

LANGDON
PRIMARY SCHOOL

Special Educational Needs Policy

Created Summer 2019

Agreed by the Governing Body 11.6.19

Due for review Summer 2020

Special Educational Needs Policy

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Rationale

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realize: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

This document is a statement of the aims, principles and strategies for provision for children with Special Educational Needs at Langdon Primary School.

KCC guidelines and ‘SEN Code of Practice’ (January 2015) have been taken into consideration in formulating this policy. This document conforms to those guidelines, although the format differs from those in the Code of Practice.

This document provides a framework for the identification of and provision for children with special educational needs.

Aims

- To identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, behavioural, communicative or cognitive development.
- To ensure that these children are given appropriate support to allow every child full access to the National Curriculum in a positive framework.
- To ensure children with a Special Educational Need or disability make appropriate or better levels of progress and to close the achievement gap between these children and their peers.
- To ensure that these children are fully included in all activities of the school in order to promote the highest levels of achievement.
- To involve parents, pupils and others in a developing partnership of support, enabling them full confidence in the strategy as adopted by the school.

Objectives

These objectives are derived from the aims and guide our decisions in relation to planning provision.

- To provide a broad, balanced and suitably differentiated curriculum relevant to pupils needs, through all staff sharing responsibility for SEN.
- To demonstrate that meeting the needs of children’s learning and/or behaviour is part of a high quality mainstream education.
- To plan for any pupil who may at some time in their education have Special Educational Needs.
- To promote self worth and enthusiasm by encouraging independent learning at all ages.
- To give every child the entitlement to a sense of achievement.
- To identify, monitor and support pupils who will need extra resources and/or teaching help as early as possible.

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- To work in partnership with the child's parents and external agencies to provide for the child's needs.
- To regularly review the policy and practical arrangements to achieve best value.

Roles and Responsibilities

All members of the school community work towards the school's aims by:-

- Using school procedures for identifying, assessing and making provision for pupils with SEN.
- Sharing a partnership approach to provision.

The Governing Body in co-operation with the Head Teacher:-

- Determines the school's general policy and approach to the provision for children with SEN.
- Establishes the appropriate staff and funding arrangements and maintains a monitoring oversight of the school's work.
- Is responsible for reviewing the SEN Policy.
- Has appointed Mrs Chris Hilson as the Link Governor with responsibility for Special Needs. Mrs Hilson will monitor and support the school's work on behalf of the children with SEN.

The Head Teacher:-

- Has strategic responsibility for overseeing the provision of support for children with SEN and keeping the GB fully informed.
- Is responsible (with the GB) for monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken.
- Will take on the responsibility as Special Educational Needs Coordinator.

The Special Educational Needs Co-ordinator (SENCo) is responsible for:-

- The daily implementation of the SEN Policy.
- Liaising with and advising parents, teaching and support staff.
- Managing and Leading the Teaching Assistant team.
- Coordinating the provision for children with SEN.
- Monitoring the effectiveness of provision for children with SEN, including assessment outcomes and progress.
- Overseeing the records of all children with SEN.
- Contributing to the in-service training of staff.
- Liaising with external agencies, inc the LA (CoP 5:32 and 6:35).

Teachers:-

- Are involved in the development of the SEN Policy.
- Must all be aware of the school's procedures for identifying, assessing, monitoring and making provision for pupils with SEN.
- Take responsibility for making arrangements to meet the needs of children with SEN in their classroom including ensuring high quality teaching, differentiated for individual pupils and the day to day management of the teaching assistants.
- Monitor the effectiveness of provision in light of assessment and progress tracking data, and make necessary amendments to provision in order to secure good outcomes for the child's learning and/or well being.
- Liaise with parents and the pupil to ensure that they are aware of the child's special needs and that their wishes and views are heard and considered when planning to meet the needs of the child.

Teaching Assistants:-

- Must be aware of the school procedures for meeting the needs of children with SEN.
- Work, under the direction of the class teacher and/or SENCo, to provide appropriate and tailored support to meet the needs of children with SEN.
- Keep records to inform assessment of attainment and progress.

Roles as of Summer 2019:

- SEN Governor: Mrs Chris Hilson
- Headteacher: Mrs Lynn Paylor Sutton
- SENCo: Mrs Lynn Paylor Sutton

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Admission Arrangements for Pupils with SEN

The school strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All pupils are welcome, including those with SEN, in accordance with the LA and school Admissions Policies. According to the Education Act 1996, (Section 316), if a parent wishes to have their child with a statement educated in the mainstream, the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent this incompatibility.

Allocation of Resources

- The SEN budget devolved to schools by the LA aims to distribute available funds as equitably as possible between schools according to relative levels of need based on socio-economic and additional educational needs factors.
- The budget should be used to meet teaching, support and curriculum expenses.
- Additional funds are allocated to pupils with Education and Health Care Plans.
- The Head Teacher/SENCo, is responsible for ensuring the effective use of these resources and the deployment of the designated support staff.
- Action to meet pupils SEN happens in a variety of ways:
 - Assessment, planning, doing & review
 - Grouping for teaching purposes
 - Additional human resources
 - Curriculum and teaching methods
 - Development of practice through training and collaboration with other schools, planning, review and liaison time, improved staff-child ratio and use of alternative resources.

Identification, Assessment and Monitoring

When a pupil enters the school, staff assess their level of attainment and monitor progress to identify need at the earliest point. This enables them to make effective provision to meet the child's need which will improve long-term outcomes for the child or young person. High quality teaching within the usual classroom environment is our first priority before intervention is considered. Where a child fails to attain in line with their peers or make expected progress then specific interventions are considered and implemented. All staff are vigilant when considering pupil attainment and progress and timely action is put in place to address any concerns. Monitoring of the quality of intervention and of its impact is part of the wider school monitoring timetable and ensures that children are getting the best from any work adults undertake with them in order to address their needs.

