



## Special Educational Needs (SEN) Policy

### Philosophy

We believe that every child is entitled to the opportunity to achieve and to develop their full potential across the whole spectrum of school life and learning.

*Our vision is for learning for life at Surrey Street where the social, emotional, spiritual, physical and learning needs of every member of the school community are met.*

### Aims

- To give children with special educational needs a broad and balanced education including access to the National Curriculum and Foundation Stage Curriculum at a level appropriate to their needs
- To provide learning experiences which support and challenge the individual child
- To provide skilled, caring and committed staff

### Definition of SEN

A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her.

A child has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of children of the same age in school.
- b) has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the local education authority .

Children do not have a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### Implementation

The school Special Needs Coordinator (SENCo) is Mrs. L Adams, the SEN Governor is Mrs Penny Jones. This year we have an aspiring SENCo, Mrs S. Jackson, who is working alongside Mrs Adams.

This policy is written in compliance with the Disability and Discrimination Act 2002 and the Statutory Code of Practice 2001.

The policy links with all curriculum policies, the Equal Opportunities Policy, Admissions and Behaviour policies and the School's Local Offer published on the website.

The school has provision for wheelchair access and DDA compliant toilet facilities. The school would endeavour to accommodate a pupil's particular needs through its Accessibility Plan.

The admission arrangements for pupils with SEN who do not have a statement are on the same basis as any other child using the LA admissions criteria.

The school follows the procedures in the Luton Safeguarding Children Board, the designated teacher is Mrs D. Meadows

### **Identification of pupils with Special Educational Needs:**

#### **Initial monitoring**

The identification and assessment of children with SEN can be triggered by parental concerns, staff concerns, medical concerns or concerns from other educational professionals. Information is gathered through:

- regular assessments which may identify potential special education needs. These include Testbase and Rising Stars end of unit/year tests in Years 3, 4 and 5 and statutory testing/assessments at the end of Years 2 and 6.
- ongoing Teacher Assessments based on teachers' planning and pupil outcomes.
- the use of additional tests and assessments when needed to help gain further information about a child's progress.

When a possible need is identified, the following occurs:

- the class teacher provides differentiation within the classroom
- the class teacher may seek further advice from colleagues or the SENCo
- further assessments may be undertaken

After a reasonable period of time, the child is either monitored for a further period or moved to the next stage.

#### **School Action (SA)**

If it is decided that the child needs action that is additional to or different from the differentiated curriculum the child will be put on the SEN Register and an Individual Education Plan (IEP) will be written by the class teacher outlining targets and action to be taken. Parents will be consulted about the IEP which will be reviewed at least every six months.

#### **School Action Plus (SA+)**

This follows a decision to seek advice from outside agencies. The decision may be made at the class SEN review, or earlier in some cases, if the SENCO, teachers, or parents consider early intervention is necessary. The child will then be raised at the School Liaison Meeting (SLM). The SLM is held every term and the school invites members of the Learning Support Services, Educational Psychologist, Behaviour and Tuition Service, Education Welfare Service, Social Communication Difficulties Team and Social Services (as appropriate) to the meeting.

The class teacher, supported by the SENCo, will write the IEPs acting on the advice of external specialists/professionals.

The external specialist may be involved in teaching the child directly, act as an advisor or may recommend additional specialist teaching support/guidance.

Children at School Action and School Action Plus are educated in the classroom alongside their peers. Withdrawal from the classroom is an option that may be used when this is thought beneficial.

### Statement of Educational Needs, being replaced by Educational, Health and Care Plan (EHC)

In some circumstances children may demonstrate such significant difficulties that the school may consider it necessary to request a statutory assessment. If there is agreement between school, parents and the external consultant or advisor, the child may be referred for a statutory assessment.

The Local Authority considers the need for an EHC (formerly Statement), and if appropriate makes a Plan to specify, monitor and review provision in school.

