



**RICHARD WAKEFIELD C OF E (VC)
PRIMARY SCHOOL**

SEN POLICY

Version Control

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Accepted by Governors:

Signed by:



SEN POLICY

This policy should be read in conjunction with our dyslexia friendly policy.

This SEN Policy works alongside and in conjunction with The Local Offer offered by Staffordshire Local Authority and various other school policies namely: The Attendance Policy, The Behaviour Policy, The Medical Policy, The Disability & Accessibility Policy, and is embedded in the Teaching and Learning Framework of the school.

Reference has been made to the following legislation in the compiling of this policy:

- **SEN Code of Practice** (which takes account of the SEN provisions of the SEN and Disability Act 2001) 2014
- **Equality Act 2010**
- **Children and Families Act 2014**

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Headteacher, the SENCO and all other members of staff both teaching and support staff have very important day-to-day responsibilities.

'All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.'

High quality teaching which is differentiated and personalised should be available for all pupils. At the heart of the work of every school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

This policy has been formulated in consultation with stakeholders.

Aim

To raise the aspirations, expectations, and progress leading to achievement for all pupils with SEN

Objectives:

- To ensure access to the curriculum and the environment for all pupils by making reasonable adjustments
- To ensure that children and young people with SEN engage in the activities of school alongside pupils who do not have SEN
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion Statement
<https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum in order to better respond to the four areas of need
- To request, monitor and respond to parents/carers' and pupils' views in order to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development

Identifying Special Educational Needs

Many pupils experience delay in their learning and are not making expected progress for a variety of reasons. Many will have differentiated work prepared for them by their teacher in conjunction with the support staff which will be additional to and different from the curriculum available for the majority of children of their age.

The Code of Practice describes four broad categories of need:

- 1 Communication and Interaction**
- 2 Cognition and Learning**
- 3 Social, mental and emotional health**
- 4 Sensory and /or physical.**

How does school know if children need extra help?

We know a pupil needs help if:

- Concerns are raised by parents/carers, teachers, or the pupil's previous school
- Tracking of attainment outcomes indicates lack of progress
- Pupil observation indicates they have additional needs in one of the four categories of need stated above

As a school, we recognise that progress and attainment can also be affected by factors ***other than*** SEN eg

- Disability (the Code of Practice outlines the ‘reasonable adjustment’ duty for all settings and schools provided under current Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being adopted
- Being a child of a Serviceman/woman

Whilst the above may affect progress and attainment they do not fall within the categories of SEN.

A Graduated Approach to SEN Support

STEP 1 – whole school

- Quality first teaching which is differentiated and personalised by, or under the direction of, the classroom teacher to meet the diverse needs of all learners.
- Assessment and monitoring in line with whole school assessment policy.

STEP 2 – progress concerns

Where staff have evidence that certain children are still not making adequate progress a referral, ‘record of concern’ can be made to the SENCO clearly indicating previous interventions OR concerns are raised by parents/carers or the pupil’s previous school.

The Code of Practice describes ‘adequate progress’ as progress which:

- **is similar to that of peers starting from the same baseline;**
- **matches or betters the child’s previous rate of progress;**
- **closes the attainment gap between the child and their peers;**
- **prevents the attainment gap growing wider’**

STEP 3 – intervention through graduated support

Once a potential special educational need is identified, four types of action will be taken to put effective support in place consulting with parents/carers/pupils as appropriate.

1 Assess

2 Plan

3 Do

4 Review

Who goes on a SEN register?

Children with an Educational Health Care Plan (EHCP); any pupil with a diagnosis/assessment of a condition or disorder or syndrome ***that may affect learning.***

Awareness Register

Children whose progress and attainment need monitoring will be placed onto the awareness register where the teacher will be responsible to carry out interventions and differentiated work to allow the children to make adequate progress. If a child continues to be a concern they may then require additional support and be placed onto the SEN register.

Specialist Services and teachers with specialist qualifications may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the child.

This may include:

- Special Educational Needs Service (SENIS)
- Behaviour Support Services
- Autism Outreach Team
- Hearing Impairment Team
- Visual Impairment Team
- Educational Psychologist Service
- Educational Welfare Officers
- Social Services
- School Nurse
- CAMHS (Child & Adolescent Mental Health Service)

For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) Plan being provided.

