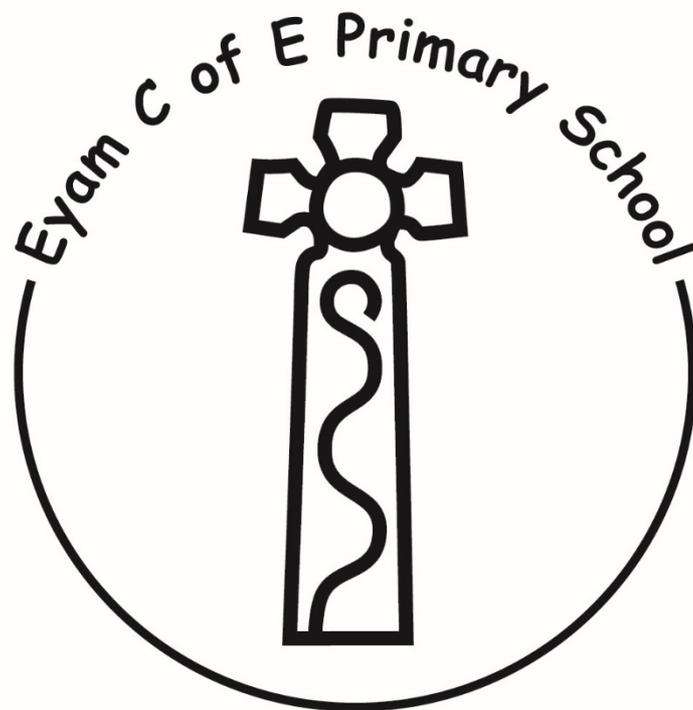


Eyam C of E Primary School

Special Educational Needs (SEN) Policy



Agreed: January 2017

Review Date: January 2018

Eyam School will be a thriving community built of self-motivated, resilient learners who work together using critical thinking skills to achieve and celebrate success through a culture of respect.

Eyam CE (C) Primary School

Special Educational Needs (SEN) Policy

“The purpose of education for all children is the same; the goals are the same. But the help that individual children need in progressing towards them will be different. Whereas for some, the road they travel towards the goal is smooth and easy; for others it is fraught with obstacles.” (Warnock Report, 1.4)

Values and Vision

Eyam School will be a thriving community built of self-motivated, resilient learners who work together using critical thinking skills to achieve and celebrate success through a culture of respect.

Our core Eyam values are: Respect, Resilience, Responsibility

Introduction

This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. We believe in nurturing and developing the educational, social, emotional, cultural and spiritual needs through our curriculum design. When planning, teachers set suitable learning challenges and respond to children’s diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school. 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 or different help from that given to other children of the same age.

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.

Aims and objectives

The aims of this policy are to:

- create an environment that meets the special educational needs of each child;
- ensure that the special educational needs of children are identified, assessed and provided for;
- make clear the expectations of all partners in the process;
- identify the roles and responsibilities of staff in providing for children’s special educational needs;
- enable all children to have full access to all elements of the school curriculum;
- ensure that parents are able to play their part in supporting the child’s education;
- ensure that our children have a voice in this process.

Key themes we are keen to implement are:

- Challenge and support

- Understanding what challenge means for different children
- Providing a range of strategies to help engage with learning, including what to do when you get stuck
- Differentiation
- Independent learning:
 - Reducing dependence on the teacher
 - Learning how to be independent
 - Taking control of your own learning
- Interdependent learning – learning together
- Questioning and talk – learning how to talk, how to listen and how to question

Educational 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 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.

We therefore intend . . .

- ❖ To have regard of the Code of Practice on the identification and assessment of special educational needs.
- ❖ To follow the guidelines laid down by Derbyshire Education Authority.
- ❖ To work in partnership with the child, parent/carers, all staff, governors and outside agencies.
- ❖ That through quality first teaching class teachers will use a range of differentiation to provide effective learning opportunities for all pupils.
- ❖ Where a child is identified as not making adequate progress, provision that is additional to or different from that provided as part of the school's usual differentiated curriculum will be given.
- ❖ To recognise the importance of early identification and if the child's difficulties prove less responsive to the provision made by the school, then an early start can be made in considering the additional help the child may need.
- ❖ Where a child is identified as having special educational needs an Individual Education Plan will be drawn up, tailored to each individual. Realistic targets will be set and the plans will be reviewed/evaluated regularly and involve the child, parent, teacher and support services where appropriate.
- ❖ To enhance self-esteem by setting and celebrating the attainment appropriate targets and by using the rewards and to reward both effort, achievement and a positive contribution.
- ❖ To use a variety of complementary approaches to support the class teacher and child – differentiation, 1-1, group, whole class, within the class or withdrawal when appropriate.
- ❖ To include the child within the class, wherever and whenever practicable.
- ❖ Endeavour to use all resources appropriately and efficiently.

- ❖ Make full use of all the support agencies that have been made available through the LEA.
- ❖ Through quality first teaching teachers will provide structured writing focus, word books, special dictionaries and wide range of concrete materials in maths as well as a clear learning objective and steps to success.

