



## Special Educational Needs (SEN) Policy

Date of policy:	December 2015
Date last review adopted by governing body:	7/11/2017
Frequency of review:	Annual

### 1. Introduction

At Writtle Infant School we believe that every child has individual and unique needs. We believe that every learner is entitled to benefit from access to an inspiring curriculum that takes account of unequal starting points and is provided irrespective of age, disability, ethnic background or gender. We acknowledge that a proportion of children will have SEN and that during their school career some children may need continued additional and often intensive support for specific special educational needs, whilst other children may need a little extra support to overcome temporary needs caused by any number of factors. Our policy conforms with the SEND Code Of Practice (2014) and the SEN and Disability Act 2001.

The School Offer outlines a comprehensive school view on working with children with SEN. This can be found through the Local Offer and on our school website.

### 2. Our school values

Following input from all stakeholders, the school has decided on these five core values which underpin everything we do as a school.

- Honesty
- Independence
- Politeness
- Inclusivity
- Perseverance

### 3. Aims

- To provide a curriculum that is rich, varied and challenging to all pupils.
- To enable all learners to fulfil their potential to the highest standard possible.
- To ensure all pupils progress and experience success.
- To create an inclusive environment that responds with early, appropriate intervention to meet the special educational needs of each child
- To ensure a rich, varied and challenging curriculum where learning experiences and support are matched to individual needs \*
- To ensure the special educational needs of children are identified, assessed quickly and matched by appropriate provision
- To work in partnership with parents to ensure, through well managed provision, each child enjoys an active, inclusive school experience.
- To work with specialist services to match appropriate provision.

- To make clear the expectations of all partners in the process including Local Authorities, schools, parents, pupils health and social services.
- To ensure that “all teachers are teachers of children with special educational need. Teaching such children is therefore a whole school responsibility” \*\*
- To ensure that SEN provision is kept under review to assess the impact of interventions for each child, the child’s progress and the views of the child, their teachers and their parents.
- To enable all children to have full access, where appropriate, to all elements of school life, to feel secure and know that their contributions are recognised and valued.

*\*Every Child Matters Education Act 2006*

*\*\*Revised Code of Practice for SEN 2014*

#### **4. Equality Statement**

*“The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.”*

#### **5. Objectives for supporting pupils with special educational needs and disabilities.**

- To identify and respond at an early stage to a pupil's special educational needs.
- To involve parents actively throughout the intervention process and to engage their support in their child’s education.
- To encourage communication and co-operation between pupils, parents, teachers, specialist support staff and other agencies.
- To plan appropriate curriculum experiences, using flexible and responsive strategies in teaching for those pupils with marked difficulties to reduce the barriers to learning and ensure access and participation. The key to meeting the needs of all children lies in the first instance with
  - the class teacher’s knowledge of each pupil’s skills and abilities through class-based assessment
  - tracking through the National Curriculum and active involvement of parents
- Strategies for support will be differentiation and grouping, in-class support by CT and/or LSA, in-class individual support and occasional withdrawal for specialised teaching programmes. At all times pupils will be encouraged to contribute to and take responsibility for their own support needs.

#### **6. The Special Educational Needs Co-ordinator (SENCO)**

In all schools, there must be a designated teacher responsible for special educational needs. In our case, it is Caroline Standen.

“The Special Educational Needs Co-ordinator, in collaboration with the Headteacher and Governing Body, plays a key role in determining the strategic development of the Special Educational Needs policy and provision in the school in order to raise the achievement of children with Special educational Needs”. (Code of Practice 2014)

## **7. Arrangements for co-ordinating the SEN provision**

The SENCO co-ordinates the school's SEN provision and her responsibilities are as follows:

- to liaise with and advise the staff of the school
- to manage a team of learning support assistants together with the SLT
- to co-ordinate the day to day provision for pupils' with special educational need
- to maintain the school's SEN profile and to oversee records on all pupils with SEN
- to provide specialised assessment when necessary to support class teachers' planning
- to contribute to the in-service training of staff
- to liaise with external agencies including SENCAN, psychology service, medical services, speech therapists etc.
- to liaise with the governor for SEN who is Ralph Bray
- to contribute to the monitoring of the school's Disability Equality Scheme and Disability Access Plan
- to coordinate and lead 'one planning meetings' and complete One Page Profiles and additional paperwork including Person Centred Plans, in liaison with the class teacher.

## **8. The Role of the Governing Body**

The Governing Body has important statutory duties towards pupils with Special Educational Needs.

