



Policy for Special Educational Needs

Our school values are "For This School" - Friendship, Thankfulness and Service which we aim to embed into all of our activities.

‘Our vision for children with special educational needs and disabilities is the same as for all children and young people. – that they achieve well in their early years, at school and in college and lead happy and fulfilled lives.’ Special Educational Needs and Disability Code of Practice 2014

A: SCHOOL ARRANGEMENTS

1. Definition, aims and objectives
2. Roles and responsibilities
3. Co-coordinating and managing provision
4. Admissions arrangements
5. Specialisms and specialist facilities

B: IDENTIFICATION, ASSESSMENT AND PROVISION

1. Allocation of resources
2. Identification, assessment and review
3. Curriculum access and inclusion
4. Evaluating success
5. Arrangements for complaints

C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL

1. Partnership with parents
2. Pupil’s Voice
3. Links with other agencies, organisations and support services
4. Links with other schools and transfer arrangements
5. Staff development and appraisal

Introduction

This policy replaces all previous SEN policies. It takes account of the statutory guidance of the new inclusive Code of Practice for Special Needs & Disability 2014 and the Children's & Families Act 2014. The exemplar policy devised by the LA team has been adapted to suit the needs of our own school by the SEN coordinator and the governor for Special Needs, in consultation with the staff and the Curriculum Committee.

'There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood'. Code of Practice 2014

A School arrangements

A1 Definition, aims and objectives

Definition

"Children have special educational needs if they have a *learning difficulty* which 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; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school."

Special educational provision means: -

"For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of this age in schools maintained by the LEA, other than special schools in the area."

Aims

At Alderbury and West Grimstead School we believe that each child has individual and unique strengths/ talents and needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. The school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum also in line with our Equality Policy and Accessibility Plan. In particular, we aim:

- To enable every pupil to experience success;
- To promote individual confidence and a positive attitude;
- To ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning;
- To give pupils SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate.

We work in close partnership with parents/carers who play an active and valued role in their children's education.

Objectives

Our objectives in this policy are:

- To identify and monitor children's individual needs at the earliest possible stage using the GRSS (Wiltshire Graduated Response to SEND support) document so that appropriate provision can be made and their attainment is raised;
- To plan an effective curriculum to meet the needs of children with special education needs ensuring that the targets set on Individual Learning Plans (ILPs) and/or My Support Plans and EHCPs are specific, measurable, achievable, realistic and time related.
- To identify, assess, record, and regularly review pupils' progress and needs;
- To involve children and parents in the identification and review of their targets;
- To raise the self-esteem of children with special education needs, acknowledging the progress they have made;
- The school's key objective for SEN, as identified in the School Improvement Plan, is to "ensure that SEN provision is targeted effectively." The actions of this are:
 - Introduce appropriate intervention strategies
 - Targets set on ILPs and/or My Support Plans and EHCPs should be refined to be achievable within a term
 - Involve parents more actively in their children's progress through target sheets (to be signed by parents for each target met) and meetings when necessary
 - Track pupils' progress through the school's tracking programme
- To work collaboratively with parents, other professionals and support services including the Educational Psychology Service;
- To ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

A2. Roles and Responsibilities

Governors' Role

The governing body of our school will:

- Ensure that the necessary provision is made for any child with special education needs;
- Ensure that where the responsible person has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them;
- Ensure that teachers in our school are aware of the importance of identifying and providing for children with special educational needs;
- Consult the LA and the governing bodies of other schools when it seems necessary or desirable, in the interests of coordinated special educational provision in the area as a whole;
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical. These activities will be compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are being educated, and the efficient use of resources;
- Report to parents on the implementation of the school's policy for children with special educational needs
- Have regard to Special Education Needs and Disability Code of Practice 2014 when carrying out its duties toward all children with special educational needs;
- Ensure that parents are notified of a decision by the school that their child will be given an ILP/My Support Plan/EHCP and notified of the provision within it.

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEN policy.
- They are up-to-date and knowledgeable about the SEN provision, including how funding, equipment, and personnel resources are deployed.
- Liaison takes place with the SENCo to ensure the governors are updated with SEN developments.
- SEN provision is an integral part of the School Development Plan and the equality Policy, and the quality

of provision is continually monitored. The impact of this is evaluated by Governors.

- The quality of SEN provision is continually monitored;
- Currently the governor for Special Needs is **Mrs Kate Fergusson**;
- Currently the governor for Looked-after Children is **Mrs Julie Mernagh**
- The Designated Safeguarding Officer (DSL) is **Mr Paul Beveridge**. In his absence the Deputy Designated Safeguarding Officers (DDSLs) are Mr Eric Malmberg and Mrs Caroline Wilkinson.