### Provision Maps

Each class is required to draw up a termly provision map detailing the provision that is being offered to the pupils in that class. This provision map is based on the results from termly assessments. It is therefore possible to see the provision that each child is receiving. This provision could be Wave 1 provision (classroom differentiation), Wave 2 provision (group support in order to raise children's attainment to the expected level) or Wave 3 provision (individual provision for children with special educational needs).

The SENCo also draws up a special needs provision map detailing the special needs provision being offered throughout the school. This provision is given by our special needs teaching assistants who carry out timetabled sessions with all those children with IEPs.

### Co-ordination and Monitoring of Provision

In September, February and June the SENCo/SEN teaching assistant meet class teachers to review the targets and discuss future objectives for all children on School Action, School Action Plus and with statements. They also discuss how children will be supported in the coming term. In addition children with statements have an annual review.

### Resources

The school receives funding in its delegated budget. The Senior Leadership Team and the Governing Body will determine how funding is used.

### Staff Training

- The SENCo and other staff regularly attend training courses, including the Local Authority (LA) annual SEN Conference.
- Staff meetings are used to discuss SEN issues as they arise.
- We invite specialists to staff meetings for training on whole school priorities.
- The SENCO also attends LA SENCO groups.

### Partnership with Outside Agencies

In addition to the advice from agencies at the SLM (School Liaison Meeting) advice may be sought from the following agencies:

School Nursing service  
Speech Therapy  
Occupational Therapy  
Educational Psychology Service  
Visually Impaired Service  
Educational Welfare Service  
Behaviour and Tuition Service  
Learning Support Service  
LZW outreach  
Hearing Impaired Service  
Child and Adolescent Mental Health Services  
Edwin Lobo Centre

Any other relevant agencies are contacted if necessary.

### Roles and responsibilities

#### Governing Body

The Governing Body has a duty to :

- determine and publish the SEN policy and approach to SEN
- establish appropriate staffing and funding arrangements
- maintain a general oversight of the school's work
- report annually to parents on the school's local offer (on the website)
- ensure understanding of current SEN issues and take steps to update knowledge

#### Headteacher

The Headteacher should:

- manage any staff funded through the SEN budget
- keep the Governing Body informed

## SENCO

- be responsible for the day to day management of provision for SEN and as SENCo for its operation and coordination
- as SENCo liaise with parents and external agencies and advise class teachers
- be responsible for developing an action plan which specifies the actions needed to be taken over the coming year - Special Needs Co-ordinator to complete the actions

## Special Needs Teaching Assistants

- meet regularly with the SENCo to organise timetables
- carry out timetabled sessions with identified special needs children
- use appropriate resources which relate to the children's IEPs
- feedback to class teachers and to the SENCo on the progress of children
- be involved in reviewing IEPs and assisting with writing IEPs
- completing admin for the SENCo

## All teaching and non teaching staff should:

- be aware of the school's SEN policy and procedures for identifying, assessing and making provision for pupils with SEN.
- help develop the school's SEN policy
- adapt the curriculum to meet the needs of children with SEN (class teachers)

## Parents

Discussions are held regularly with parents and they are encouraged to help at home. IEPs are reviewed at Parent Consultation meetings held in the autumn and spring terms or at other times by appointment.

## Transfer between schools

Discussions take place between High School, Y6 Class Teacher and the SENCo in the summer term about the children transferring to High School. All records including IEPs and statements are handed over.

A transition meeting is held for children transferring from Pre School or Nursery who have been identified as having SEN.

## Complaints

Any complaints from parents of pupils with SEN concerning the provision made at the school are dealt with by the school's complaints procedure.

Should parents find it necessary to consider making a complaint they should bring the matter to the attention of the Headteacher. If parents find that they must continue with the complaint then the Headteacher, on request, will give them details of how to proceed.

### **Evaluation by the Governing Body**

The policy is evaluated by the Curriculum Committee and then presented to the full governing body. The Curriculum Committee continue to monitor the implementation of the policy and the Full Governing Body receives a termly summary of the outside agencies consulted and the number of children with SEN from the SENCo.

Reviewed by C&P Committee February 2016