

SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

Last reviewed September 2015

**This Policy should be read in conjunction with
the Able & Talented, Assessment, Recording & reporting,
Child Protection & Safeguarding Policies and the Accessibility
Plan 2015 - 2018**

Reviewed by: Mrs J Matthews, Autumn Term 2015

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1. Introduction

Longhill Primary School values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning, making sure that they have a caring and supportive environment. We understand that children have individual needs and that provision can be differentiated to ensure that all children that attend our school are able to access the curriculum in a suitable manner and that their needs are met. We have high expectations and strive for excellence in all areas of school life. By having high expectations and a relevant, creative curriculum, we aim to develop this ethos and culture in the children who attend our school.

2. Definition of Special Educational Needs

“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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- 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.”

3. SEND Code of Practice 2014

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

3. What Special Educational Provision Means:

For a child aged two or more or a young person, means educational or training provision that is additional to, or different from, that made generally for others of the same age in:

- a. mainstream schools in England
- b. maintained nursery schools in England

For children under two, educational provision of any kind.
(See Section 21, Children and Family Act 2014)

4. Definition of Disability

“A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities.”

Equality Act of 2010

Further guidance relating to Disability and how this should be catered for can be found in the Single Equalities Scheme.

Longhill Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

5. The SEN Aims of the School

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- To ensure that SEN pupils take as full a part as possible in all school activities
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision
- Through a wide range of activities provide all pupils with the opportunity to achieve as much independence as possible
- To enable all children to achieve their full potential and develop a positive self-image

6. Objectives

- To Monitor/observe and assess children to ensure early identification of any learning, communication, sensory, physical or emotional and mental health need;
- To ensure that all children are fully included within the main-stream classroom and wider school community;
- To liaise closely with parents, outside agencies and governors;
- To ensure that all children have access to a full curriculum through the processes of assessing, planning, supporting and matching of work;
- To ensure that we work in partnership with parents/carers and children to ensure that they continue to be involved in any course of action taken by the school. This will ensure they remain fully informed and that they understand the purpose of any programme of work devised for a child;
- To monitor and evaluate the Special Educational needs provision.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

7. Personnel Responsible for SEN

Mr Mark Batty - Headteacher
Mrs Jackie Matthews - SENCO
Mr Andy Barber - Governor

8. The Role of the Head Teacher

The headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEN provision
- Keeping the Governing Body well informed about SEN within the school
- Working closely with the SENCO and staff who are involved with SEN
- Informing parents of the fact that SEN provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

9. The Role of the Special Needs Co-ordinator

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with the relevant Designated Teacher where a looked after pupil has SEN
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- Liaising with parents of children with SEN
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a child and their parents are informed about options and a smooth transition is planned
 - Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date
- Ensuring children with SEN are making progress through the use of pupil tracking and data analysis
- Liaising with co-ordinators of other curriculum areas to ensure that children with SEN have full access to their curriculum area.
- Attending CPD relevant to the development of the role and feedback relevant information when necessary.
- Making staff aware of the training relevant to their own role in the development of SEN.

SEND Code of Practice (2014)

10. The Role of the Class Teacher

All teaching staff are responsible for the identification and initial assessment of children with SEN within their class. The class teacher will make provision for such children and ensure that they have full access to the curriculum. Key responsibilities include:-

- Planning classwork to ensure the inclusion of all pupils.
- Identifying pupils who may require SEN provision, gather assessments and implement a plan of action for those children.
- Maintaining records of all pupils with SEN in the class SEN file.
- Ensuring parents are fully informed and consulted at all stages.
- Attending all planning and review sessions when required.
- Implementing Pupil Profiles and updating Provision and Progress sheets, using the Pivats assessment tool to support where appropriate, utilising them as working documents and being rigorous in monitoring progress towards targets.
- Liaising with support staff (TA's) when planning and evaluating programmes of work for pupils.

11. The Role of the Governing Body

- Ensure that the necessary provision is made for any pupil who has special educational needs.
- Ensure that, where the 'responsible person' - the Headteacher or the appropriate governor - has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying, and providing for those pupils who have special educational needs.
- Consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Use their best endeavours to make sure that a child with SEN gets the support they need - this means doing everything they can, to meet children and young people's SEN needs.
- Ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- Designate a teacher to be responsible for co-ordinating SEN provision - the SEN coordinator, or SENCO.
- Inform parents when they are making special educational provision for a child.
- Publish an SEN information report containing information of the education of disabled children.

12. Admission Arrangements

Longhill Primary has provision for F1 to Year 6. We follow the Local Authority's admission policy. The vast majority of our children will have attended our F1, therefore staff will have identified and begun planning for children who have Special Educational Needs at the earliest possible stage, informing the SENCO of this.

