



SEN Policy

October 2016

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 government reformed 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 came 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.

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 Ealing 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. The Ealing local offer can be found at the following website:

www.ealing.gov.uk/send

School Vision:

‘Greenwood Primary School, a warm and happy community where children and adults work hard together to succeed.’

School aims and objectives:

Aims:

We intend to meet every child's individual needs, thereby giving every child an equal opportunity to develop to his/her full potential - academically; socially; physically; spiritually; environmentally.

Objectives:

To value and acknowledge all pupils for the contribution they make to the school.

To promote each pupils self-image and sense of worth.

To offer all children a broad, balanced relevant and differentiated curriculum.

To identify special educational needs, to take appropriate action and to monitor and evaluate the effectiveness of the action taken to remedy these needs.

To initiate and maintain effective liaison with parents.

To whenever possible take into account the views of the individual child.

The schools' Special Educational Needs Coordinators:

SENCO – Nursery to Year 6 – Mr Jones (NASENCo Award)

Inclusion Manager – Mr Jones (Assistant Head)

Shadow SENCO – Miss Fayle

The Special Educational Needs Coordinator (SENCO) is a teacher with at least 1 responsibility point and is a member of the Senior Leadership Team.

The SENCO is responsible for:

- The day to day operation of the schools' S.E.N. policy and the monitoring and evaluating of its effectiveness.
- Liaising with and advising fellow teachers, classroom assistants and other adults within school.
- Coordinating provision for children with special educational needs in providing for pupils with a SEN Support or Education Health and Care Plan.
- Maintaining, overseeing and updating the records of all pupils with special educational needs.
- Assisting class teachers in liaising with parents of children of special educational needs.
- Liaising with external agencies where appropriate, including the Educational Psychology Service and other support agencies, Medical, Social, Traveller Support and voluntary agencies and the SENSs Team.
- Coordination of and preparation for special educational needs planning meetings (known as S.E.N. PLAN).

- Working closely with the head teacher in communicating information to assist the decision making process with regard to children of special educational needs.
- Ensuring S.E.N concerns are included in all aspects of the Senior Management team decisions and whole school planning.

Arrangements for coordinating SEN provision:

The SENCO will hold details of all SEN records for individual pupils.

All staff can access:

- The Greenwood Primary School SEN Policy;
- A copy of the full SEN Register.
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Ealing's SEND Local Offer
- 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.
- This policy is made accessible to all staff.

Admission Arrangements:

Where a parent seeks admission for a child with identified special educational needs the head/department deputy will consult with the parent and the previous school on the strategies required for successful transfer.

If the child has a Statement of Educational Need or Education and Health Care plan (EHC) the SENCO will discuss with the relevant authority the provision of additional support as identified in the Statement or EHC Plan before admitting.

S.E.N. Specialism and Special units:

The school has not had particular and repeated experience of any specific educational need, but has had varied experience of a wide range of special educational needs.

Special facilities related to access:

A disabled toilet and ramp access are available in the Junior department. The nursery also has a ramp and disabled toilets. Access to the infant department is available for wheel chairs but at present there is no disabled toilet in the infant main building.

Allocation of Resources for pupils with S.E.N.:

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 statements of special educational needs and Education Health and Care plans. The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The headteacher and the SENCO meet annually to agree on how to use funds directly related to statements.

Identification of pupils needs:

Identification

See definition of Special Educational Needs at start of policy.

The SEN code of conduct describes 4 broad categories of need.

These are :

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical

These four broad areas give an overview of the range of needs that Greenwood plans for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of the pupils by considering the needs of the whole child which will include not just the special educational need of the child.

The following list of factors are not considered to be SEN however can have an impact on progress and attainment.

- Attendance and Punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

The SEN Code of Conduct states that behavioural difficulties do not necessarily mean that a child or young person has SEN and should not automatically lead to a pupil being registered as having SEN.

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 then 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 register 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) A child may be closely monitored due to concerns by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parent's evenings.
- i) Parent's evenings are used to monitor and assess the progress being made by children.

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 SEN register. 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 teacher. They will work closely with teaching assistants and 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 of a child's progress will be made regularly. 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 where necessary 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.

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 an Education, Health and Care Plan 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.ealing.gov.uk/send

or by speaking to the schools Special Needs Co-ordinator.

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Ealing 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.

Provision for a balanced / broad curriculum for pupils with S.E.N:

Self esteem must be developed if children are to make progress and therefore:

1. All pupils should follow a P.H.S.E./citizenship programme;
2. Activities should have success opportunities built in at the planning stage;
3. Children's achievements should be related to what they have done, not what they can't do;

4. The achievements of all children in all areas should receive equal acclaim;
5. The schools behaviour policy recognises the importance of positive reinforcement;

Individual needs are met within the classroom setting by differentiation of the curriculum at the planning stage, both for children with learning difficulties and for children with special aptitudes and abilities. (Wave 1 as stated in The Primary Strategy)

Where support is involved (Classroom assistants), all adults should work as a team, planning together and monitoring progress. Children will have the opportunity to work in small withdrawal groups targeting their needs e.g. ELS, social skills groups (Wave 2 as stated in the Primary Strategy)

Some children will be provided with 1-1 opportunities involving focussed teaching opportunities such as Catch Up (Wave 3 provision) and medical provision such as Occupational Therapy programmes, and speech and language programmes.

We emphasise independence and self organisational skills and try to avoid over dependence on any support.

Children are rarely exempted from the requirement of following the National Curriculum.

Integration of children with S.E.N:

All children with special educational needs join in the activities of the school together with pupils who do not have special educational needs, unless there is a health and safety issue.

