



SPECIAL EDUCATIONAL NEEDS POLICY

We walk by faith and not by sight:2 Corinthians 5:7

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument : Special Educational Needs (Information) Regulations (Clause 65)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001)
September 2014

INTRODUCTION

It is the belief of the Staff and Governors of St Paul's Primary school, that all children should receive the opportunity to develop their personal potential, through the provision of a broadly based curriculum, which recognises their social and emotional development and provides access to appropriate learning opportunities. The school recognises that individuals are unique in their interests, abilities, motivation and learning needs and that this diversity should be acknowledged and valued.

We want our children to:

- Learn in a caring, happy, stimulating and safe environment.
- Feel valued, have high self-esteem and self-discipline, and are given appropriate opportunities to develop as independent learners
- To respect the beliefs and values of the many different cultures in the community.

We will work with our children to:

- Develop an awareness of self and have self-confidence.
- Develop sensitivity to others.
- Develop self-discipline and understand what is acceptable behaviour.
- Develop self-esteem.

- Develop cooperation.
- Enable everyone to enjoy the same experiences regardless of sex, race or colour.
- Encourage individual children to develop a set of beliefs and values.
- Encourage children to develop confidence to make and hold moral judgements.
- Encourage all children to develop respect for beliefs and moral values of other religions, races and ways of life.
- Develop respect and care for themselves, their environment and the wider environment of the world.

Aims

This policy aims to support all members of staff in providing a positive, whole-class approach towards the learning and progress of pupils with SEN.

All teachers are teachers of pupils with SEN. Teaching and supporting such pupils is therefore a whole school responsibility requiring a whole school response.

Meeting the needs of pupils with SEN requires a partnership between all those involved, LA's, schools, parents/carers, pupils and agencies involved with SEN pupils.

This Policy will be regarded as a working document, accessible to all members of staff and parents. It will be regularly discussed and reviewed.

Definition of SEN

Pupils have SEN if they have a learning difficulty which calls for special education provision to be made for them which is in addition to or different from the differentiated curriculum plan, within the mainstream class.

Pupils have SEN if they:

- have a significantly greater difficulty in learning than the majority of pupils of the same age have a disability (as defined by the Code of Practice 2001) which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the LA.

- Pupils 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.

Special Education provision means:

- Education which is additional to or otherwise different from the educational provision made generally for children of their age in schools maintained by the LA.

Role of the Governing Body

Although the day to day management and organisation of SEN is the responsibility of the Principal, SENCo, teachers and school staff, the governing body is fully involved in the implementation, over-viewing and monitoring the school's SEN Policy.

All governors, especially the governor responsible for SEN, are up to date and knowledgeable about the school's SEN provision.

No individual pupil should be identified during discussions at full governors' or committee meeting.

The Role of the SENCo

Overseeing the day-to-day operation of the school's SEN policy

Co-ordinating provision for pupils with SEN

Liaising with and advising colleagues

Overseeing the records of all pupils with SEN

Liaison with parents of pupils with SEN in co-operation with the class teacher and Learning Support Assistant

Contributing to the in-service training of staff

Liaison with external agencies including the LA's support and educational psychology service, health and social services and voluntary bodies

Fundamental Principles and Critical Success Criteria

EARLY IDENTIFICATION

Teachers are aware of the importance of early identification and provision for pupils with SEN whom they teach.

Teachers will meet with pre-school SENCo/staff to ensure smooth transition for pupils already identified from Early Years settings to primary schools.

MEETING INDIVIDUAL NEEDS

The culture, practice, management and deployment of resources in school are designed to ensure pupils' needs are met.

MAINSTREAM SCHOOLS

We will endeavour to meet the SEN of pupils within our schools.

PUPILS' VIEWS

We will seek the view of the pupil and take his/her view into account.

ROLE OF PARENTS/CARERS

We recognise that parents/carers have a key role in supporting their children's education. Therefore our school will actively seek to work with them and value their contributions, supporting them through their process of adjustment.

FULL ACCESS TO CURRICULUM

We will ensure pupils with SEN are offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

We will endeavour to provide SEN pupils with full access to all school activities so far as it is reasonably practical and relates to the pupils' needs.

SMOOTH TRANSITIONS

We aim to ensure a smooth transition at each stage for the pupil from Early Years provision to secondary transfer.

SHARING EXPERTISE

We recognise the important role of external agencies being involved in meeting the needs of the pupil.

TRAINING

There will be opportunities for staff to receive training when needed.

Strands of Action to Meet SEN

We will ensure that all arrangements are regularly monitored and reviewed.

The involvement and interest of parents and the pupil concerned will influence the effectiveness of any assessment and intervention. Every effort will be made to discuss the purpose of a particular assessment arrangement with the pupil, invite comment and provide systematic feedback.

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. If progress continues to cause concern, the class teacher discusses appropriate action with the SENCo and the pupil may move to School Action. In some cases a pupil may go straight to School Action Plus.