Head teacher's role

The head teacher has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with special educational needs;
- Keeping the governing body informed about SEN issues;
- Working closely with the SENCo – ensuring professional needs and training are met;
- The deployment of all special educational needs personnel within the school;
- He also has overall responsibility for monitoring and reporting to the governors about the implementation of the school's SEN policy and the effects of inclusion policies on the school as a whole.

SENCo's role

Currently the SENCo is Mrs Caroline Wilkinson who has gained the National SENCo award and is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- Overseeing the day to day operation of the SEN policy;
- Working alongside staff to assist them in identifying and planning for children's needs and ensuring that children make progress;
- Assisting in the monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information, e.g. class-based assessments/ records, SATs, SPTO, EYFS descriptors and Raise online
- Coordinating the provision for children with additional needs through identifying children, assessing their needs and planning correctly. This will be done in conjunction with the class teachers.
- Overseeing and maintaining specific resources for special educational needs;
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents;
- Contributing to and, where necessary, leading the in-service training of staff;
- Monitoring, evaluating and reporting on the provision for children with SEN to the governing body in conjunction with the Governor for Special Needs;
- Maintaining the school's SEN register and SEN records;
- Make sure that class teachers carry out detailed assessments and observations of pupils with specific learning problems following the guidance laid out in the GRSS;
- Liaising with the SENCo's in secondary schools and/ or other primary schools to help provide a smooth transition from one school to the other;
- In conjunction with the class teacher, liaising with parents of children with special educational needs, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Overseeing the sending out of copies of new or updated ILPs to parents in conjunction with the class teacher.
- Liaise with the designated SEN and Curriculum Governors.
- To attend cluster group meetings and relevant professional courses and meetings to ensure continued professional development and up to date knowledge.

Class teachers are responsible for including pupils with SEN in the classroom, and for providing an appropriately differentiated and inclusive National Curriculum (reflected in their planning).

Teaching assistants work as part of the team alongside the SENCo and the teachers. They support pupils' individual needs, and help with inclusion of pupils with SEN within the class by helping scaffold their learning. They play an important role in implementing ILPs and monitoring progress. They contribute to review meetings and help pupils with SEN to gain access to a broad and balanced curriculum.

TAs should:

- Be fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for pupils' responses to tasks and strategies;
- Be fully aware of the school's behaviour policy to ensure a consistent approach;
- Give feedback to teachers about pupils' responses to tasks and strategies.

A3 Arrangements for co-ordinating and managing provision for children with SEN

At Alderbury and West Grimstead Primary School:

- Sharing of expertise is welcomed and encouraged;
- Special educational needs is a part of the school development plan;
- The SENCo has regular input at staff meetings;
- The SENCo holds regular meetings with TAs to discuss current issues and to offer in house training;
- The SENCo meets with the head teacher each term to review individuals progress, ILPs and provision;
- There is daily informal contact between all staff to monitor individual pupils and to discuss concerns;
- Pupils are involved as far as practical in discussions about their targets, provision and progress. ILPs are shared with children, and parents;
- A Professional Planning meeting is held every twelve months with the school's allocated educational psychologist, SENS advisor, Behaviour Support and SENCo to plan In-service training and provision and general pupil concerns.
- Pupil progress meetings are held with the Head Teacher and class teachers.

The SENCo ensures that the following information is easily accessible to staff and those governors with SEN responsibility:

- The school's SEN policy;
- The SEN register.
- The school's Equality Policy
- Accessibility Plan
- SEN/D Information Report

A4 Admission arrangements

- Normal admission arrangements apply (see Admissions policy). We strive to be a fully inclusive school.
- All children will be treated according to their needs in line with the school's policy for equality of opportunity.
- No child will be denied admission because of his or her creed, race, physical ability or academic attainment.
- Where a child has a particular need e.g. wheelchair access, the governors will make reasonable adjustments to ensure the child's needs are fully met.
- If a child is transferring into the school with a statement/EHCP, or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the LA to ensure that their needs can be met.

Any variation to the above will need to be agreed by the full governing body.

A5 Specialisms and specialist facilities

At Alderbury and West Grimstead Primary School:

- All teaching staff are able to teach pupils with SEN. Additional training for teachers and TAs is made available when necessary and appropriate, particularly training to meet the specific needs of an individual pupil;
- Differentiated resources are used to ensure access to the curriculum; resources are easily accessible in the Studio and in each classroom. The Studio, Infant and Junior libraries and the conservatory provide additional teaching bases;
- All staff are kept well informed about the strategies needed to manage pupils' needs effectively, and we try to ensure that other pupils understand and respond with sensitivity;
- Pupil support aims to encourage as much independence as possible within a safe and caring environment;
- We have access to the expertise of LA services and other agencies if it is required.
- As a school we provide ELSA support to those children identified with emotional needs within school.

