

Market Harborough C of E Academy

Special Educational Needs Policy



SEN Policy

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| This policy replaces | Previous Policy |
| Date policy approved by Governing Body | Jan 2019 |
| Date of next review | Jan 2021 |
| Reviewer | Inclusion Lead [SLT] SEN Governor, Teaching and Learning Committee |

RATIONALE

In our school, we believe that all children, whatever their ability, should have the best possible access to a broad and balanced education. Many children during their school life will encounter some difficulty in learning and we hope to address those needs through effective teaching, planning, close monitoring and assessment. Every teacher is a teacher of every child, or young person, including those with SEND.

We would define a child with SEND as one who has significantly greater need for help than their peers in a particular aspect of the curriculum, or in their general learning. We believe parents have an important role and they should be involved as much as is possible in their child's education and inclusion.

PURPOSES OF THIS POLICY

- To identify and monitor a child's needs at the earliest possible stage.
- To inform all teaching personnel of the procedures (see below) for identifying SEND.
- To ensure there are records which are clear, factual, up to date and reliable and follow the child throughout the school, including information received from previous schools.
- To encourage parents to be involved with their children's education from the earliest stage and provide them with information about the intervention/s their child is receiving.
- To ensure there is equal access to the curriculum and equal opportunities for all children with SEND.
- To promote a positive image for children with SEND
- To keep parents and governors informed.

BROAD GUIDELINES

Our policy is in line with the current Code of Practice.

- We ensure access for all children to a broad and balanced curriculum and aim to be fully inclusive.
- We identify and assess problems as early as possible in order to remove barriers to learning and raise expectations and achievement of pupils with SEND. Children are included on a SEND register where appropriate.
- We carry out whole school assessments in order to identify needs and set targets.
- Progress is reviewed regularly in consultation with all parties concerned. We keep clear and thorough records. Our Inclusion Leaders/SENCOs oversee work with individuals and small groups of identified children, in order to teach, review and assess. The Inclusion Leaders/SENCOs work in partnership with parents, outside agencies, the local authority and other schools as appropriate.
- The Inclusion Leaders/SENCOs attend SENCO forums to receive up to date information regarding all aspects of SEND.

- SEND matters are raised at Governors' meetings.
- We set aside money from the budget each year for SEND resources.

**The named SENCo is:
Erica Biddle**

IDENTIFYING CHILDREN WITH SEND

A child has special educational needs if he/she has:

- Medical difficulties, e.g. physical disabilities/ impaired hearing/vision
- Significantly greater difficulty in learning than other children of his/her age.
- Speech, language and communication difficulties
- A diagnosed disability eg Autistic Spectrum Condition, Dyslexia,
- Attention Deficit /Hyperactivity Disorder,
- Behavioural/ emotional difficulties

Teachers or parents may express concern about the following:

- language difficulties – speaking/writing/reading
- lack of concentration
- lack of motivation; underachievement
- lack of co-ordination – P.E./handwriting/use of implements
- an able child unable to reach his/her full potential due to speed of handwriting and speed of processing

PROCEDURE

Whole school assessments are carried out each term in Reading, Writing and Maths to identify learning needs and ensure appropriate support is given. Baseline assessments/tests are also considered.

Systematic records are kept at every stage by the teacher and SENCo.

The triggers for intervention could be records from a previous school, the teacher's or parent/carers' concern, underpinned by evidence about a child, who despite receiving differentiated learning opportunities:

- makes little or no progress even when teaching approaches are targeted particularly at a child's identified area of weakness.
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment.
- presents with persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.

- has sensory or physical problems and continues to make little progress despite the provision of specialist equipment.
- achieves a significantly low score in standardized screening/assessment.

PUPIL PROGRESS MEETINGS

1. Class Teachers together with senior leaders look at the assessment information and decide the appropriate intervention to meet individual children's needs.
2. Classroom intervention – child receives support in a small group or 1:1 outside classroom with a teacher or a Learning Support Assistant.
3. After review, a decision is made as to whether the child:
 - Needs to continue with the current intervention
 - No longer requires a special intervention programme.
 - Has more complex difficulties and specialist outside agency involvement is sought

SCHOOL SUPPORT

When a child is identified as needing support the class teacher provides interventions which are additional to and different from those provided as part of the usual differentiated curriculum.

If further support is needed:

1. The SENCo may seek advice from outside agencies, e.g. Education Psychologist, Speech Therapist, Occupational Therapist, Advisory teachers for children with Autistic Spectrum Condition, Social Services, Early Help Team, Early Years Team, etc.