Foundation Stage, staff carry out home visits prior to the child entering the school. This ensures that staff can meet with parents and children and discuss any potential need or concern. During the initial weeks of admission into the nursery, observations on individual children take place. This ensures that any issues are identified as soon as possible and steps are taken to provide any additional support that is needed.

Where pupils with SEN are transferred from other schools the SENCO will liaise with the child's previous school in order to ascertain a clear picture of the child's needs and strategies that have been used.

13. Monitoring, Evaluation and Review

To ensure that the curriculum is accessible to all children as appropriate, teachers' planning needs to be flexible and differentiation is such that specific needs are met. Monitoring the effectiveness of intervention strategies is an integral part of the review process. Time is allocated during each term to monitor the delivery of interventions to ensure they remain focused on the needs of the child and to ensure that the person delivering it is given the chance to receive feedback. Inclusion passports are used to aid this.

Children with special educational needs are set 'small step' targets against which progress can be measured. We would expect children to be making steady progress against these targets. Teacher assessments are also used to measure the progress individual children and groups of children with SEN make. The SENCO tracks the progress of pupils with SEN in Maths and Literacy termly as well as annually and produces a report. This aims to identify the strengths in practice as well as the areas that continue to require development.

On an annual basis, the DFE produces statistical information relating to the performance of children with SEN nationally. This data has been used to compare the performance of our children in comparison to those nationally.

Progress for children with special educational needs may also be measured using the P Scales.

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured. In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals

14. Evaluating success

The success of the school's SEN Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCO and subject co-ordinators
- Analysis of pupil tracking data and test results
- for individual pupils
- for cohorts
- Value-added data for pupils on the SEN Register
- Consideration of each pupil's success in meeting IEP targets
- Termly monitoring of procedures and practice by the SEN Governor
- School self-evaluation
- The Governors' Annual Report to Parents
- The LEA SEN moderation process
- The School Improvement Plan

15. The Special Educational Needs Register

All teaching and non-teaching staff have access to a copy of the SEN Register. The register is updated and analysed regularly by the SENCO in liaison with teaching staff.

16. Assess, Plan, Do, Review - A Graduated Response

The Code of Practice (2014) recommends that schools should deal with children's needs using a 'Graduated approach', matching the level of help to the needs of the child. There are currently two categories of need defined within the code - those children with SEN catered for by the school's provision (**SEN support**) and those children for whom it is necessary to create an Education, Health and Care Plan.

A child has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

Class teachers are responsible for identifying children with SEN at the earliest possible time. They will liaise with the SENCO to identify when a child has a special educational need which requires different or additional provision to be made. When the class teacher has a concern about a pupil and feel they should be placed on the school's SEN register, they should follow the SEND identification pathway. (**See Appendix 1**)

- Record a 'cause for concern' in SIMs and discuss with SENCO/Class teacher and parents/carers.

- Provide parents/carers with information/strategies that will help them to support their child at home.
- Provide 4 weeks of differentiated, personalised learning using 'small steps' targets.
- Provide regular feedback to parents/carers, and record child's progress in SIMs weekly.
- After 4 weeks, review the child's progress with the SENCO and parents/carers to decide appropriate course of action, and whether or not outside agencies need to become involved in the child's educational provision.

17. An Education, Health and Care Plan

If after considerable advice and support, it is felt that the needs of the child remain so substantial that the school cannot meet them, a request will be sent to the LA to consider a Statutory Assessment. This will involve a multi-professional assessment of a child's needs and the help that it required to support them. This request is made by the SENCO following discussions and collection of evidence for a least 2 terms by relevant personnel including external agencies e.g the Educational Psychologist, Autism outreach etc.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care. The EHC Plan is reviewed annually to ensure provision is appropriate.

When making a request for an EHC plan, the SENCO will provide the local authority with:

- How and when the child's needs were first identified and the steps that have been implemented to support these needs
- National Curriculum levels
- Educational and other assessments, for example from Educational Psychologist
- A pen portrait of the child and their needs
- Involvement of other professionals
- Any involvement of Social Care or education welfare service

Whilst the assessment is being pursued the child will continue to receive the support already provided under the previous stage.

Parents will be informed and given the contact details of the local parent partnership (KIDS) who will give them independent advice and support.

EHC plans will be reviewed annually. Previous targets will be reviewed and assessed and new targets for the next 12 months will be discussed and set. All relevant professionals will be incited to the meeting or asked to produce a report.

At Longhill, we also set short term targets which feed into the long term targets for children with an EHC plan. Teachers assess these targets ongoing and they are reviewed bi-annually.

When a child with an EHC plan leaves Longhill, their documents will be forwarded within 15 days of the child ceasing to be registered at our school. The SENCO will speak by telephone or in person to the receiving school about educational provision.

