

Kimpton, Thruxton and Fyfield Church of England Primary School	Effective Date:	May 2016
Policy and Procedure Statement		
<h1 style="text-align: center;">Special Educational Needs Policy</h1> <p style="text-align: center;">Policy for Identifying, Assessing and Providing for Pupils with Special Educational Needs</p>	Revision Date:	May 2017
	Page No:	1 of 8
	Approval by the full Governing Body	May 2016
	Signed: <i>Margaret Rome (Chair of Governors)</i>	
Head Teacher	Mrs Z Newton	
DSL	Mrs Zoe Newton	
SENCO	Mrs Charmagne Ahl	
Chair of Governors	Mrs Margaret Rome	

## 1. INTRODUCTION

Kimpton, Thruxton and Fyfield CE Primary School is committed to providing an appropriate and high quality education to all in its care. We believe that all our children, including those identified as having Special Educational Needs (SEN), have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and enables them to be fully included in all aspects of school life.

All our pupils have the right to an education which is appropriate to their individual needs and we are committed to providing excellence for children with special educational needs. In doing this, we aim to remove barriers to learning in order that the progress of every child whatever their need is maximised.

We believe that all children should be equally valued in school. We will strive to eradicate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

## 2. AIMS

- To identify at the earliest opportunity all children who need special provision to support their learning and educational development.
- To give all children equal access to the curriculum and to value each child's achievements.
- To ensure **all learners** make the best possible progress.
- To ensure that all children are given appropriate support to access the National Curriculum or the EYFS.
- To involve parents and pupils in developing a partnership of support.
- To ensure that appropriate and relevant resources are available to support the delivery of SEN programmes within school, including personnel.
- To ensure ongoing CPD for all staff in SEN identification, assessment and provision.
- To develop close liaison with outside agencies to support the needs of children as required

### **3. OBJECTIVES**

- To provide a broad, balanced and suitably differentiated curriculum that is relevant to children's individual needs.
- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEN.
- To ensure all staff are aware of their responsibilities towards pupils with SEN.
- To ensure that the needs of pupils with SEN are identified, assessed, provided for and regularly reviewed.
- To take the views and wishes of the child into account.
- To enable pupils with SEN to maximise their achievements.
- To work in partnership with the child's parents and other external agencies to provide for the child's individual educational needs.

### **4. ROLES AND RESPONSIBILITIES**

#### **The Governing Body**

Governors will fulfil their statutory duties towards pupils with SEN as prescribed in the sections 313 and 317 of the Education Act 1996. In order to do this they will:

- Establish the appropriate staffing and funding arrangements.
- They will, in co-operation with the Head Teacher, determine the school's general policy and approach to provide support for children with SEN
- They will be involved in ensuring that the SEN provision is continually monitored.
- Do their best to ensure that the necessary provision is made for any pupil who has SEN.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have SEN.
- Ensure that each pupil who has SEN joins in the activities of the school together with pupils who do not have SEN, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school, and the efficient use of resources.
- Have regard to the SEN Code of Practice Sep 2014 when carrying out duties towards all pupils with SEN.
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child
- The Governing Body will nominate one governor with responsibility for SEN. The SEN Governor will liaise regularly with the SENCO and report back to the full Governing Body.

#### **The Head Teacher**

- The head teacher will work within the guidance agreed by the governing body as defined by this policy.

- The head teacher has overall responsibility for the day to day management of all aspects of the school's work, including provision for children with SEN.
- The head teacher will keep the governing body fully informed
- The head teacher will ensure that all members of staff receive relevant and appropriate In Service Training (INSeT) to help them to meet the objectives of this policy.

### **The Special Educational Needs Coordinator (SENCO)**

The SENCO is responsible for the following:

- Daily implementation of the SEN Policy.
- Co-ordinating provision for children with special educational needs.
- Co-ordinating the efficient administration of the systems for identifying, assessing, monitoring and record keeping for children with SEN
- Assisting class teachers to develop and review Individual Education Plans
- Liaising with and advising teachers and teaching assistants.
- Contributing to the in-service training of staff
- Managing teaching assistants who are supporting the delivery of SEN provision.
- Updating the SEN register on a regular basis.
- Monitoring records of SEN pupils.
- Organising and chairing Annual Reviews for Education, Health and Care Plans (EHCP) and Statements of Educational Need.
- Liaising with parents/carers of children with SEN.
- Liaising with external agencies to support the development of children with SEN