- Determining, in co-operation with the Head Teacher, the school's general policy and approach to provision for children with Special Educational Needs, establishing the appropriate staffing and funding arrangements and maintaining a general oversight of the schools work.
- To have a named SEN governor who takes particular interest in and monitors the schools work on behalf of the children with Special Educational Needs.
- Children with Special Educational Needs are admitted to the school in line with the schools agreed admissions policy

## **9. Information about the school's policies for the identification, assessment and provision**

The Headteacher and SENCO, in consultation with the staff, determine the type and amount of support necessary to meet the needs of individual pupils in accordance with the LA criteria. For those SEN children who require 'SEN support', provision and resources are decided upon initially by the school. ECHP Plans can be for children who require specialist intervention. These are decided and agreed upon by the Local Authority and can involve health agencies.

## **10. How pupils with SEN are identified and their need determined and reviewed**

### **ASSESSMENT**

In order to help children with Special Educational Needs, our school has adopted a graduated response that encompasses an array of strategies as set out in the SEN Code of Practice 2014 and in accordance with Essex County Council guidelines:

In order to identify children with SEN we refer to our SEN criteria which supports staff in the process of assessment. We use the Provision Guidance Toolkit for further support and refer to the School Offer. The following information can be used in our assessments:

- Foundation Stage Profile
- Teacher Assessment
- Parental Concern
- Results of National Tests
- Provision Guidance Toolkit
- Results of standardised tests
- Referrals and information from other educational settings and agencies
- Recommendations from outside agencies
- SENCO and other staff observations

A pupil may also be identified to the school as having SEN by the following indicators:

- A pupil enters school with provision already in place
- The school is alerted by the parent or by an outside agency who has worked with the child and school assessment confirms this need.
- A pupil has a significant difficulty in learning, communication and interaction, social, mental and emotional health and/or a sensory or physical need particularly when compared to the majority of pupils of the same age. This may have been highlighted by the pupil's performance when screened on entry (Foundation Stage Profile – FSP) and/or by their subsequent progress.
- A pupil for whom the teacher has to significantly differentiate the curriculum or provide curriculum experiences which are additional to or different from the majority of the class.
- The school's Equality Duty plan monitors pupil achievement and inclusion.
- Each class has a SEN file which contains all up-to-date and relevant information for each pupil on the SEN profile, except sensitive and confidential information which is held by the Headteacher in a locked facility.
- Each child with an EHCP has an individual One Page Profile and outcomes and is highlighted on a class provision map. A planning meeting is held prior to creating these, to draw on the experiences and thoughts of the class teacher together with the SENCO, the parents and possibly outside agencies, if appropriate. The child is also invited to this meeting and it involves a 'person centred approach'. Outcomes for the child can be discussed in these meetings and school can decide how they can support the child in meeting these outcomes, as can parents.
- EHCP pupils also have termly meetings and annual reviews using set paperwork. We are required to send this paperwork to the LA. Specific guidelines on the conduct of these reviews have been issued by the Local Authority to all schools
- We keep a list of children on our SEND register in line with our pupil progress meetings, which is reviewed each month
- Children on the SEND register will have a PCP (person centred plan), agreed with the class teacher and shared with parents at parents evening
- The PCPs will be written in conjunction with the SENCO and time will be given for these meetings
- The Four Plus Ones will be used as a working document in the classroom to inform the PCP

## **11. Arrangements for the treatment of complaints**

The staff put great emphasis on the partnership between home and school and hope that all problems will be dealt with speedily by informal means - firstly with the class teacher concerned, the SENCO and then the Headteacher. Please see our complaints policy for further information.

## **12. Partnership with parents of pupils with SEN and Disability**

As stated previously, we value the partnership which we hope exists between the home and school. We like to feel our parents can approach us at any time on any subject related to their children or to the school in general. Any concerns expressed by parents are always seriously listened to and acted upon as soon as possible. Termly open evenings are held during the year to give parents a more formal opportunity to discuss their child's progress and welfare with the staff. Parents with children on the SEN profile receive copies of their child's paperwork and are invited to contribute to this. They are kept informed about any other developments regarding their child's progress and special provision when appropriate. Parents are made aware of the days when the SEN Co-ordinator is in school and are encouraged to make appointments. Home/school daily books are often used to liaise with the parents of children with SEND.

## **13. Medical Provision**

Please see our policy for 'Children with medical needs'.