All staff have the responsibility of encouraging and monitoring the social integration of pupils with special needs.

The school aims to provide P.E. and sports activities which give opportunities for achievement by all pupils, regardless of their special needs.

Children with special educational needs will be fully integrated into the main classroom setting for the vast majority of their lessons.

Criteria for evaluating the success of the schools S.E.N. policy:

The degree to which:

- the school achieves early identification of a child's special educational needs.
- the school effectively assesses a child's special educational needs.
- the school makes effective and appropriate provision for a child's special educational needs.
- the school effectively records and monitors the progress of a child with special educational needs.
- the school makes appropriate and effective use of outside support agencies and services.
- the rate of progress for pupils with SEN matches that of their peer

Complaints procedure regarding S.E.N. provision:

Depending on the seriousness of the concern, the parents should first of all speak to the child's class teacher. If the concern is not resolved then they should speak to the school's S.E.N. coordinator, then the head teacher who will explain the procedure for making a complaint to the governing body if the parents are still dissatisfied.

Arrangements for S.E.N. in service training and the use made of teachers and facilities outside the school:

- The school regularly seeks advice from the Educational Psychology Service, SENSS, Primary Behaviour Team, SLT, OT Welfare and Social Services and others.
- The S.E.N. coordinator is released to attend appropriate courses.
- Non teaching staff are released to attend appropriate courses.
- S.E.N. provision and in-service training is included in the schools development plan.
- Other staff attend twilight or half day courses as appropriate. Attendance during the school day is limited by financial constraints but the school pays for course attendance through the borough buy back scheme. When necessary (for specific children or conditions) staff are sent on courses provided by other institutions e.g. The Institute of Education, The Dyslexia association, ADISS

Arrangements for partnership with parents:

The school will consult with and inform parents of any matters related to their child's special needs.

The school will take account of the wishes, feelings and knowledge of parents at all stages and record and act upon parental concerns.

The school will incorporate parents' views in assessments and subsequent reviews.

The school will provide information on the range of support available for children with special educational needs within the school and the L.E.A.. and will make every endeavour to provide information on local and national voluntary organisations which might provide information, advice and counselling for example Children and Families Consultation Service and Contin You Parent Partnership..

The school has parent evenings each term, where teachers can feedback information to parents of children with special educational needs and where parents can voice any concerns.

Other appointments at the request of the parents or the school are arranged as appropriate. See section on review procedures.

The school will endeavour to involve the pupils in the decision making process related to their special needs.

The school will record pupil's views in identifying difficulties, setting goals, agreeing a development strategy, monitoring and reviewing progress, where appropriate.

The school will involve pupils in implementing SEN Support Plans.

Transfer arrangements:

At the time of the transfer to high school all relevant records are passed on to the receiving school.

Direct contact is made with the receiving school's S.E.N. coordinator and/or teacher who is responsible for pastoral care, the deputy head teacher or head teacher.

When reviews of children who are in Year 6 are taking place, an appropriate member of staff from the receiving school is invited to attend.

When a child transfers to a new primary school the receiving school will be sent all Special Needs information as soon as possible.

On transfer from an early years provision every effort will be made to obtain information regarding any special needs.

Links with Health and Social Services/Education Welfare Services/Voluntary Organisations:

If the school suspects that a child's difficulty is related to a medical condition, disability or developmental delay, having obtained the consent of the child's parents, the school will consult with the school nurse, health visitor or request that the parents ask for advice or a referral from their own GP. With parental permission the school will make a referral to the Speech and Language therapy service.

The school works closely with the speech and Language service and has been involved in the Standards Fund project for improving speech and language for children in the Foundation Stage since its inception. The school has received accreditation from the ICAN charity for supporting children's speech and language development.

In appropriate cases, the school will inform and liaise with Social Services and the Education Welfare Services, to register concerns about a child's welfare and to put into practice the procedures related to child protection issues.

If a child's special needs are related to an attendance issue this information will be passed on to the Educational Social Worker for appropriate action.

Representatives from the appropriate services, the schools psychology Service and the L.E.A.'s SENSS Team, and Primary Behaviour Team are present, when appropriate, at the schools' half termly S.E.N. PLAN meetings, when individual cases are discussed.

The school will have access to mentoring and counselling services through the Place To Be charity based in the school. School referrals will be made through the school SENCO.

Assessment:

As far as possible all children will be given the opportunity to take part in National testing at the appropriate level. Special arrangements for the end of Key Stage tests will be made by following the correct procedures (as stated by The Standards and Testing Agency).

When such tests are not appropriate Teacher tasks and assessments will be used to make a decision of the child's levels. These will include use of the P levels for all children not yet working at level 1 of the National Curriculum (this does not include children in the Foundation stage or EAL learners at the early stages of acquiring language).

All children will have their achievements tracked throughout the school and this data will regularly be analysed and discussed at pupil progress meetings. The SENCO will be responsible for analysing the SEN children's progress from KS1 to KS2 SATs. This information will be made available to the Headteacher and Senior Management Team to inform future policies.

S.E.N children will be regularly assessed through targeted marking, class tests, sample work, teacher & LSA observations and the use of standardised spelling and reading tests. When necessary the SENCO will request formal testing from other professionals. These assessments will be made available to parents.

Other Policies:

This policy is related to the following

- All subject policies
- Assessment policy
- Behaviour Policy
- Child Protection Policy
- Attendance policy
- Homework policy
- Disability Equality Policy

Further reading/information/references:

- The Special Educational Needs Code of Practice (2014)
- The Primary Strategy
- The S.E.N. Toolkit
- The P levels – setting targets for Children with Special needs

All the above are available from the SENCO as are various books, articles and leaflets on specific areas of SEN.