The school provides easy access for wheelchairs, a disabled toilet with hoist and washing area. The governors do their best to ensure that the environment of the school is such that, as far as is practically possible, children who are disabled can participate in the full curriculum.

B Identification And Assessment And Provision

B1 Allocation of resources

Most of the resources used by children having special educational needs are available within the classroom. SEN is resourced by funds devolved from the LA and from the school budget. This money will be spent on additional resources, staffing costs and time allocated to the SENCo for managing the support in order to meet the objectives of this policy. Teaching assistants may be targeted to work with identified children under the guidance of a teacher and in consultation with the SENCo. Occasionally, children may be allocated a special needs allowance by the LA to enable them to receive additional and targeted provision.

B2 Identification, assessment and review arrangements

Our school follows the guidance contained in the Special Education Needs and Disability Code of Practice 2014. This recommends a graduated approach. The Code of Practice does not assume that there are hard and fast categories of special need but recognises that children's needs and requirements fall into four broad areas. These are: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental health, Sensory and/or Physical.

Code of Practice needs	Categories
Communication and interaction	Speech and Language Autistic spectrum disorder (ASD)
Cognition and learning	Learning Specific learning difficulties e.g. Dyslexia
Social, emotional and mental health	Social, emotional and mental health (SEMH) Attention Deficit Hyperactivity Disorder (ADHD)
Sensory and/ or physical	Hearing Visual, Physical

Where possible we will try to meet every child's need within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school-

However, where through careful identification and assessment through completion of the relevant sections of the GRSS, we, and/or parents, determine that a child is not making satisfactory progress, or presents other concerns, the class teacher will consult the SENCo. They in conjunction with the parents, will review the strategies and approaches that are currently in use and the way these may be developed. Where this review leads to the conclusion that the child needs help, over and above that which is normally available within the class or school, we will help the child.

Levels of provision

SEN support

This is similar to what was previously known as School Action, but in addition to pupils meeting the moderation criteria in the LA's 'The entitlement of Pupils in Mainstream School' document, it can involve us in contacting external support services provided by the LA and other external agencies, such as the Health Authority. We may seek advice on fresh targets and strategies, or more specialist assessments that can help us with our planning. Another ILP will be written to reflect these new targets after consultation with these agencies, parents, the child and the SENCo and class teacher. We will ensure that parental consent is sought before any outside agencies are involved.

Where, despite all of our best endeavours, the child still makes little or no progress in the areas targeted, we will discuss with the parents and child the need for either of us to approach the LA to request a statutory assessment. This may or may not result in the LA issuing an EHCP. Where a child has an EHCP we will carry out an annual review which parents, child, outside agencies, SENCo and the class teacher, will be invited to attend.

Reviews of Individual Learning Plans

Reviews of pupils with additional needs are normally carried out towards the end of each term. Pupils are fully involved. Parents are given copies of the ILPs and invited to discuss these with the class teacher or SENCo if they wish to do so. TAs are invited to provide input into the reviewing of targets and the writing of new ILPs.

Writing and reviewing EHC 'My Plans'

Statements of SEN are being replaced by EHC Plans. The threshold of an EHCP is the same as for a statement – effectively that a school is unable to meet a child's special educational needs without substantial additional support to access the curriculum. EHCPs are built on a streamlined assessment process which includes parents, children and young people, reflecting the child's needs. It is currently the aim of Wiltshire Council to transfer all children with statements to EHC plans by 2018. Priority will be given to children in Year 6 before their transfer to secondary school.

Annual Reviews

For pupils with Statements or EHCPs, an Annual Review Meeting has to be held in addition to the regular termly reviews. At this meeting, consideration is given to whether the statement should continue, and whether provision/ strategies should be maintained or amended. It reviews the objectives and sets new long-term objectives for the following year if necessary. Annual Reviews are normally held during the school day. All relevant professionals, including those who contributed to the original statement, are invited to attend or submit a written report. Both the child and parents attend the Annual Reviews.

B3 Curriculum access and inclusion

Pupils are grouped in classes according to age and/or ability. As there is a wide range of ability in each year

group, all staff provide a differentiated curriculum suitable for all the pupils, to ensure access at all levels. Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually or with a group with a TA in order to acquire, reinforce or extend skills more effectively. For some pupils, withdrawal sessions may be used to improve motor skills or to give support in a particular area, e.g. spelling. Small groups of children are given support for additional reading, spelling and mathematics. The class teacher, in conjunction with the SENCO, will oversee this provision to ensure it meets the objectives of this policy. Targeted interventions take place where needed

Provision for pupils with SEN is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development. Participation in extracurricular activities, clubs and school visits is promoted. Some children with SEND access a life skills curriculum – for example going on the bus to shops to spend money.