Graduated Response

In line with the code of practice we offer a graduated response; all children receive quality first teaching (QFT) by all staff in school who take responsibility for ensuring the best possible program for every child. Staff adapt, extend and reinforce basic skills and concepts, share learning objectives, focus on individual needs, use a range of learning strategies such as kinesthetic, visual and auditory, monitor progress and liaise with parents. This universal provision is termed Wave 1: Inclusive QFT.

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 level of support is called Wave 2.

The child's class teacher or TA will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will work closely with parents and pupils to establish a good understanding of both strengths and challenges.

We will record the strategies used to support the child within an Individual Education Plan (IEP). The IEP will show the short-term SMART targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the dates for the plan to be reviewed. In most cases this review will take place termly.

Progress will be closely monitored and reviewed with the SENCO during specific termly pupil progress meetings. This graduated response is based upon both teachers, parents and pupils working together. It is highly personalised as it responds over time to a growing understanding of the child's barriers to learning and an increasingly individualised assessment of need. The code 2015 states "*Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants and specialist staff.*"

Wave 3 provision is for a small minority of pupils who require external provision or may have applied for Educational Health Care Plan (EHCP) or be in receipt of Graduated Response for Individual Pupil (GRIP) funding, TAPs funding (a short term grant) or by specialist support such as speech and language, autism outreach, Childhood Adolescent and Mental Health (CAMHs), Multi Agency Team (MAT), SSEN and Behaviour Support Team (BST).

Children may have an assessment with the EP for a specific need however their support may still be provided entirely from within existing staffing.

An SEN Support Plan, including input from parents, pupils and staff will be compiled for pupils in Wave 2 and Wave 3. There are being introduced through 2016 at Eyam School.

If the child continues to demonstrate significant cause for concern, an application for EHCP, including assessments by professional services and school staff, will be made to the LA. A range of written evidence about the child will support the request. This will include an interview with both parents and child, copies of any assessments and provision maps showing the outcomes of support already provided by the school. An EHCP is rarely given in mainstream school and can take up to a year to apply for.

Identification and Assessment

The law says that a child has special educational needs if he or she has:

- ❖ **a learning difficulty** (ie a significantly greater difficulty in learning than the majority of children of the same age, or a disability which makes it difficult to use the educational facilities generally provided locally); and if that learning difficulty calls for
- ❖ special educational provision (ie provision additional to, or different from, that made generally for children of the same age in local schools).

Therefore the importance of early identification, assessment and provision for any child who may have special educational needs cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular child. If a difficulty proves transient the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

Any of the following may trigger a concern. The child and parent/carer are involved throughout.

- ❖ Parents/carer
- ❖ Child
- ❖ Class teacher assessment
- ❖ Response/ length of time on SEN register
- ❖ Any of the support services mentioned later
- ❖ Records – transferred from another school
- ❖ Base line assessments
- ❖ SAT results
- ❖ In-house testing and assessment
- ❖ Special needs register
- ❖ Pupil tracking
- ❖ Performance monitored by the teacher as part of ongoing observation and assessment
- ❖ Progress against the objectives in Literacy and Numeracy
- ❖ Performance against the level descriptions within the National Curriculum at the end of a key stage
- ❖ Standardised screening or assessment tools.

Adequate progress can be defined in a number of ways:

- ❖ closes the attainment gap between the child and their peers
- ❖ prevents the attainment gap growing wider
- ❖ is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers

- ❖ matches or betters the child's previous rate of progress
- ❖ ensures access to the full curriculum
- ❖ demonstrates an improvement in self-help, social or personal skills
- ❖ demonstrates improvements in the child's behaviour

The role of 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;
- acts as the link with parents;
- acts as 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, human and material, to enable appropriate provision for children with special educational needs;
- contributes to the professional development of all staff.

The role of the governing body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

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 ensure there is an annual SEN information report easily available on the school website. The governing body ensures that parents are notified of a decision by the school that SEN provision is being made for their child.

An identified governor (Nicola Wright) is to have specific oversight of the school's provision for pupils with special educational needs. The SEN Governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

Allocation of resources

The headteacher, as 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 an EHCP. The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

EHCP

When a child is brought to the attention of the LEA by a request for an EHCP, the LEA must decide within six weeks whether to carry out such an assessment.

In considering whether a statutory assessment is necessary, the LEA will pay particular attention to:

- ❖ evidence that the school has responded appropriately to the requirements of the National Curriculum, especially the section entitled "Inclusion: Providing effective learning opportunities for all children"

- ❖ evidence provided by the child's school, parents and other professionals where they have been involved with the child, as to the nature, extent and cause of the child's learning difficulties
- ❖ evidence of action already taken by the child's school to meet and overcome these difficulties
- ❖ evidence of the rate and style of the child's progress
- ❖ evidence that where some progress has been made, it has only been as the result of much additional effort and instruction at a sustained level not unusually commensurate with provision of additionally funded support

"Once all the advice requested for the EHCP assessment has been received . . . , the LEA must decide whether to draw up a statement. The LEA may decide that the degree of the child's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LEA to determine the child's special educational provision through a statement."

