

Welford on Avon Primary School



Special Educational Needs Policy

Written by JR Leeman
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To be reviewed February 2020

Welford on Avon Primary School Special Educational Needs (SEN Policy)

Definition

Welford on Avon Primary School values the abilities and the achievements of all its pupils and is committed to providing the best possible environment for learning for each pupil.

Our SEN policy reinforces our commitment to inclusion and the entitlement of all pupils to a balanced, broadly based curriculum. Our SEN policy reflects the need for teaching that is fully inclusive. The governing body will ensure that appropriate provision will be made for all pupils with SEN.

The SEN Aims

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career.
- To create an environment that meets the special educational needs of each child.
- To ensure that SEN pupils take as full a part as possible in all school activities.
- To regularly review and evaluate children's progress and to work in partnership with parents and children throughout the process.

We recognise that many pupils will have special educational needs at some time during their school life. In implementing this policy, we believe pupils will be helped overcome their difficulties.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils

Education Inclusion

In our school we aim to offer excellence and choice to all our children whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel a valued part of our school community. Through appropriate curricular provision, we respect the fact that children

- Have different educational needs and behavioural needs and aspirations
- Require different strategies for learning

- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

Definition of Special Educational Needs

A child has learning difficulties if he or she:

- A) Has a significantly greater difficulty in learning than the majority of children of the same age
- B) Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for of the same age in other schools within the LA

Children must not be regarded as having learning difficulties solely because their home language is different from that in which they are taught.

Welford on Avon will have due regard for the Special Needs Code of Practice when carrying out duties towards all pupils with Special Educational Needs and ensure that parents are notified when SEN provision is being made for their child.

Roles and Responsibility

The SEN team is

Mrs Julie Leeman (SENCO)

Mrs Sarah Kemp (SENCO Assistant)

Mrs Sally Yates (SEN Governor)

The Role of the SENCO Team

- Overseeing the day-to-day operation of the school's SEN policy.
- Liaising with and advising fellow teachers.
- Managing the SEN team of teachers and teaching assistants.
- Coordinating provision for pupils with special educational needs.
- Overseeing the records on all pupils with special educational needs.
- Liaising with parents of pupils with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies.
- Liaising with the head teacher.
- Reporting to governors
- Managing the annual reviews of Educational Health Care Plans
- Allocation of resources

For effective co-ordination staff must be aware of:

- The procedures to be followed
- The responsibility all teachers have in making provision for SEN pupils

- The commitment required by staff to keep the SENCO and Headteacher well informed about Pupils Progress
- Mechanisms that exist to allow teachers access to information about SEN pupils.
- What exactly constitutes a 'level of concern' and at which point school action is initiated.
- Mechanisms that exist to alert the SENCO to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEN provision.

The Role of the Governing Body

The Governing Body does its best to secure the necessary provision for any pupil identifies as having Special Educational Needs. The governors ensure through Headteacher delegation, that all teachers are aware of the importance of dealing with these children. They monitor the success of the schools policy for children with special educational needs.

The monitoring Criteria include:

- Evidence from monitoring classroom practice by SENCO
- Analysis of pupil tracking data and test results (for individuals and groups of children)
- School development plan
- Pupil Progress Meetings

Identification, Assessment and Provision

Where children do not respond to differentiation and do not make adequate progress, there is a need for the school to do something additional or different. This school based SEN provision is described as SEN SUPPORT

We recognise that the identification of a child's needs can be made by a number of people including, GP, Health visitor, previous teachers or parents

- Early identification is vital and the school uses a gradual response. The class teacher makes an initial identification and informs the SENCO and the parents at the earliest opportunity to share concerns and to enlist their active support and participation.
- The class teacher collates evidence (work samples, test results progress indicators for English, Mathematics, independent learning and behaviour etc) and if a lack of progress is evident, records their concerns. The SENCO together with the class teacher will decide whether it is appropriate to place the child on the SEN register and reasons why.

