



SEN Policy

Signed by:

Chair of Governors

Date:

Committee with oversight for this policy	Resources Committee
Policy to be approved by	Full Governing Board
Policy last ratified and adopted by Full Governing Body	December 2018
Policy / Document due for review	December 2019

SEN Policy

This policy provides information and guidance for parents, teachers, teaching assistants, nonteaching staff and Governors on our approach to the provision and additional support required by the SEN Code of Practice 2014 for children with Special Educational Needs. The Code of Practice reflects the changes introduced by the Children and Families Act 2014.

The Code of Practice covers 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN.

Definition of Special Educational Needs (SEN)

Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Children have a learning difficulty or disability if they:-

(a) Have a significantly greater difficulty in learning than the majority of the children 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

From 2009 it became law for every new SENCO in a mainstream school to gain the masters level National Award for SEN Coordination. Our Headteacher has this qualification and our Assistant Head for Inclusion will attain this qualification by 2019.

We are committed to keep up to date with current legislation and continue to train our staff in all areas of SEN so that we can meet the needs of all pupils.

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see Admission policy for the school, as agreed with the Local Authority).

SEN Provision

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

If a child is considered to have a Special Educational Need, we will always require the consent from their parents or carers. Once agreed we will make reasonable adjustments to teaching so that the child will be able to fully access the Early Years Foundation Stage or National Curriculum.

This will be achieved by:-

- Carefully adapting teaching and learning to a child's specific need.
- Placing children on the SEN register.

- Creating SMART targets (Individual Education Plans) for children to work towards, to allow them to access the curriculum.
- Working with the Provision Map daily, assessing and reviewing appropriately to ensure children are receiving sufficient support to meet their targets.
- Keeping the IEPs in a place where all staff can easily access them (Teacher Shared folder on server).
- Carrying out all SEN provision that has been agreed with parents/carers, Special Educational Needs Co-ordinator (SENCO), Headteacher
- Informing the SENCO of children who may require additional support using the Initial Concerns Checklist.
- Contacting outside agencies when additional specialist support is necessary and carry out all targets and strategies that have been implemented by outside agencies.
- Involving the child in decision making about their special education provision
- Working in partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.

Partnership with Parents and Carers

Local Authorities must ensure that children, their parents and young people are involved in discussions and decisions about their individual support and about local provision.

This will be achieved by:-

- The class teacher is the initial point of contact for responding to parental concerns (Using the Initial Concerns Checklist; Appendix 1).
- Class teacher will ask the child what support they feel they need.
- The SENCO will be available for meetings with parents and carers who have concerns about pupil progress or about the support they are receiving. At these meetings the SENCO/Class teacher will record parent views and will inform parents of the level of support they are receiving
- Parents and carers will always be consulted if a child is identified as having Special Educational Needs and may be involved in devising strategies for their child.
- Parents and carers will be asked for their consent for any involvement by medical or other outside agencies

Individual Education Plans

SMART targets will be drawn up collaboratively by the SENCO, class teacher and teaching assistant (TA). They are recorded on an Individual Education Plan (IEP) that allows all staff to review SEN pupil progress every half term. It will consist of achievable targets that are specific to the child's needs. The progress of pupils identified as requiring additional support will be closely monitored by the class teacher and TA and targets will be worked with on a daily basis. Half termly reviews of progress will then take place and will be discussed between parent, child and class teacher every term.

Provision Map

The Provision map will document all types of interventions used to support children with SEND from Wave 1 to Wave 3:

Wave 1 - differentiated quality first teaching.

