



# Christ Church CE Primary School, Walshaw

## Policy on Special Educational Needs (SEN)



### 1 Introduction

- 1.1 This policy was fully reviewed and updated in March 2015 in line with the revised Special Educational Needs and Disability Code of Practice and the associated SEND reforms (final version January 2015). It is reviewed annually.
- 1.2 This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. However, some children have barriers to learning that may prevent them from achieving in line with age expectations or they may have a special educational need. This can be manifested in many different ways:
- Difficulties acquiring or retaining new knowledge, concepts and skills
  - Specific Learning Difficulties eg Dyslexia
  - Social, Emotional or Mental Health Difficulties
  - Physical Disabilities
  - Sensory Impairments
  - Speech, Language and Communication Difficulties
- 1.3 Teachers take account of these individual needs and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need help additional to or different from that given to other children of the same age.
- 1.4 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.
- 1.5 The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required and make the appropriate provision based on their identified needs.

### 2 Aims and objectives

- 2.1 The aims and objectives of this policy are:
- to create an environment that meets the individual educational needs of each child
  - to ensure that the special educational needs of children are identified, assessed and provided for
  - to make clear the expectations of all partners in the process
  - to identify the roles and responsibilities of staff in providing for children's special educational needs
  - to enable all children to have full access to all elements of the school curriculum
  - to ensure that parents or carers are able to play their part in supporting their child's education;
  - to ensure that our children have a voice in this process.

### **3 Educational inclusion**

3.1 In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

3.2 Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions in order to participate fully in learning.

### **4 Special Educational Needs**

4.1 Children with special educational needs have difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

4.2 Many of the children who join us have already been in early education. In some cases children join us with their needs already assessed. All children are assessed when they enter our school so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

4.3 If our assessments indicate that a child may require support that is different from or additional to that included in Quality First Teaching we will use a range of strategies that make full use of all available classroom and school resources. This level of support is called SEN Support. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents or carers informed and draw upon them for additional information. The Special Educational Needs Coordinator (SENCO), will be involved and take the lead in organising further assessments of the child's needs where appropriate.

4.4 We will record in an Individual Education Plan (IEP) the strategies used to support the child. The IEP records the Assess Plan Do Review cycle for the child, noting the short-term outcomes to be achieved and detailing the provision to be implemented (how the outcomes will be achieved). It will also indicate the date for the plan to be reviewed and progress towards outcomes assessed. In most cases this review will take place once a term. Copies of IEPs are available for parents.

4.5 If the IEP review identifies that support is needed from outside services we will consult parents/carers prior to any support being actioned. In most cases children will be seen in school by external support services. This may lead to strategies additional to or different from those used in Quality First Teaching. External support services will provide information for the child's new IEP. The new strategies in the IEP will wherever possible be implemented within the child's normal classroom setting. If it is felt that further funding is required to meet the child's needs the school

can apply for a small top-up funding amount. If this is allocated the child is placed on SEN Support Plus on the SEN register.

- 4.6 If the child continues to demonstrate significant cause for concern a request for an Education Health Care (EHC) Plan will be made to the LA. A range of written evidence about the child together with assessments and evidence from external agencies will be required to support the request.

## **5 The Role of the SENCO**

In our school, the SENCO:

- manages the day-to-day operation of the policy
- co-ordinates the provision for and manages the responses to children's SEN
- supports and advises colleagues
- maintains the school's SEN register
- oversees and manages the records (IEPs) of all children with SEN
- attends regular SENCO Consultation meetings to organise provision for children requiring support from external agencies
- acts as the link with parents and carers
- acts as the link with external agencies and other support agencies
- completes documentation required by outside agencies and the Local Authority
- monitors and evaluates the SEN provision and reports to the governing body, Senior Leadership Team and Trustees.
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contributes to the professional development of all staff.

## **6 The role of the Local Academy Committee and Trustees**

- 6.1 The LAC has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.
- 6.2 The LAC does its best to secure the necessary provision for any pupil identified as having special educational needs. The CEO would consult the LA and other schools, when appropriate.
- 6.3 The LAC and board of Trustees have identified a Partner and a Trustee to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the headteacher. The headteacher ensures that all those who teach a pupil with an Education Health Care Plan (EHCP) are aware of the nature and contents of the Plan.
- 6.4 The SEN Partner ensures that all Partners are aware of the school's SEN provision, including the deployment of funding, equipment and personnel. They report regularly to the Local Academy Committee and work with the SEN Trustee.

## **7 Allocation of resources**

- 7.1 The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHC Plans.
- 7.2 The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

## **8 Assessment**

- 8.1 Early identification is vital. The class teacher informs the parents or carers at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- 8.2 The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.
- 8.3 The SENCO works closely with teachers to plan an appropriate programme of support.

- 8.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- 8.5 The LA seeks a range of advice before making a formal EHC Plan. The needs of the child are considered to be paramount in this.

## **9 Access to the curriculum**

- 9.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:
- understand the relevance and purpose of learning activities;
  - experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 9.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
- 9.3 Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children at SEN Support, SEN Support Plus and with EHC Plans have an IEP.
- 9.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

## **10 Partnership with parents and carers**

- 10.1 The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers. The home-school agreement is central to this. Parents and carers have much to contribute to our support for children with special educational needs.
- 10.2 The school website contains a detailed SEN Information Report outlining the provision for children with SEN and the arrangements made for these children in our school. The SENCO and class teachers are always willing to meet with parents and carers where necessary.
- 10.3 We have formal parents' evenings twice a year to share the progress of all children including those with SEN with their parents or carers. We inform the parents/carers of any outside intervention and we share the process of decision-making by providing clear information relating to the education of children with SEN.

## **11 Pupil participation**

- 11.1 In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.
- 11.2 Children are involved at an appropriate level in setting targets in their IEPs. Children are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.
- 11.3 The views of children with SEN are sought before their Annual Review meetings and are included as part of their review.

## **12 Monitoring and review**

- 12.1 The SENCO maintains the SEN register and monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- 12.2 The SENCO is involved in supporting teachers involved in drawing up Individual Education Plans (IEPs) for children. The SENCO and the headteacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold meetings where appropriate.

**Approved: S Howard Headteacher**

**Revised: November 2022**