Special Educational Needs Policy

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Contents:

Mission Statement XX

1. Aims and objectives XX
2. Responsibility for the coordination of SEN provision XX
3. Arrangements for coordinating SEN provision XX
4. Admission arrangements XX
5. Specialist SEN provision XX
6. Facilities for pupils with SEN XX
7. Allocation of resources for pupils with SEN XX
8. Identification of pupils' needs XX
9. Access to the curriculum, information and associated services XX
10. Inclusion of pupils with SEN XX
11. Evaluating the success of provision XX
12. Complaints procedure XX
13. In service training (CPD) XX
14. Links to support services XX
15. Working in partnership with parents XX
16. Links with other schools XX
17. Links with other agencies and voluntary organisations XX

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has 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 mainstream schools or mainstream post-16 institutions.

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

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March comes into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission statement

Willow Brook Primary School is committed to providing a high quality education for all of the children in our school. We believe that all children are entitled to have access to a broad and balanced curriculum and to be fully included in all aspects of school life. We are committed to maximum inclusion commensurate with meeting individual needs.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience at school.

At Willow Brook Primary School we aim to identify these needs as they arise and to provide teaching and learning contexts which enable every child to achieve to his or her full potential.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes delivering the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

- To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for and to eliminate prejudice and discrimination against children with special educational needs.
- To ensure that pupils with SEN are perceived and treated positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.

Objectives

- Identify the needs of pupils with SEN as early as possible by gathering information from parents, education, health and care services and feeding schools or early years settings – where applicable - prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCo and curriculum leaders and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils feel safe to voice their opinions of their own needs. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN and co-ordinating their day to day educational provision is Rebecca Sampson *[SENCO].*

3. Arrangements for coordinating SEN provision

The SENCO/SEN Manager will hold details of all SEN Support records such as provision maps, behaviour and management plans, IEPs or alternatives or structured conversations and subject targets for individual pupils.

All staff can access:

- The SEN Policy;
- A copy of the full SEN Register/List or alternative school document used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their IEP or alternative records of targets set/outcome monitoring.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the staff IT system on individual pupils and their special needs and requirements
- Information on current legislation and SEN provision
- Information available through Nottinghamshire's SEND Local Offer

This information is available to all staff in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

4. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

The school will work in partnership with parents, specialist services and other settings to make transition arrangements that meet the individual needs of the child. The school SENCO will create an appropriate transition plan that is achievable within the resources of the school.

5. Specialist SEN provision

Willow Brook Primary School has 6 pupils with SEN.

We are committed to whole school inclusion. We will work with the child, parents and specialist services to develop our provision to support every child's individual needs. For more information on our provision for inclusion see section ***10.***

The SENCO will work with the Family SENCO (representing The South Wolds Academy and its feeder Primary Schools) as well as the school's senior leadership team to allocate resources and staff appropriately, considering all pupils within school, including those with special needs.

6. Facilities for pupils with SEN

Once a child's specific needs have been identified we will work with the relevant specialist support services to ensure we comply with all relevant accessibility requirements as soon as practicable possibly. For example:

- *Physical environments*
- *Assistive technology*
- *Increased access to the curriculum and assistance during examinations*
- *School transport for curriculum activities*

7. Allocation of resources for pupils with SEN

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

The process for allocating resources within the school setting follows this pathway:

1. *Discussion between the class teacher and the SENCO in the first instance to raise a concern. The SENCO will direct the class teacher to appropriate resources within the school setting that could meet the pupil's needs. The SENCO and the class teacher will monitor the outcomes of this provision and determine whether progress has been satisfactory or provision requires escalation.*

2. *If additional resources including staff resources are required to meet the needs of the pupil then a discussion between the SENCO and senior leadership team would take place. Discussion needs to consider different funding streams that are relevant to the pupil's needs. This could include Pupil Premium, Continuing Care Packages and using the Capitation Element of school allocation for inclusive technology and adaptive furniture. The pupil's information will then be recorded on the SEN Provision Map. An individual action plan is drawn up, detailing provision and how it will be coordinated.*

3. *When additional resources have been allocated but the pupil has not progressed as expected, the SENCO will consider requesting input from external agencies at the expense of the school and/ or advice and support from the South Wolds Family Senco Group. The school will coordinate this and, with the external professional, monitor, review and evaluate the effectiveness of this provision.*

4. *If the additional resources required amount to a cost which is greater than the £6000 identified above, then additional funding can be considered by the Family of Schools through the moderation of an AFN bid (Additional Family Need). Within the moderation process the child's needs are matched against those of similar needs within the family and funding allocated accordingly. If a child's needs continue to escalate or at a high level within the AFN category further review and support can be sourced from the LA SEND officers.*

5. *Pupils identified with more complex needs who have been moderated by the Family of Schools as HLN (Higher Level Needs) will be referred to a multi-agency panel for further funding consideration.*

8. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy

A graduated approach:

Quality First Teaching

a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
b) Once a pupil has been identified as *possibly* having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
e) Through (b) and (d) it can be determined which level of provision the child will need going forward.

f) If a pupil has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
h) The child is formally recorded by the school as being under observation due to concern by parent or teacher but this does not place the child on the school's SEN list. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting Ask Us Nottinghamshire (formally the Parent Partnership Service on):

0115 804 1740

Education, Health and Care Plans [EHC Plan]

a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

The Senior Leadership Team review the school curriculum on a yearly basis or as directed by Government. During this time the SEN provision within it is reviewed and adapted, as necessary.

The SENCo and the class teacher are responsible for the following:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEN
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. Inclusion of pupils with SEN

The SENCo/inclusion manager oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by *curriculum manager/Senior Leadership Team* to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit, the Multi-Agency Safeguarding Hub *and the Primary Behaviour Partnership. The school can also buy in specialist advice as needed.*

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from s*taff, parents and pupils throughout the year. The can include through: parents' evenings, review meetings, structured conversations, pupil interviews, parent questionnai*re.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

There is an at least termly formal evaluation of the effectiveness of the school SEN provision and policy. The evaluation is carried out by the SENCo, Headteacher and SEN governor and information is gathered from an interview with the SENCo. This will be collated and published by the governing body of a maintained school (or the proprietors of Academy schools) on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint.

Our complaints policy is available as a paper copy from the school office and is also published on our school website.

13. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCo attends relevant SEN courses, family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section **11**).

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCo, who will then inform the child's parents.

The following services will be involved as and when is necessary:

- Schools and Families Support Services (SFSS)
- Educational Psychology Service (EPS)
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy (SALT)
- Ask Us Nottinghamshire (formally the Parent Partnership)
- Occupational Therapy

15. Working in partnerships with parents

Willow Brook Primary School believes that a close working relationship with parents is vital in order to ensure

a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
b) continuing social and academic progress of children with SEN
c) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through parent's evenings, IEP/provision reviews, and reports at the end of each year.

Parents can make contact with school if they have a particular concern about their child and/or the provision being made for their child.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Ask Us Nottinghamshire service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN governor – Clair Limon - may be contacted at any time in relation to SEN matters.

16. Links with other schools

The school is a member of the South Wolds family of schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

17. Links with other agencies and voluntary organisations

Willow Brook Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following:

- Nottinghamshire Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

Signed _____ *[Name]* **(Headteacher)**

Date _____

Signed _____ *[Name]* **(SENCo)**

Date _____

Signed _____ *[Name]* **(SEN Governor)**

Date _____

This policy will be reviewed annually.