

SEN Policy



September 2017
SENCo: Laura Davies
SEN Governor: Anne Clayton

Thorpe Primary School welcomes our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Introduction

Thorpe Primary School is dedicated to meeting the educational needs of all our pupils. Our objective is to ensure that through a whole school approach, we address barriers to learning to enable all children to achieve their full potential. We endeavour 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 (Code of Practice 2014).

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been created by the school's SENCO with the SEN Governor in liaison with the SLT and staff.

Definition of Special Educational Needs

The 2014 Code of Practice says that:

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.

The 4 areas of need are identified as:

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

Students 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. Likewise, we will recognise the special needs of those more able than most, which are addressed in a separate policy.

Aims

We have high expectations of all of our children. We are committed to ensuring all children achieve their full potential by;

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming the potential barriers to achievement

Our specific objectives are:

- To identify and assess individual pupils' needs as early as possible
- To ensure all pupils experience a broad, balanced, relevant and differentiated curriculum
- To structure teaching groups and the curriculum in order to match as closely as possible the needs of the pupils
- To integrate those pupils with special educational needs as fully as possible within the framework of the school
- To ensure appropriate and relevant information is available in order to address the evolving needs of all pupils
- To ensure effective communication between parents and school
- To promote effective partnership and involve outside agencies, when appropriate
- To ensure that all pupils, staff, governors and parents are aware of the special needs provision within the school

Equal Opportunities and Inclusion

Throughout school we meet the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is vital that we meet the diverse needs of our pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-cultural society.

Identification, Assessment and Provision

We are committed to the early identification of areas of concern and we use a range of formal and informal methods of assessment. We have adopted the LA graduated response to meeting special educational needs (Appendix A).

Children with SEN are identified by one of three assessment routes, all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every child is monitored following assessments, at pupil progress meetings and termly raising attainment meetings, held with year group teams, the Raising Attainment Leader, Pupil Premium Leader and SENCo. Where children are identified as not making progress in spite of Quality First Teaching, they are discussed with the SENCo and Raising Attainment Leader and a plan of action is agreed.
2. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers.

3. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support.

The four broad areas of SEN give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. At school we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

There are a number of non SEN factors which may impact on progress and attainment:

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- 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

At Thorpe, we have a high number of children whose first language is not English. Identification and assessment of the special educational needs of these children requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs

A Graduated Approach to SEN Support

When a pupil is identified as having special educational needs, school will provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. A child will be placed on the SEN Register when despite receiving differentiated learning opportunities, they:

- make little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- show signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas
- have sensory or physical problems, and continue to make little or no progress despite the provision of specialist equipment
- have communication and/or interaction difficulties, and continue to make little or no progress despite the provision of a differentiated curriculum

The SENCo along with other colleagues, the family and the child (when appropriate) should decide on the action needed to help the pupil to progress in the light of the earlier assessments and within the resources available. This support might be:

- to provide different learning materials or special equipment
- to introduce some group or individual support
- to devote extra adult time to devising the nature of the planned intervention and to monitor its effectiveness
- to undertake staff development and training aimed at introducing more effective strategies
- access to LA support services for one-off occasional advice on strategies or equipment or for staff training may make it possible
- to provide effective intervention without the need for regular or ongoing input from external agencies

A Pupil Profile will be written for all SEN Support children, outlining assessment levels, targets, any planned intervention, attendance, and attitude and effort judgements. Profiles will be reviewed at least termly and shared with parents.

Children requiring enhanced resource provision or specialist support from professional services such as Autism Outreach, Sensory Support, Educational Psychology, Occupational Therapy, Physiotherapy ('Targeted Specialist'), will receive a more detailed Support Plan.

Specialist SEN Support and Education, Health and Care Plans

If children fail to make progress, in spite of high quality, targeted support, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- a child's needs are highly complex and require a bespoke placement or highly individualised long term arrangements
- a child's achievements are so far behind their peers that we think it likely that the child will at some point benefit from special school provision

Partnership with parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a particular interest in special needs and is always willing to talk to parents.

We have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Pupil participation

In our school we encourage children to take responsibility and to make decisions. Children are involved at an appropriate level in setting targets on their Pupil Profiles and in reviewing them at mentoring meetings in KS2.

Adaptations to the curriculum teaching and learning environment

Thorpe Primary is disability friendly. The school is one level, corridors are wide and we have an easy access toilet. We generally find that no additional adaptations to the building are necessary for children with physical disabilities. Other adaptations to the physical environment would be made, as appropriate, to accommodate children with other sensory disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASD etc. This is good practice to support all children but is vital for those who particularly need it. All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

Access to extra-curricular activities

All of our children have equal access to before school, lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Children with social, emotional and mental health needs

Behaviour is not classified as an SEN. If a child shows consistent unwanted behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences.

If the child is felt to have long-term social, emotional or mental health needs, for example with anger management, the school offers a range of social skills interventions. These are generally delivered by TAs who develop good, trusting relationships with the children.

All children's behaviour is responded to consistently in line with our Behaviour Policy, although reasonable adjustments are made to accommodate individual needs.

Transition Arrangements

Transition into and within school:

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes - including from the nursery - as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Transition to Secondary School:

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENCO is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

Supporting Pupils with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have special educational needs and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Pupils with medical conditions are supported through Health Care Plans written in partnership with parents and health care professionals. Full details can be found in the school's Medical Policy.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND is Anne Clayton.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Monitoring and review

The effectiveness of the SEN policy will be monitored regularly by or through:

- the monitoring of standardised test results/Foundation Stage Profile
- progress against individual targets
- pupils work/interview /tracking
- classroom observation and /or review of planning documents
- senior management meetings
- professional dialogue with colleagues and parents
- governing body through their monitoring policy and meetings with designated SEN governor
- audit of those identified as underachieving

Policy agreed by Governors February 2017

Policy amended with names (change of SENCO and SEND Governor)

September 2017

To be reviewed February 2018