SEN Support

SEN Support could be further assessment, additional or different teaching materials or a different way of teaching and it might sometimes, but not always, be additional adult support.

The SENCO and the class teacher will work closely with the parents and children to produce an Individual Education Plan (IEP) outlining specific, measurable targets and strategies to support and meet them. The child's progress will be carefully monitored and the IEP will be reviewed termly.

For some children whose progress continues to cause concern and have not made adequate progress the school may request advice and support from external agencies. These may include Educational Psychologist, Speech and Language Therapist, Early Intervention Services, Occupational Therapist.

Advice on new targets and fresh strategies will be implemented by the class teacher based on the advice they receive from external agencies.

Educational Health Care Plan

An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

The school send a wealth of evidence about the child and the LA has 6 weeks to decide whether to carry out an EHC assessment. If they decide to carry out an assessment the school may need to send additional information. This will include a detailed report from parents and the views of the child. Parents may seek out assistance from the school and from Warwickshire SEND Information, Advice and Support Service

<https://www.family-action.org.uk/what-we-do/children-families/special-educational-needs-services-children/warwickshire-parent-partnership-service/>

If a child's needs cannot be met through SENCO Support, the school may consider the need for an Educational Health Care Plan. This information will be gathered by the SENCO team which includes information about the child's progress over time and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs including any resources or special arrangements put in place.

Educational Health Care Plans involve the consideration by the LA, working cooperatively with parents, the school and other agencies as to whether an EHC assessment of the children's special educational need is necessary

Educational Health Care Plans:

The LA may decide to make and implement an Educational Health Care Plan setting out the child's needs in detail and the special educational provision to be made for them.

The EHC Plan states what special educational provision the pupil should have and the type of school the child should attend. LAs have a duty to arrange the provision specified and the governing body of a maintained school specified in the EHC Plan has a duty to admit the pupil if it is named in the plan.

Annual Reviews

Head teachers have a full part to play in the review of EHC plans, which must be carried out at least every 12 months (the annual review) to check the pupil's progress and the EHC Plans continuing relevance. The head teacher must seek advice from interested parties, arrange the annual review meeting and submit a subsequent report on the meeting to the LA and to everyone concerned in the review. The view of the young person should be sought and they should be invited to the annual review meeting.

The annual review should aim to:

- assess the pupil's progress towards meeting the objectives specified in the statement and to collate and record information to help in planning support for the pupil
- assess the pupil's progress towards meeting the targets set the previous
- review the special provision made for the pupil, including the appropriateness of any special equipment provided
- consider the continuing appropriateness of the statement in the light of the pupil's performance during the previous year, and any additional special educational needs which may have become apparent in that time, and thus to consider whether to cease to maintain the statement or whether to make any amendments
- set new targets for the coming year, if the statement is to be maintained.
- Include a costed IEP for review and renewal

Partnership with Parents:

At all stages of the special needs process the school keeps the parents fully informed and involved. We have regular meeting to share the progress of the children with parents and take account of their wishes, feelings and knowledge at all stages. We encourage parents to make an active contribution to their child's education.

Partnership with Pupils:

Whenever appropriate from an early age children are encouraged to be actively involved in setting targets for their IEP's and reviewing their performance.

Monitoring and Review

The SENCO monitors the movement of children within the SEN system in school. The SENCO provides the Headteacher with regular summaries of the impact of the policy on the practice of the school.

The SENCO is involved in supporting teachers involved in drawing up Individual Educational Plans for children. The SENCO and the Headteacher hold regular meetings to review the work of the school in this area. The SENCO and the governor with responsibility for special needs also hold termly meetings.

Additional Information:

<https://www.gov.uk/children-with-special-educational-needs/overview>

<https://www.family-action.org.uk/what-we-do/children-families/special-educational-needs-services-children/warwickshire-parent-partnership-service/>