Wave 2 - targeted small groups support delivered by teachers and/or teaching assistants responding to identified gaps in learning for specifically identified groups of children. Targets for the support are set and reviewed at meetings between teachers, TAs and the Assistant Head for Inclusion and tracked throughout the intervention. Evidence of children's work and progress will be kept by those running the interventions and baseline and end of intervention assessments will be completed every half term. (Children are identified as needing SEN support or Narrowing the Gap; Non SEN)

Wave 3 - This support is highly individualised, usually one to one and informed by advice from outside agencies and specialist teachers, e.g. Speech and Language Therapy Service, Occupational Therapy, Primary Behaviour Service and Educational Psychologist. Children are identified as having SEN and who receive Wave 3 support are classified as SEN Support. Children with statements/EHCPs receive predominantly Wave 3 targeted support.

Evaluation of Wave 1, 2, and 3

All pupils' progress is evaluated at Pupil progress and IEP meetings. Progressive targets and additional support could be put in place as deemed necessary. Children who continue to fail to make progress with this support will be considered for referral to an outside agency so the school gains further, more specialised advice leading to Wave 3 support. Children who continue to fail to make progress with this support will be considered for referral to additional outside agencies or as a last resort and application for Statutory Assessment (EHCP).

Education Health Care Plans (EHCP)

In cases where needs are exceptional, the school, parents/carers may request that the Local Authority make an assessment of educational and health needs and consider whether or not to issue an EHCP. If an EHCP is issued the Local Authority may consider the child to require specialist provision for their education. The parents' views will always be part of this decision making process.

SEN Plan Meetings – Additional Provision Meetings

Any pupils whose progress gives cause for concern will be discussed at the SEN Plan meeting. This is a termly meeting with outside agencies, normally the school's allocated Education Psychologist, who will discuss these children and appropriate ways forward will be suggested.

Assessment Procedures

To assist the school in identifying children with SEN and for monitoring progress there are a variety of assessment procedures in place.

- Progress is monitored regularly through teacher assessment of the pupil against their targets throughout the year. If a teacher feels a pupil gives cause for concern they may discuss it with a senior teacher, Special Needs Co-ordinator (SENCO) or parent (ICC).
- The SENCO may use other tests to assess a pupil's needs, when it is felt necessary and can approach external agencies for help.
- The class teacher shows provision for all the children in their planning through careful differentiation. Their classroom management ensures that resources such as people, time and materials are used efficiently so that children with SEN can access the National Curriculum.
- All adults supporting SEN children are involved in the review of the IEPs. Records are kept of the work done with the children. These records are essential when IEPs are reviewed.
- **Class teachers have responsibility for all children in their class.**

- Provision for some children will involve other agencies. This is coordinated through the SENCO in discussion with the class teacher. **It is the class teacher's responsibility to implement any specialist programme that has been given to a child in their class.**
- When a child has an EHCP the SENCO works closely with all the professionals involved. EHCPs are also reviewed annually by all concerned including the pupil, parents/carers and SENCO.
- The Head teacher has overall responsibility for all the children in her care.

SENCO Responsibilities

The Special Needs Co-ordinator (SENCO) is responsible for co-ordinating the day-to-day provision of education for children with special educational needs.

- The day-to-day operation of SEN Policy
- Monitoring the movement of children within the SEN system in school
- Co-ordinating provision for children with special needs, including time-tabling support
- Allocating resources for children with SEN
- Maintaining the school database and overseeing record keeping for children with SEN
- Contributing to the in-service training of staff
- Liaising with and advising staff and parents/carers
- Liaising with external agencies
- Organising In School Reviews, EHCP monitoring and other multi agency meetings
- Maintaining records for SEN children and passing them on when pupils leave
- Reporting to Headteacher and Governors
- Gaining further knowledge skill through attending courses
- Evaluating and facilitating the implementation of new initiatives in consultation with the Headteacher and Governors
- Reviewing and updating the SEN policy in consultation with staff and Governors

Outside agencies

Woodlands Academy endeavours to work successfully with outside agencies and it is the role of the SENCO to liaise with all the agencies and ensure that pupils receive the best service. We are unusual in that we also directly commission services from:

- Speech and language therapy (SALT); Buy in service, as well as additional allocated time for children with SALT written into their EHCP and children with Language difficulties in EY and KS1, including selective mutism.
- Educational Psychology service – 24.5 hours per term + Buy-in as needed
- Primary Behaviour service – Weekly support for children with Social, Emotional and Mental Health difficulties.

