Working in partnership with parents

Sherborne St John CE Primary School believes that a close working relationship with parents is vital and regular meetings are encouraged. In cases where more frequent contact is necessary, this will be arranged based on the individual child’s needs. Parents may also be signposted to the local authority Parent Partnership Service for specific advice, guidance and support.

If an assessment indicates or referral indicates that a child has additional learning needs the parents will always be consulted regarding provision. Parents are always invited to attend meeting with external agencies regarding their child, and are kept up to date in regards to provision for their child.

External Agencies

The school has a Service Level Agreement with Hampshire Educational Psychology Services and has access to their telephone helpline. The School has access to other agencies including speech therapy, occupational therapy and social services and the school medical service.

Transfer

The SENCO and the class teacher liaise with year tutors and SENCOs of receiving schools.

This policy was written in Spring 2015

Approved by Curriculum Committee 24.3.15

Reviewed Spring 2017

Review 2019