(Special Educational Needs Code of Practice DfES 2001 p.95 8.1)

When a statement is made teachers will monitor and informally review progress during the course of the year using both the normal curriculum and pastoral monitoring arrangements for all pupils as well as writing provision maps as appropriate.

All plans must be reviewed at least annually, but if a child's needs change, a review is held as soon as possible to ensure that the provision specified in the plan is still appropriate.

Partnership with Parents (all those with parental responsibility)

"Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them."

(Special Educational Needs Code of Practice January 2002 p.16)

We actively encourage all of our parents to support their child through positive attitudes, giving user-friendly information and effective communication. However all staff should be aware of the pressures a parent may be under because of the child's needs.

To make communications effective professionals should:

- ❖ acknowledge and draw on parental knowledge and expertise in relation to their child
- ❖ focus on the children's strengths as well as areas of additional need
- ❖ recognise the personal and emotional investment of parents and be aware of their feelings
- ❖ ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- ❖ respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- ❖ respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- ❖ recognise the need for flexibility in the timing and structure of meetings.

We aim to inform parents as soon as a child is “flagged” as a cause for concern, so that they are fully involved in the school based response for their child, understand the purpose of any intervention or programme of action, and be told about the parent partnership service.

“A local education authority must arrange for the parent of any child in their area with special educational needs to be provided with advice and information about matters relating to those needs.”

(Education Act 1996 Section 332A)

Parents also have a responsibility to communicate effectively with professionals to support their children’s education. They should:

- ❖ communicate regularly with their child’s school and alert them to any concerns they have about their child’s learning or provision
- ❖ fulfil their obligations under home-school agreements which set out expectations of both sides.

Pupil Participation

In our school 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. Most children have their own views on how they see their special needs which may give insight into the problems experienced by both pupils and teacher. From an early age, children with SEN should be actively involved at an appropriate level in discussions about their IEP’s, including target setting and review arrangements and have their views recorded. Children should be encouraged to share in the recording process and in monitoring and evaluating their own performance so that every achievement is given a sense of worth, developing confidence and self-esteem. As all children are working towards setting achievable targets for themselves within the class then this can only be viewed as a natural extension.

Children need a range of support

We do need to be particularly aware of children who have SEN. Children who learn at a slower rate than their peers, or who are developmentally delayed, so that they progress more slowly and may need some support with classroom tasks, either from the class peers or a support assistant/ teacher.

Children who have specific learning difficulties, often struggle with language tasks. This may become more apparent as the child grows older and fails to make as much progress as his/her peers. They will often require modification of some tasks and structured activities to work on specific skills. The child will usually be supported within school or from external support services.

Children with physical handicaps which affect their learning, including speech problems, impaired vision and hearing, fine and gross motor or mobility problems, need particularly careful monitoring, to check they are making good progress. They may not necessarily need extra educational support however staff need to be aware of where they sit in the class. The needs of individuals with mobility problems have to be addressed when planning educational visits, and all aspects of PE and movement between the school sites.

Children who are underachieving because of behavioural difficulties and poor work attitudes, may have learning difficulties which may be the cause of their problems, and they will need a positive approach and careful monitoring, ideally before the problem becomes acute.

Children who are passive or withdrawn, are easily overlooked, but may not be making acceptable progress in academic and/or social skills.

We also need to be particularly aware of new entrants, children who are absent for an extended period, children who are coping with family crises, and children who are the victims of abuse or bullying.

Planning how to teach to enable effective learning with challenging behaviour

It is very important that staff should enlist the help of the Head/Deputy before a child's needs become acute, in monitoring progress, counselling and reinforcing the positive approach. It may be appropriate to inform other members of staff including all support staff, when a particular effort is being made with a child behaviour charts and coping strategies would be used as well as emotional support or a specific programme used. If the challenging/inappropriate behaviour persists then we will seek additional help and advice from the support services.

Occasionally, a child finds the following of our school rules very hard and continually behaves in an already unacceptable way putting others or themselves at risk or disrupting others persistently. We will have worked closely with the parent/carer. The child may as a last resort be excluded from school for a set number of days. The school follows Derbyshire Education guidelines here. The Chair of Governors is informed as is the authority. Parents are given reasons for the exclusion and contact numbers.

Monitoring and evaluation

The SENCO monitors the movement of children within the SEN system in school and provides staff and governors 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 Education Plans for children. The governing body reviews this policy annually and reports the outcome of the review to the full governing body.

Support for Young Carers at Eyam School

Young carers are children and young people under 18 years old who provide regular and ongoing care to a family member who is physically or mentally ill, disabled or misuses substances (ADASS, ADCS and The Children's Society, 2012). At Eyam School we recognise the needs of young carers and aim to provide support through a whole-school and holistic approach. Please refer to the Young Carers Policy for further information.