

SUTTON OAK CHURCH OF ENGLAND PRIMARY SCHOOL



Special Educational Needs Policy

"Our school family, where all are valued, is centred on faith in Christ."

SENDCO: Miss Powell
MA Education SEN and Inclusion, NASENCo Award, PGCE, BSc (Hons)
Louise.powell@sthelens.org.uk
Lucy.devereux@sthelens.org.uk
01744 678690

CONTENTS

- Definition of Special Educational Needs
- Definition of Special Educational Needs Provision
- Objectives
- Strategies
- Procedures
- Review date

Definition of Special Educational Needs

A child or young person has Special Educational needs (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 a mainstream school.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

Definition of Special Educational Provision

"For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of this age in schools maintained by the LA, other than special schools in the area."

OBJECTIVES

The objectives of our policy are:

- to work within the guidance provided in the SEND Code of Practice (2014);
- to maximise outcomes for children with SEN and their families;
- to plan an effective and differentiated curriculum to meet the needs of children with SEN, to help them overcome their barriers to learning;
- to work in close partnership with parents/carers of children who have special educational needs;
- to ensure that all who are involved with children are aware of the procedures for identifying their needs, supporting and teaching them;
- to provide support and advice to all staff working with children with special educational needs and/or disabilities;
- to work in close partnership, where appropriate, with outside agencies to support children who have special educational needs.

STRATEGIES

1. Regular monitoring, evaluation and review carried out by the Senior Leadership Team will ensure that our aims for pupils' individual and special needs are met to the highest standard.
2. All teachers are teachers of special educational needs.
3. Identification and referral of learners, considered as having special educational needs, will be the responsibility of every member of staff.
4. The SENCO will be responsible for managing the process of the identification and assessment of specific educational needs and procedures will be put into place for formal assessment of SEN involving outside agencies where necessary.
5. The assessment of special educational needs will be diagnostic in nature and constructive in practice, with feedback to relevant members of staff, parents and guardians. Learners will be fully and actively involved at each stage where appropriate.
6. The governing body will have a system in place to ensure that parents are appropriately involved at every stage when their child has been identified as having special educational needs.
7. The positive achievements of SEND learners must be recognized and celebrated, in line with the school's policy of inclusive practice.
8. 1:1 support is in place for those pupils who need an adapted curriculum.

9. All SEND children identified as requiring support will have an individual education plan (IEP) which will be shared with parents and all relevant staff working with the pupil. IEPs will be reviewed termly by the class teacher and outcomes shared with parents
10. INSET opportunities or individual support and advice will be provided for staff, to raise awareness and provide practical examples of suitable curricular materials. These include support from the specialist teams in St Helens: BIT (Behaviour Intervention team); LASC (Language and Social Communication) team; LSS (Learning and Support Services), who identify and support pupils with specific learning difficulties, such as dyslexia or processing difficulties; the school's Educational Psychologist; Occupational Therapists; Speech and Language Therapists; counsellors or other specialists as required.
11. A flexible approach will be used, involving a variety of forms of intervention such as in-class support, short-term individual withdrawal, monitoring and production of appropriate teaching and specific advice to teaching and support staff.
Statemented/EHCP pupils will continue to have access to the whole curriculum unless a specific exemption has been made and agreed.

PROCEDURES

1. Concerns about a child will normally be raised by a parent or teacher through conversation with each other. Parents should raise their initial concerns with the class teacher so that the teacher can advise and/or make adaptations to learning experiences if needed. Agreement should be made about the best course of action to be followed. Parents may be advised to get the child's hearing, eyesight etc. checked as a first response.
2. The class teacher should consult with the SENCO and complete an initial concern form. This form will be stored electronically. If interventions planned do not resolve the issue, then the SENCO may advise other steps to be taken.
3. If the SENCO agrees, the pupil may be added to the school's SEN register. Parents will be asked to give their consent for the child to be discussed at the termly multi-agency planning meeting.
4. This may lead to an IEP (individual education plan) be drawn up by the class teacher, identifying exactly what the difficulties are and what strategies will be used to try to address them. SMART targets will be used and clear success criteria to clarify what exactly needs to be done. Parents are asked to sign these. The strategies and targets are shared with the pupil concerned through age-appropriate conversations. IEP's are reviewed each term to evaluate the success and decide on the next step with the child and parent. These will continue until either the difficulties are overcome and the SENCO and teacher agree no further action is required, or it is agreed that external advice/support is needed.
5. If this is the case, the SENCO will discuss the pupil and what has been tried in school. Representatives on the multi-agency planning group will agree on the best course of action. This may be a request for assessment from e.g. Occupational Therapy, Speech Therapy, Language Support Service (for suspected dyslexia or other language processing problems), LASC team (for suspected autistic or social and communication difficulties), BIT (behaviour or emotional difficulties), Educational Psychologist assessment, CAMHS etc. Each of these services will expect school staff to have tried and evaluated a number of recommendations and will need completed request forms and/or assessment tools for their services, signed by the parent. Liaison regarding any referrals occurs between the SENDCO and the parent.
6. In some circumstances, when the child's difficulties cannot be provided for by the school, the SENCO may apply to the Local Authority for additional funding for a specific purpose. The school is required to put in place the first 15 hours of any additional adult support. This may not be in a one to one situation; each scenario is assessed by the SENCO and decisions about levels of support are made on a needs basis.
7. If the LA SEN panel agree that there is a need for additional funding, this is allocated to the school to use in the way the SENDCO feels best meets the child's need (as long as the conditions of the LA are met). This funding is reviewed each year, when the parents and the child concerned will be asked to attend a meeting and give their views on progress made and next steps needed. The funding will continue as long as the LA SEN panel feels it is needed to meet the child's need.
8. For some pupils, it may be necessary for an EHCP (Education and Health Care Plan) to be drawn up to identify their particular needs and how they can be best met. If this is the case, the LA will

liaise with the SENCO and any other agency involved (e.g. health, social care) to draw up a plan. The SENCO will consult with the pupil and the parent in drawing up this plan.

9. When pupils are transferring to other schools, especially when transferring from nursery or to high school, the SENCO will liaise with other SENCOs to ensure there is a smooth transition for the pupil. At these points. There is usually involvement with the LA, especially if there is additional funding in place for them.

OUTCOMES

In this school, all learners, including those with special educational needs, medical needs and disabilities will have their needs met fully so that they thrive, make good progress and achieve high standards. This policy will ensure that pupils with SEN are included, treated as favourably as others, and given appropriate access to the curriculum teaching and learning

Date of Review

This policy will be reviewed in April 2020

Date:.....

Signed:.....(Chair of Governors)