Records are kept of any information and advice received from these sources.

Links with outside agencies can involve sharing of expertise through courses, in-school training and the setting up of specific groups with support from professionals from these services.

When advice from an outside agency is required:

2. The SENCo and parent complete a referral form.

A visit and/or further assessments may follow.

3. Provision is adapted to meet the child's needs.
4. Progress is monitored.
5. A review date is set for information to be updated and shared

6. A decision is made as to whether the child: -
- continues at School Support
 - progresses to more intensive support
 - would benefit from a Team Around the Child/ Family meeting
 - no longer requires intensive support

If more intensive support is needed:

- Parents are then asked to agree to the initiation of a full assessment.
- The school must decide whether to ask the LA to proceed with statutory assessment for an Educational Health Care Plan (EHCP).
- The school completes an assessment form which details history of advice and support.
- This information is sent to the SEND Panel who decide whether the child should go forward for a full assessment.
- LA decides whether to proceed with Statutory Assessment and the completion of an Education Health Care Plan.

RECORD KEEPING

Ongoing class records include:

- the class teacher's records, which can form the basis for further work
- a SEND folder maintained by the class teacher, including for example:
 - records kept of 1:1 or small group work.
 - E.P Reports where appropriate
 - Impact Trackers
 - One page profiles of children in the class with SEN
 - minutes of meetings
 - reports from outside agencies
 - any relevant medical information

Records kept by the Inclusion Leader/SENCo include:

- Special Needs and Disability Register
- copies of completed referral forms
- reports from outside agencies
- Archive Individual Educational Plans and Impact Trackers
- Case Studies
- Assessments

PARENT/SCHOOL PARTNERSHIP

We develop a working partnership between parents and the school, in which parents are encouraged to be open and confident, as they have a unique knowledge and information to impart. Therefore, the school aims to:

- inform parents of any concerns as soon as possible
- encourage parents with concerns to approach the Headteacher, Class Teacher or Inclusion Leader/SENCo as soon as possible
- consider the wishes, feelings and knowledge of parents at all stages
- contribute to the parents' own understanding of how best to help their child
- support parents who may lack confidence in dealing with a difficulty concerning their child
- encourage reinforcement of any structured approach at home
- encourage the use of local community services where necessary, e.g. family therapy/support, Speech and Language Therapy, Targeted Family Support
- provide information on the support available for children with SEND within the context of the school and the LA, and wider where appropriate

RESOURCES

The school receives funds which are delegated specifically for pupils with special educational needs and disabilities. The Governors are responsible for ensuring that these funds are used for pupils with special educational need and disabilities, whether or not they are the subject of an EHC Plan. Where a pupil has an EHC Plan, money specifically for the use of that pupil may be allocated by the authority in which the pupil lives.

The school may also use Pupil Premium Funding where a pupil is registered as SEN and is also in receipt of Pupil Premium grant to address the needs of these pupils and enhance learning and achievement.

Pupils with SEND may require additional resourcing from the main school budget to meet their needs. Money allocated to SEND may be used to:

- provide additional learning support
- purchase special equipment including IT resources
- provide extra numeracy and literacy support (learning support assistants and teachers) for targeted groups

Each term, in consultation with the Headteacher and class teachers, the SENCO will map the targeted provision in place for pupils on the SEN Record to show how resources are allocated and to monitor the cost of the school's SEN provision. This targeted provision is outlined on the school's Provision Map.

CONTINUING PROFESSIONAL DEVELOPMENT

The school's Development Plan contains provision for the professional development of all staff in SEND. The regular review of this policy will inform the School Development plan and the plan for SEND focused training will sustain this professional development.

ADMISSION ARRANGEMENTS

The admission of pupils with SEN is the responsibility of the LA in accordance with the admissions procedures agreed with the Governors. For further information please see the school website.

SUCCESS CRITERIA:

The school monitors its effectiveness and successes in the following ways:

- the regular review of pupils with Special Needs and Disabilities
- the monitoring of progress within the school for all pupils.
- the success of pupils at the end of each Key Stage
- the level of participation of pupils with SEND in school activities
- feedback from parents and pupils themselves

COMPLAINTS:

The schools' work is undertaken, 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.

LEICESTERSHIRE'S LOCAL OFFER:

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them.

The Local Authority publishes the Countywide Local Offer on its website :

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

This details the range of services available to families.

The "Family Information Directory" has a range of service providers that may support your needs, it can be found at:

<http://www.leicestershire.gov.uk/family-information-directory>