Individual pupils receiving Additional SEN Support will be monitored in line with the whole school assessment policy.

Managing pupils needs on the SEN register

- Either through tracking or further assessments an area of need will be identified
- In discussion with parents, pupils will have a Personal Learning Plan (PLP) that will target a specific area. The plan will define what needs to be done, when and by whom
- SMART targets will be put in place to support the child to make progress
- PLPs will be reviewed termly, (or more regularly if the teacher feels targets are too easily met or not achievable) with the parent/carer and pupil and more targets will be decided upon if necessary
- A weekly record of work carried out will be kept in the teacher's SEN file, this can be completed by whomever is working with the pupil
- A map of provision will be kept to show the type, length of time and impact of interventions carried out
- It is the teacher's responsibility to maintain and keep up-to-date records and the SENCO's role to oversee practice
- Should school be unable to meet the needs of the pupil through our own provision arrangements then we will seek support from outside agencies listed above
- The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education: The National SEN budget: The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:
 - In-class support from teaching assistants
 - Small group support from teaching assistants e.g. nurture groups, literacy and numeracy support
 - Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
 - Precision teaching
 - Provision of specialist resources e.g. assessment software
 - CPD relating to SEND for staff

Criteria for exiting the SEN Register/Record

Should children still not be making appropriate progress at an acceptable level the formal assessment procedures for an Education Health and Care Plan will be started by the SENCO in conjunction with the Parents and other Specialist Services following the legal assessment procedures outlined in the Local Offer by Staffordshire Local Authority. This will be reviewed annually.

Supporting pupils and families

- Parents are encouraged to look at the Staffordshire local offer (regulation 3a) <https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>
- Our school admission arrangements can be found on our SEN information report on the school website.
- Additional arrangements, following guidance from assessment and reporting are made for children with SEN and/or disability to ensure they are able to access assessments e.g. apply for additional time, tested in different room, reader if it is not a reading test
- Transition to Primary school: The Early Years Department liaises with pre-school providers and parents/carers about children with SEN entering school. Parents and children are invited to transition sessions, and lunch is offered. A planned welcome meeting for parents/carers takes place in the evening to accommodate working families
- Transition within school: Children have the opportunity to take part in our transition day where they spend time with their new class teacher. Extra transition is offered to pupils who need more support. Teachers have time set aside during the summer term to discuss children with the new class team. Parents are encouraged to meet new staff giving them chance to discuss any concerns. In September, formal 'Meet the Teacher' meetings are carried out
- Transition to high school: There is extra transition called '6to7' available with our local high school. 'Child Centred Reviews' are carried out by the high school staff, involving parents, pupil and Primary staff to ensure all needs are explicitly covered. For children attending out of catchment schools, the year 6 teacher and SENCO will make special arrangements.

Support services for parents of pupils with SEN include:

- **SENDIASS Staffordshire Family Partnership**
<https://www.staffs-iass.org/home.aspx>

If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01785 356921** during office hours. Alternatively email on sfps@staffordshire.gov.uk.

Training and Resources

- SEN funding varies from year to year and is incorporated into the main school budget.
- Training needs of staff are identified through performance management/appraisal and planned through the whole school Continuing Professional Development (CPD) programme.
- The school has a training programme to regularly train and inform staff
- Staff have PLP writing training

Roles and Responsibilities

- We have an appointed SEN Governor – Kate Fox
- We have a Headteacher who line manages our SENCO – Simon Webster
- We have an appointed SENCO – Charlotte Larkin
- We have designated Teachers for Child Protection – Simon Webster (Principle) and Joanne Lowe (Deputy Vice Principle)

Storing and managing information

Follow the 'Management and Retention of Records' and the 'Information Security policy'

Dealing with complaints

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- The class teacher in the first instance
- Head of Department
- The SENCO
- The Headteacher
- The School Governor with responsibility for SEN.

Complaints will be dealt with in line with the Children and Families Act 2014 clause 32 statements and the school's own complaints procedure.

It is the function of the Staffordshire local authority to supply 'goods and services' as detailed in the CFA 2014 clause 64.

Reviewing the Policy

The SEN policy will be reviewed annually by Governors. Parent governors will be involved in this process

ADOPTED BY GOVERNORS ON: 8th September 2014