IDENTIFICATION OF SEN:

A pupil is identified as SEN(K) when they are deemed to need provision which is additional to or different from that provided as part of normal class activities.

The triggers for intervention through SEN will be concern, backed by evidence, about a pupil who despite receiving differentiated learning opportunities makes:

-Little or no progress even when teaching approaches are targeted particularly in a pupil'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 employed by the school;

-Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;

-Has communication and interaction difficulties and continues to make little or not progress despite the provision of a differentiated curriculum.

In some cases outside professionals from health or social services may already be involved with the pupil. Where these professionals are not already working with the school the SENCo should contact them if the parents agree. The SENCo may further assess the pupil and future support for the pupil will be discussed and action taken. An Individual Education Plan (IEP) will be written. The class teacher remains responsible for working with the pupil and planning and implementing the IEP.

As a result of an IEP review meeting the decision may be taken by the SENCo and class teacher, in consultation with the parents, carers and pupil, to involve the external support service provided by the LA and/or other agencies. These agencies will provide advice on setting appropriate IEPs and the use of new or specialist strategies or materials. They may administer more specialist assessments that can inform the planning and measurement of the pupil's progress. In some cases they will provide support for particular activities.

The triggers for further support could be that despite receiving support in the first instance the pupil:

-Continues to make little or no progress in specific areas over a long period;

-Continues working at National Curriculum levels substantially below that expected for pupils of a similar age;

-Continues to have difficulty developing literacy and mathematics skills;

-Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class group, despite having an individualised behaviour management programme;

-Has sensory or physical needs and required additional specialist equipment or regular advice or visits by a specialist service;

-Has communication and/or interaction difficulties that impede the development of social relationships and cause a substantial barrier to learning.

EDUCATIONAL HEALTH CARE PLAN

In a very few cases, if a pupil continues to demonstrate significant cause for concern despite interventions at SEN, a request may be made to the LA for Statutory Assessment

This will decide the nature of the provision necessary to meet the pupil's SEN. If this cannot reasonably be met by the school, then the LA may provide extra resources.

If after a statutory assessment the LA deems the needs of a pupil to be severe and complex, they may issue an Educational Health Care Plan (formerly statement of Special Educational Needs). If a pupil does not have an EHC plan, it does not mean that they will fail to receive the necessary support.

How we support pupils with SEN.

Effective support for SEN pupils in school depends on decisions made about grouping, use of adults and delivery of the curriculum. There are several choices:

- Pupil based with own class; flexible grouping strategies;
- Supported group within the classroom;
- Individual or small group support towards IEP targets through withdrawal for limited periods
- Pupil works predominantly in small group or individually within the class
- Pupil withdrawn for specialist support which may be off-site.

Delivering the curriculum:

Specific reinforcement of skills development

Differentiation of activities with the pupil working towards class/group learning objective

Differentiation of materials to enable the pupil to work towards class/group learning objective

Provision of specialist equipment including ICT

Use of specialist techniques, to allow access for pupils with physical and/or communication difficulties.

Assessment and Identification

Pupils with SEN may be identified through the teachers' observations and assessment, standardised assessments (Foundation Profile, SATs, NFER etc), progress checklists, target setting, parental concerns or the pupil's observations or by external agencies. Areas of need are identified and prioritised and become the basis of the IEP.

INDIVIDUAL EDUCATION PLAN & PUPIL PROFILE

All pupils who are identified as K (formerly School Action and School Action+), or those who have an Education and Health Care Plan, will have a Pupil Profile or IEP. This will be written by the teacher/SENCO in consultation with the parents, the pupil and any other relevant agencies. The Pupil Profile will set targets for the pupil and will detail any short-term targets set out for the pupil, the teaching strategies to be used, the provision to be put in place, when the plan is to be reviewed and the success criteria.

IEP's are reviewed every term, with input from the pupil, parent/carer, class teacher, school staff and outside agencies. Pupils with EHCP have short-term targets set which have been established in consultation with parents and pupil and include targets identified in the EHC plans. These targets will be set out in the IEP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of interventions will continue to be the responsibility of the class teacher or appropriate member of staff.

All **EHC plans** will be reviewed annually. The EHC review will take place in school. The parents, the pupil and other involved professionals will be invited to consider the progress made by the pupil in achieving targets set and whether any amendments need to be made to the plan. The SENCo and/or principal will then discuss the outcome of the in-school review with the LEA representatives at the Annual Review day.

At the Annual Review in Year 5, the aim should be to give clear recommendations as to the type of provision required at the secondary stage. The review for pupils in Year 6 should take place in the autumn term in order for the EHCP to be amended for the final Annual Review before transfer to secondary education. The SENCo at the secondary school, or other receiving school, will be invited to actively participate in the Annual Review.

POLICY REVIEW

St Paul's Academy SEN Policy will be reviewed annually.

This policy will be ratified by the Governing Body

Signed..... Chair of Governors

Signed..... Principal

Reviewed: March 2017

Agreed: March 2017

Review Date: March 2018