The SENCO is responsible for coordinating these staff and meets with them at least half termly to prioritise case load and organise meetings with parents and staff to ensure successful and cost effective delivery of these services.

School Self-evaluation of policy and practice

The successful delivery of this policy is evaluated through the School Self Evaluation Form. The following analysis is completed routinely to monitor and evaluate school success.

- **Pupil Progress and meetings** - meetings tracking pupil progress – occur at least termly between SENCO, head teacher and class teachers.
- **Data analysis** – termly analysis between SLT leading to reports from SENCO to the governing body identifying attainment and analysing progress of key vulnerable groups.
- **School Development Plan Evaluation** – termly evaluation of progress towards the 4 key targets on the SDP at FGB meetings and in Curriculum Committee.

Role of Governors

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs. The governors are kept informed and consider the overall provision and development for children with SEN. The Headteacher and governors review SEN expenditure annually through the budget setting process. The SENCO's report to the governing body includes an SEN Update.

There is an identified governor with the responsibility for overseeing the schools provision for pupils with special educational needs, who meets regularly with the SENCO for an update as to the latest developments. The SEN Governor ensures that all governors are aware of the schools SEN provision, including the deployment of funding, equipment and personnel. The governors ensure that the policy for special educational needs is regularly reviewed.

SEND Initial Concerns Checklist

Completed by Class teacher on _____

Pupil Information			
Name:		DOB	
Year group:		Class teacher	
Attendance % (less than 95)		Home language	
Pre School setting		Previous school/s	
Medical Information			
Specialist Services involved to date: - Health - Education - Social Care			

Achievement data																		
FS Profile Score																		
Year																		
Attainment NC/P levels	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
Progress Summary																		
- Sub-levels or points score over time in reading, writing, maths etc																		
- Standardised scores, criterion referenced assessment																		

Baseline information – provide detail where there is an area of relative strength or difficulty

Language	
Speech sounds	
Expressive	
Receptive	
Social and functional	

Literacy	
Phonic Phase – Reading	
Phonic Phase - Writing	
HFW - Reading	
HFW – Spelling	
Comprehension	
Book Band Level	
Letter Formation	
Example of free writing attached?	

Number and calculation	
Number recognition to.....	
Numbers pupil can count to forwards/ Backwards	
Numbers pupil can confidently calculate within +/-/÷/x	
Behaviour for learning	
Concentration	

Co-operation	
Independence	
Engagement	
Confidence	
Self-esteem	
Organisation	
Self-control	
Behaviour sheet attached?	

Differentiation in place over time

What action has already been taken through curriculum differentiation to address the child’s needs, i.e. modification to teaching approaches, classroom organisation, behaviour management strategies, or through provision of ancillary equipment and aids already in place, with outcomes?

Differentiation	Impact – progress and inclusion

Parent’s and pupil’s perspective on child’s strengths/additional needs

Summarise information from discussions

Parents/Carers Have concerns been shared with parents/carers to date?
Pupil

Additional observations – note any key issues raised

Parents (behaviour at home)	
Support staff	
Previous class teacher(s)	
Lunchtime supervisors	

List individual assessments completed to support identification of need, including behaviour plans Include standardised assessments (reading/spelling age as well as criterion-reference assessments)

Test	Date	Outcome

Outcome of meeting to consider placement on school’s SEN record

Agreed action
<ul style="list-style-type: none"> - Further assessment required - Further modifications to teaching approaches etc - Targeted provision at School Support - Who else to share pupils strengths and needs with

Class teacher _____ Date of next review _____

Parent/Carer _____ (Print name) _____ (Signature)

SENCO _____ (Print name) _____