Staff employ a four stage approach when planning to meet the needs of children with SEN ie assess, plan, do and review. At each stage the impact of any intervention and/or teaching is paramount.

Assess

In identifying a child as needing SEN support the class teacher, working with the SENCO, carries out a clear analysis of the pupil's needs. This draws on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It also draws the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services.

These assessments are reviewed regularly, at least 3 times per year. This helps to ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is monitored.

In some cases, outside professionals from health or social services are contacted to support the school with assessing a child's needs.

Plan

The support and intervention provided is selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and is provided by staff with sufficient skills and knowledge. Training is made available to staff where necessary.

Parents are made aware of any planned support and interventions and, where appropriate, parental involvement at home is encouraged in order to reinforce or contribute to progress.

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Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil. They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The impact and quality of the support and interventions are regularly evaluated, along with the views of the pupil and their parents. The class teacher, working with the SENCO, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

The staff at the school plan to meet children's individual needs in the following four broad areas. They are aware that in practice, individual children or young people often have needs that cut across all these areas and that their needs may change over time. Detailed assessments of needs ensures that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual is always based on a full understanding of their particular strengths and needs and we seek to address them all using well planned interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autistic Spectrum Disorders, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

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Education and Health Care Assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school in consultation with the parents may request an Education, Health and Care needs Assessment in line with Local Authority procedures.

Where an Education and Health Care Plan is issued the school will follow Statutory and Local Authority guidelines in terms of meeting the requirements of the individual's plan and for reviewing the plan. At all times, the fundamental principles included in this policy for assessing, planning for, implementing and reviewing strategies for supporting a child's needs will be applied when a plan is in place since this is regarded as a model for good practice.

Providing Curriculum Access and Inclusion

Pupils with SEN will have access to a balanced and broadly based National Curriculum, with the opportunity to join in all the activities of the school.

The school strives to be an inclusive school, engendering a sense of community and belonging through its:-

- Inclusive ethos.
- Broad and balanced curriculum for all children.
- Systems of identification of barriers to learning and participation.
- Use of differing strategies in order to effectively engage children in the learning progress.
- High expectations and suitable targets for all children.
- Access to support for learning from tutors, additional teacher and teaching assistants.

Evaluating Success

The success of the school's SEN Policy and Provision is evaluated through:-

- Monitoring of classroom practice by the Head Teacher/SENCo and other Subject Leaders.
- Analysis of tracking data and test results
 - For individual pupils
 - For groups
 - Value Added data for SEN pupils
 - Monitoring of procedures and practice by SEN Governor
 - School self-evaluation, using a variety of approaches (School Self Evaluation, SIP, Quality Assurance monitoring, Action Plans).

Complaints

Any complaints regarding the SEN Policy or the provision made for children with SEN should be addressed:-

- In the first instance to the Class Teacher.
- If parents need further advice they should arrange a meeting with the Head Teacher/SENCo.
- If they still feel concerned they may contact the SEN Governor and/or the Information, Advice and Support Kent (IASK) Service who may allocate an individual parent supporter or refer to the mediation service .
- The school will inform parents of these services.

All should follow the procedure as outlined in the Complaints Policy.

Partnership within and beyond the school

Staff Development

The auditing of training needs is based upon the TTA National Standards for SENCos and specialist teachers of SEN as well as School Improvement Plans.

- SENCos, Teachers and TAs will attend SEN courses which are of interest and have a particular relevance to the children they are supporting.

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- Staff are given regular opportunities for school based INSET to develop their confidence and skills in working with SEN children.
- Governors will be informed of school-based training and are invited to attend.
- Staff will be involved in developing practices that promote Whole School approaches to SEN.

Working in Partnership with Other Agencies

External Support Agencies

The School has arrangements for securing access to external support services for pupils with SEN. This may include liaison with Special Schools and other specialist provision.

There is regular liaison and exchange of information between SENCo/SEN Admin staff and these services, particularly during Local Inclusion Forum Team Meetings.

Lists of these agencies, experts and contact numbers are available from the Head Teacher/SENCo.

Partnership with Parents

We aim to promote a culture of co-operation with parents, schools, LAs and others. We will do this through:-

- Ensuring all parents are aware of the school's arrangements for SEN including opportunities for parents to meet the Head Teacher/SENCo.
- Involving parents as soon as a concern has been raised. This may be done at parents' consultations or by personal appointment with the class teacher.
- Providing access to the Head Teacher/SENCo to discuss the children's needs and approaches to address them, perhaps using groups through Provision Mapping.
- Supporting parents' understanding of external agencies and procedures.
- Undertaking Annual Reviews for children with Education and Health Care Plans.

The voice of the child

In this school we encourage pupils to participate in their learning by:-

- Being involved in target setting and identifying teaching and learning strategies that work for them.
- Incorporating their views in every aspect of their education.
- Encouraging self-advocacy and independence.

Links with other schools

- We will ensure that all transfers between schools are planned, monitored and supported to ensure successful outcomes for children.
- We will consult the LA and Governing Bodies of other schools, when it seems necessary or desirable in the interests of the coordinated SEN provision in the area as a whole.
- We will collaborate with all other support services and agencies involved with the child and parents and where appropriate make joint planning arrangements.

This policy should be read alongside the school's annual Special Educational Needs Report.

This policy and the SEN Report are monitored by the Governing Body and will be reviewed annually in accordance with statutory guidelines.