### **Class teachers**

All teachers are teachers of children with special educational needs, and should actively seek to adapt the curriculum to meet their needs. All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEN, and are actively involved in the review process. They are expected to:

- Work closely with all children in lower ability groups, and use increased differentiation and a range of support strategies while continually monitoring and reviewing individual children's progress.
- Express a concern about an individual child to the SENCO where the attainment of the pupil falls below age related expectations and increased differentiation is not accelerating progress towards an expected norm.
- Agree SEN intervention programmes with the SENCO. This may or may not include an Individual Education Plan (IEP) or provision map.
- Familiarise themselves with and ensure that SEN programmes are followed for each individual child and that targets are reviewed and tracked regularly.
- Collect relevant information about the child, consulting closely with the SENCO, child, parents and other relevant parties.
- Actively involve the child in their learning, taking their view and needs into account.

- Contact and give advice to the child's parents to inform them of action taken with respect to their child. This might include, for example,
  - initial concerns;
  - assessment result;
  - IEP updates;
  - specific programmes/interventions
  - changes in provision;
  - monitoring of progress.
  - Liaising with and seeking advice from the SENCO, and external agencies where appropriate.
- Ensure continual monitoring and updating of actions towards targets between formal reviews of IEP's.
- Ensure review and renewal of targets.
- Liaising with and advising Learning Support Assistants (LSA's).
- Contributing to SEN reports, monitoring assessment activities and completing agreed SEN records.

### **Learning Support Assistants (LSA's)**

Under the direction of a class teacher they will be responsible for:

- Raising concerns with the class teacher regarding the progress or behaviour of a child with whom they work.
- Giving 1 to 1 or small group support for children with SEN.
- Working in partnership with the SENCO and class teachers in delivering support to children identified as having SEN.
- Collecting information about the children, under the guidance of the class teacher.
- Contributing to IEP's and annual reviews of statements where appropriate.
- Liaising with the SENCO and external agencies if appropriate.
- Preparing and using resources appropriately.
- Carrying out specific intervention programmes.
- Ensuring that comprehensive records of intervention are kept
- Undertaking in-service training and other CPD in the area of SEN
- Being fully aware of the school's SEN policy

### **Parents**

#### **The Role of Parents of Pupils with SEN**

In accordance with the SEN Code of Practice (2014) the school believes that all parents of children with SEN should be treated as partners. The school has positive attitudes to parents, provides user friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support.

Parents will be supported and enabled to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Raise concerns regarding their child's progress.
- Have knowledge of their child's SEN and how the school is providing for them.
- Contribute, via consultation, to all formal assessments.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision making processes about Special Educational provision.

Parents are involved in supporting the target setting process for IEPs and their views are sought for reviews. We encourage active participation of parents by providing guidance on how they can support their child's learning at home. We value the contribution that parents make and the critical role they play in their child's education.

### **Pupil Participation**

Pupils with SEN often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes including the setting of learning targets and contributing to IEPs. This will be achieved through a variety of different approaches as appropriate to the age of the child. These may include:

- Pupil interviews
- Questionnaires
- Self-evaluation (pictures, written answers)
- Surveys
- Pupil set targets

## **5. KEY PROCEDURES**

### **Admissions**

We aim to meet the needs of any child whom the parent wishes to register at the school as long as a place is available. The currently agreed admissions policy of the governors, based on the county admissions policy, makes no distinction with regard to pupils who have SEN. No pupil can be refused admission solely on the grounds that he/she has SEN except where the child is the subject of an EHC plan and the Local Authority has indicated that the provision required is incompatible with that available at our school.

Where a child due for admission is known to have SEN, the SENCO, the respective teachers, and the Head Teacher will gather appropriate information from the playgroup, nursery or school the child has been attending, from the parents, and from other agencies known to have been involved.

### **Assessment and Provision**

All teachers will provide Quality First Teaching (QFT) for the children in their class. This will include differentiated work to meet the child's needs. Where a child's progress is causing concern the class teacher will discuss their concerns with the SENCO. The teacher will also share their concerns with the parents of the child.

After consultation with parents/carers, if the school decides that a child does have SEN and would benefit from extra provision, they will be placed on the school SEN register and given an IEP or provision map. Both these documents will outline specific targets for the child and how they will be

achieved. They will give details of any specific intervention programmes and the level of extra adult support that child will receive. At Kimpton, Thruxton and Fyfield CE Primary School, IEP's and individual provision maps are reviewed three times a year. Parents/carers will be invited to attend review meetings.