18. Record-Keeping

The school will record the steps taken to meet pupils' individual needs. Sims will be used to do this with all relevant information being saved to the child's profile, including documents produced by the school and external agencies, visits from external agencies, IEPs, inclusion passports, pen portraits. The class teacher is responsible for updating this as events take place. They will liaise with the SENCO to inform them of any changes.

19. Funding

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools forum, which is also applied to local academies.

Within the overall school budget, a proportion of funding is allocated called the notional SEN budget.

At Longhill, provision for the children who are given any one-to-one support or who are regularly supported in small group interventions is funded through this budget as well as it being used to support groups of children with additional needs. Class teachers provide the SENCO with a report that details the provision children with SEN have access to. A detailed provision map of intervention is available.

20. Children who have an EHC Plan

Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

21. Access to the National Curriculum

At all stages, children should have access to the National Curriculum. This is achieved through careful planning, matching the correct task to the child's ability level, through structured assessment activities and the organised use of non-teaching staff. It is important to encourage parents to help their children.

22. Links with Support Services

The Head teacher, Deputy Head teacher and SENCO will be responsible for identifying and contacting outside agencies when appropriate. All staff will liaise as necessary with the SENCO, ensuring that all concerned are aware of any relevant information or paper work.

The expertise of the following agencies may be sought:

- Educational Psychologist: visits by EP to assess children and offer advice on strategies/support children need.
- The Whitehouse Behaviour Support Service: 'Outreach Service', advice and support for children with behavioural and emotional difficulties. The PRU also provides a 'short, sharp shock,' facility for children who display EBSD. Children also may be admitted if permanently excluded or for part of week.
 - IPASS: an integrated advice and support service regarding children with physical, hearing and visual impairments
- KIDS: a parent partnership service offering support and advice to parents. • Social Care: Advice and support as required, may involve Child Protection Coordinator.
- Speech and Language Therapy Service: Children can be referred by school, parents or health authority. Parents are responsible for taking their child to speech therapy, although the speech therapist works closely with the school and may work with a child within school. Programmes may be delivered by a trained classroom teaching assistant.
- School Nurse: Children are checked routinely on admission to school; they are given hearing and vision tests to identify potential problems. Parents are informed of any concerns and advised of further action. Parental permission must always be sought if further vision/hearing tests are required.
- Health Visitors: The nursery staff and SENCO work with health visitors on children who are cause for concern.
- Education Welfare Officer: Regular liaison with the EWO ensures that children's attendance is monitored so that frequent absence is not a contributory factor to learning difficulties.
- Northcott Special School: has an autistic outreach service which works with schools in order to provide support for schools who have children with ASD.
- Children's Community Team Learning Disabilities: based at the Children's Centre, Walker Street. They offer support to children with and the families of children with learning disabilities.

23. Liaison with Parents/Carers

Parents/carers will be informed if their child has been placed on the SEN Register and given an outline of their child's special educational need and the stage at which they have been placed. They will have opportunities and when necessary to discuss any issues or concerns with the SENCO and the class teacher, this includes Parent Evenings when individual education plans are discussed and agreed and advice on how they can support their child to achieve their potential will be given.

24. Voice of the Child

"It is very important to engage directly with children and young people to discuss their needs, and plan how they can achieve the best outcomes. This should be integral to all planning for children and young people with SEN throughout their lives.." (SEN Code of Practice, 2014).

At Longhill Primary we encourage pupils to participate in their learning by providing a stimulating and challenging curriculum, based on first hand experiences. We provide an Enquiry Based Learning approach which enables children to learn through what stimulates them. This provides an individualised learning experience that is driven by the children.

25. Transfer of Documents

When children with SEN transfer to Secondary school the class teacher and/or SENCO will liaise with the staff of the prospective secondary schools and hand over all SEN documentation prior to the new term beginning. All SEN records are sent to the secondary school. A transition document is completed. This will be done in consultation with the child and parents/carer so that they have reassurance that the transition will be a smooth and comfortable as possible for the child.

Where children with SEN transfer to another primary school SEN records will be forwarded within 15 days of the child ceasing to be registered at our school.

26. Review of this Policy.

This policy will be reviewed in response to the evaluation of ongoing monitoring. It will be reviewed in response to need and as the legislation surrounding SEN is updated and as the legislation surrounding SEN is updated. The policy will be reviewed at least annually.

27. Every Child Matters School Policy Statement

Every pupil with additional needs in this inclusive school has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the well-being of all pupils in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving social and economic well-being.

These well-being outcomes are embraced in every aspect of school life: personalised teaching and learning approaches; access to ICT across the curriculum; flexible learning pathways and out-of-hours learning activities; support for emotional well-being; flexible timetables; assessment for learning which engages pupils in having a say about their progress and additional provision; and partnership with parents/carers, other schools, the local community and with practitioners from health, education and social services providing 'wrap around' care and personalised services.