B4 Evaluating the success of our policy

The policy will be evaluated against the objectives stated on page one and measured by the following:

- Teachers' planning reflecting the learning objectives for children with special educational needs
- Parents/carers being aware of individual targets set for children by discussing, and receiving, and having their views recorded on copies of ILPs for their child;
- Children being involved in discussing, contributing to, reviewing and having their views recorded on their own ILP;
- Targeted support being monitored to ensure that children progress through specific, measurable, achievable, realistic, time-bound targets (SMART);
- Analysis of pupil tracking data and test results:
 - For individual pupils (both formatively e.g. through observations and monitoring of work and summatively, e.g., using standardised test results, SPTO)
 - For cohorts (SPTO, Raise Online)
- Ensuring that outside agencies, where appropriate, have their comments recorded on My Support Plans and are involved in their development;
- The School Profile shows the success of the policy or any changes needed for the subsequent year;
- The School Improvement Plan priorities which include the provision for SEN;
- Undertaking a value for money review of our Special Educational Needs funding
- Monitoring of procedures and practice by the SEN governor in conjunction with the SENCo;
- Value-added data for pupils on the SEN register, the number of children on the register;
- School self-evaluation;
- Any external evaluation or inspection, which also enables us to evaluate the success of our provision.

Success criteria will be: -

- All planning reflects targeted provision including ILPs and any previously identified need;
- Children identified and needing ILPs reach their expected target as judged through objective testing and/or teacher's professional judgement and/or no longer need additional support;
- Parents and children are invited to write comments on ILPs, and where necessary outside agencies are also involved;
- All SEN pupils make better progress than previously.

B5 Arrangements for complaints

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCo and/or head teacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body.

If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the LA and/or Secretary of State.

C Partnership within and beyond the school

C1 Partnership with parents/carers

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process from the outset and encouraged to discuss any concerns with class teachers as they arise. Parents' contribution to their child's education is valued highly by the staff of the school. Parents are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing the Individual Learning Plan. The school will also update parents with relevant information. Parents are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

C2 Pupil's Voice

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years. In this school, we encourage children to participate in their learning. We encourage them to have a voice in deciding the priorities for our School Improvement Plan through the school council. We encourage them to take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEN this includes discussing the strategies for success in their Individual Learning Plans and also the opportunity to attend Annual Review meetings. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

C3 Links with other agencies, organisations and support services

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENCo will make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include:

- The Educational Psychologist;
- The Local Education Team including SENS;
- The Physical and Sensory Impairment Support Service team, Speech/Occupational therapist
- The Behaviour Support Team;
- The School Medical Team;
- The Educational Welfare Officer;
- CAMHS ;
- The Traveller Support team,
- Early Years Support team, The Pre-School
- Forest Schools

Any or all of these agencies may be involved in the construction, delivery or review of targets set in children's Individual Learning Plans and My Support Plans in order to ensure children's attainment is raised.

C4 Links with other schools and transfer arrangements

C4 Links with other schools and transfer arrangements

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings. Children are invited to visit us for induction visits in the term before they start school. If necessary the school liaises with other agencies at this stage.

Children with SEN who transfer from other schools are supported through their induction to the school by the class teacher, SENCo and by classroom buddies (where appropriate) to ensure that they have a smooth transition.

Liaison from Year 6 to Year 7 ensures a smooth transition. There are usually opportunities for all pupils to visit their prospective Secondary School. Extra visits are arranged if deemed necessary. Staff from Secondary Schools usually visit us and are invited to attend the final annual review of Year 6 pupils with EHCPs for whom the particular school has been named. They may also attend meetings in Year 5 to discuss secondary school options.

Transfer within the school

Teachers liaise closely when pupils transfer to another class within the school. Meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress. There are close links between the EYFS team and Preschools to discuss pupils with SEN when they are about to start school. The Early Years Advisory Team provide support where necessary.

C5 Staff development and appraisal

Through the monitoring and evaluating of our provision, the SENCo, with the head teacher, will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the SIAP. Staff who attend further courses and cluster meetings will feedback on courses attended through staff meetings. Whole staff in-service training sessions are arranged as appropriate, in response to particular needs within the school. The effectiveness of such training will be monitored and evaluated by the SENCo, and information provided during the annual evaluation of the school's overall SEN provision.

Date of review

This policy was reviewed in January 2017

Agreed by the governing body

Date

Signed (Chair of Governors)