### **External Agencies**

On occasion, external agencies may be called upon to support the needs of individual pupils. When it is felt that this may be appropriate, parents will be fully involved in this decision and be invited to meet and discuss the needs of their child with the external person providing support and advice. Such advice may be sought from:

- Educational Psychologist
- Behaviour Support Team
- Speech and Language Therapist
- Occupational Therapist
- School Nurse
- Specialist Advisory Teachers for hearing, vision or physical impairment
- Outreach support from schools specialising in SEN

### **Request for an Education, Health and Care Plan**

In a small number of cases, a statutory assessment of a child's needs may be required. This can lead to an Education, Health and Care Plan being issued to ensure the needs of the child are being met. If the school decides that a statutory assessment of a child's needs is required the following happens:

- The SENCO will complete the relevant paperwork as determined by Hampshire County Council.
- Information regarding the provision to date, the views of the parent and child, and involvement of other professionals will be provided. Copies of the IEPs and samples of the child's work will be appended.
- Parents will be fully informed of the purpose and nature of the statutory assessment and it will be explained that the Local Authority will be writing to them explaining the detailed arrangement.
- We will continue to work with the pupil until the outcome of the statutory assessment is decided.
- The Head Teacher and the SENCO will supply educational advice to the Local Authority, when this is requested, in order for them to complete the assessment.

Where an EHCP is issued it will provide details of:-

- The child's special educational needs
- The arrangements to be made for monitoring progress and setting new objectives
- The provision that the LEA consider necessary to meet the child's special educational needs.

Where an EHCP is issued the school role is as follows:

- The Head Teacher will make effective use of any additional resources allocated by the Local Authority to the school to supplement our efforts to meet the pupil's SEN.
- Targets will be set and reviewed at least each term.
- Progress will be reviewed by holding a review meeting at least once a year. Before this meeting we will seek written advice from parents and any people specified by the Local Authority and

anyone else whom we think can usefully contribute. These people will also be invited to the meeting.

- Once an EHCP is reviewed, the relevant paperwork is sent to the Local Authority who will make a decision on whether to continue with the plan, modify it in light of the child's ongoing needs, or decide it is no longer required.

If the Local Authority decides not to give an EHCP, the child will continue to be supported under the guidance of the Local authority.

### **Inclusion**

- Whatever the child's difficulties are, our emphasis will be upon including them, with the other children, in the full range of activities our school has to offer.
- This will be achieved by careful consideration of the needs of each child.
- Pupils will only be withdrawn from normal activities when the child will benefit from some intensive individual work or when it is clearly inappropriate or unsafe for the child to participate.
- However, these must not compromise the general principle that all children will be able to participate in a broad and balanced curriculum, including the National Curriculum

### **Transition**

When pupils with an EHCP are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer. Advance planning in Year 5 will allow appropriate options to be considered for transition to secondary school at the end of Year 6. The SENCO and class teacher will liaise with the SENCO of the secondary schools to ensure that effective arrangements are in place to support pupils at the time of transfer.

When pupils identified as SEN are due to transfer to another phase, the class teacher and SENCO will liaise fully with the SENCO of the secondary school to ensure the child's needs will continue to be met in the new setting.

When a pupil with SEN moves from our school to another school, their records will be transferred to the next school within 15 days of the pupil ceasing to be registered.

## **6. EQUAL OPPORTUNITIES**

This policy will be applied to all members of the school community regardless of difference, for example, of mental or physical ability, age, race, gender, sexuality, religion or background.

## **7. ALLOCATION OF RESOURCES**

The LEA provides the school with a budget towards meeting the needs of pupils with SEN. In addition the school plans and provides for pupils with SEN from their main budget. In some cases the school receives additional funding for pupils with statements.

## **8. MONITORING AND EVALUATION OF THE SEN POLICY**

The SEN policy will be reviewed annually.

## **9. COMPLAINTS PROCEDURE**

- Initial concerns may be reported to the class teacher or SENCO.
- If the concern is not resolved, a complaint should then be made to the head teacher.
- If the action taken by the head teacher does not resolve the concern, the complaint should then be made to the Governing Body.

- If the action taken by the Governing Body does not resolve the concern, the complaint should then be made to the Local Authority.

## **10. SUMMARY FOR PARENTS**

This policy will be given as requested. The policy is also published on the website and hard copies available on request.

**Please also see the schools SEN Information Report on the school website**

## **11. LINKS**

### **SEN Code Of Practice**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

### **Children and Families Act**

<http://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>