



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. We believe that a child has Special Educational Needs (SEN) if he or she has a learning difficulty, which calls for special educational provision to be made for him or her and in accordance with the Children and Families Act (2014) together with the Code of Practice 2014, we endeavour to make Special Provision based on those needs. Regard should also be taken of the Equality Act (2010) and the Special Educational Needs and Disability Regulations 2014.

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. S. Jackson and the SEN Governor is Mr Andrew Gale. This policy is written in compliance with the Disability and Discrimination Act 2005 and the Statutory Code of Practice 2014. The policy links with all curriculum policies, the Equal Opportunities Policy, Admissions and Behaviour policies.

The school has provision for wheelchair access to some areas of the school building and DDA compliant toilet facilities. The school would endeavour to accommodate a pupil's particular needs through its Accessibility Plan (see SEN information report).

The admission arrangements for pupils with SEN who do not have a statement/EHC plan 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. L. Adams.

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 Rising Stars end of unit or Testbase end of 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 Psychology services, 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 for the individual child.

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 an EHC plan to specify, monitor and review provision in school.

Provision Maps

Each class is required to update the whole school provision map <https://edukeyapp.com> (termly) 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). From this the SENCo also draws up a special needs provision map detailing the special needs provision being offered throughout the school. This provision is delivered 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 assistants meet class teachers to review the targets and discuss future objectives for all children on School Action, School Action Plus and with EHCPs. They also discuss how children will be supported in the coming term. In addition, children with EHCPs 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
- Visual Impairment Service
- Educational Welfare Service
- Behaviour and Tuition Service
- Learning Support Service
- LZW outreach
- Hearing Impairment 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 (SEN information report - 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

The SENCo should:

- be responsible for the day to day management of provision for SEN and for its operation and coordination
- liaise with parents and external agencies and advise class teachers
- develop an action plan which specifies the actions needed to be taken over the coming year and ensuring the actions are completed.

Special Needs Teaching Assistants should:

- 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
- complete 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, Yr6 Class Teachers and the SENCo in the summer term about the children transferring to High School. All records, including IEPs and statements/EHC plans are handed over. A transition meeting is held for children transferring from Pre School or Nursery who have been identified as having SEN. The SENCo liaises with the SENCo at the child's previous school when any new child with SEN joins.

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.

Draft completed by Sarah Jackson April 2017