



Policy on Special Educational Needs (SEN)

As a school, this is our definition of Special Educational Needs:

Children have special educational needs if they have a *learning difficulty* that calls for *special educational provision* to be made for them.

Children have a learning difficulty if they

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevent or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.
- Are under the age of 25 years old and fall within the definitions above or would do so if special educational provision was not made for them

1 Introduction

1.1 This policy has been reviewed and updated in line with the new Code of Practice for Special Educational Needs and Disabilities 2014.

1.2 At Sunnybrow Primary School, we aim to place the child at the centre of their learning, and provide every child with a **broad, balanced and developmentally appropriate curriculum**. This means that all pupils follow the National Curriculum, but at a level and a pace that is appropriate to their abilities. Our Special Educational Needs and Disabilities philosophy places Special Educational Needs and Disabilities children at the heart of personalised learning and our curriculum is tailored to meet individual pupil's needs. At times and when it is felt appropriate, modifications to the curriculum may be implemented. When planning, teachers set suitable learning objectives or targets and respond to children's diverse learning needs.

1.3 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

1.4 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

- 1.5 The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

2 Aims and objectives

2.1 As a school, we aim:

- to identify if a child has any special educational needs or disabilities as early as possible
- to place the child and their parents at the heart of the child's learning and development
- to seek the views of each child and their parents, and work with them as equal partners in developing learning outcomes for each child
- to use a graduated approach of assess, plan, do, review to provide effective provision and support for children with special educational needs or disabilities
- to create an environment that meets the special educational needs of each child;
- to enable all children to have full access to all elements of the school curriculum.

3 Educational inclusion

3.1 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 that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational 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.

3.2 Teachers use accurate assessment evidence to enable them to respond to each child's needs. They do this by:

- setting specific, measurable, achievable and realistic and timed learning outcomes/targets with the child and their parents;
- regularly reviewing a child's progress towards achieving their learning outcomes with a child and their parents;
- planning to develop children's understanding through the use of all their senses and using a range of learning styles;
- planning for children's full participation in learning, and in physical and practical activities, adapting or providing extra resource and support where necessary;
- planning for the effective deployment of learning support assistants,
- putting in place systems that help to promote and develop independence and resilience in all children;
- helping children to manage their behaviour and to take part in learning effectively and safely;

- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 Special educational needs

- 4.1 Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:
- they have significantly greater difficulty in learning than the majority of children of the same age;
 - they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.
- 4.2 Some of the children who join us have already been in early education. In many cases, children join us with their needs already assessed. All children are assessed when they enter our school, so that we can aim to identify any special educational needs or disabilities as early as possible. We use this information to provide starting points for the development of an appropriate curriculum for all our children. We use several methods to identify children with SEN
- observation and on-going formative assessments
 - PIVOTS
 - Baseline assessment - (on entry)
 - National testing
- 4.3 If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This support starts with quality first teaching, where a teacher will plan specific targets and differentiated work to help a child close the gap in their learning. A child's progress will be constantly monitored and reviewed and if progress is not evident, then the school's Special Educational Needs Co-ordinator will become involved. An initial meeting will take place with the child, their parents and their class teacher and a 'First Note' document will be filled in, discussing initial concerns. If it is felt necessary, or after review learning outcomes will be planned for an Educational Support Plan in partnership. These targets will be specific, measureable, achievable, realistic and timed. Every support plan will be reviewed every half-term. If changes need to be made, then a review meeting will be set up with the child and their parents to discuss next steps. However, in most cases, this review will take place once a term. Where intervention is appropriate, this is recorded on a school provision map. Interventions are monitored and evaluated each term. Special Educational Needs pupil progress reviews are held every term between the class teacher and our SENCO.
- 4.5 If the support plan review identifies that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional strategies or programmes being put in place. The new strategies in the support plan will, wherever possible, be implemented within the child's normal classroom setting.

- 4.6 If the child continues to demonstrate significant cause for concern, a request for an Education and Health Care Plan will be made to the LA. A range of written evidence about the child will support the request.
- 4.7 We realise that transition between classes, key stages and schools can be difficult and traumatic for all children, but especially children with Special Educational Needs and Disabilities. We have end-of-year transition meetings between class teachers and our SENCO to support a smooth and stress-free transition, but to also make sure that effective provision for all children continues into the next stage of their education.
- 4.7 In our school, the SENCO:
- manages the day-to-day operation of the policy;
 - co-ordinates the provision for and manages the responses to children's special needs;
 - supports and advises colleagues;
 - oversees the records of all children with special educational needs;
 - tracks the progress of pupils with SEN and ensure the implementation of a provision map;
 - acts as the link with parents;
 - acts as the link with external agencies and other support agencies;
 - monitors and evaluates the special educational needs provision, and reports to the governing body;
 - manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
 - contributes to the professional development of all staff.

5 The role of the governing body

- 5.1 The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.
- 5.2 The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.
- 5.3 The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the headteacher. The headteacher ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement.
- 5.4 The SEN governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

6 Allocation of resources

- 6.1 The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.
- 6.2 The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

7 Assessment

- 7.1 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- 7.2 The class teacher, SENCO, child and their parent assess and monitor the children's progress in line with existing school practices. This is an ongoing process.
- 7.3 The SENCO works closely with children, parents and teachers to plan an appropriate programme of support.
- 7.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school.

8 Access to the curriculum

- 8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:
 - understand the relevance and purpose of learning activities;
 - experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 8.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning. We follow the National Curriculum, but, where this isn't appropriate, we use The Pivots system (Performance indicators for value added target setting) to help aid planning and assessment.
- 8.3 Support plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.
- 8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

9 Partnership with parents

- 9.1 Our school aims to place the child and their parents at the heart of the support process. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.
- 9.2 The school prospectus and our school website contains details of our policy for special educational needs, and our local offer. There is also a link to the LA Local offer page too. A named governor takes a particular interest in special needs and is always willing to talk to parents.

10 Pupil participation

- 10.1 In our school, we place children at the centre of their learning. We encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.
- 10.2 Children are encouraged to share their desired vision for their future, to suggest possible learning outcomes and to make judgements about their own performance against their support plan targets. We recognise success here as we do in any other aspect of school life. In KS2, a copy of a child's support plan is kept in their Assertive Mentoring file, and the targets are discussed and reviewed in Assertive Mentoring progress meetings.

11 Monitoring and review

- 11.1 The SENCO monitors the movement of children within the SEN system in school. A SEN meeting is held each term to discuss SEN issues and to update the SEN register. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- 11.2 The SENCO is involved in supporting teachers involved in drawing up support plans for children, and creating a provision map for interventions in each class. The SENCO also holds termly progress meetings, where progress is tracked and new targets are set for staff and pupils. Transition meetings are held at the end of the school year to prepare children and teacher's for their new classes/cohorts of children.
- 11.3 The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.

Signed: Claire Sim

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