



### **Aims and Objectives**

Our school has a set of values which apply to all pupils and are stated in our school aims. However, the following objectives are of particular importance for pupils with Special Educational Needs:

- To provide all pupils with equal access to a broad and balanced curriculum which meets their specific needs (Inclusion).
- To enable pupils to become life long learners.
- To develop self esteem and positive attitudes.
- To provide all pupils with the opportunity to 'Enjoy', 'Achieve' and 'Respect'.

### **Inclusion**

This policy has been updated in line with the SEN Code of Practice 2014 (which takes account of the SEN provisions of the SEN and Disability Act 2001). It is part of a whole school strategy to promote the inclusion and 'effective learning for all pupils' (National Curriculum 2000).

We make every effort to achieve maximum inclusion of all pupils (including those with SEN) whilst meeting pupils' individual needs. Teachers provide learning opportunities for all the pupils within the school environment and provide resources appropriate to pupils' interests and abilities. We use the guidance given in the Early Years Foundation Stage and the National Curriculum document to support inclusion. Information on how we plan for accessibility for pupils with disabilities can be found in the School Improvement Plan (Accessibility Plan).

The school has achieved Inclusion Quality Mark accreditation.

### **Partnership with Parents/Carers**

Our school aims to work in partnership with parents and carers to achieve our aims and we make this a priority in line with the SEN Code of Practice. We work to enable and empower parents and carers by:

- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school at the earliest opportunity of any difficulties they perceive their child may be having.
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing appropriate and achievable small-step targets for the child
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision – in line with the 2014 Code of Practice

- making parents and carers aware of services that are available to support their child
- providing all relevant information on request to parents

### **Involvement of Pupils**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). We endeavour to fully involve pupils wherever possible by including them in:

- identifying their needs about their own learning (self assessment)
- individual target setting across the curriculum
- the self-review of their own progress and in setting new targets
- parents' evenings - welcoming ALL pupils to be present

### **Management of SEN within School**

All teaching staff are teachers of special educational needs, and all staff have a responsibility to SEN children. The head teacher and the governing body have delegated the responsibility for the day to day implementation of the policy to the SENCO. All staff are aware of their responsibilities towards pupils with SEN, whether or not pupils are on an EHCP.

In line with the recommendations in the Code of Practice, the SENCO is responsible for:

- overseeing the day-day operation of this policy
- co-ordinating provision for children with SEN
- liaising with and advising teachers
- informing teaching assistants about children with POPs
- overseeing the records on all children with SEN
- liaising with parents of SEN children as appropriate
- contributing to the in-service training of staff where appropriate
- liaising with external agencies including the LEA's support and educational psychology services, health and social services

The SENCO is responsible for reporting back to the Head and the Governor with responsibility for SEN on the day to day implementation of the policy. This will take place at appropriate times throughout the academic year.

### **Admission Arrangements**

No pupils will be refused admission to school on the basis of special educational needs. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (see the Governor's admission policy for the school).

### **Identification and Assessment**

The school aims to provide early intervention to ensure children receive support to meet their special educational needs at an early stage. Parental permission will be required before placing a child on the register.

It will usually be the class teacher who identifies a child who is not progressing as expected, but other agencies or parents may also be the initiators. The class teacher will first try using greater differentiation, another teaching style or provide greater in-

class support. At this stage, an early monitoring form will be completed in order to clearly identify areas of difficulty. The class teacher will use observations, assessments of achievements, interests and learning styles to support the child to overcome their difficulties and to reach their full potential.

Should the teacher still have a concern, they will discuss the child with the SENCO and together it will be decided what other support can be provided and whether to place the child on the SEN register. At this stage, further interventions and additional support may be implemented, and it may be necessary, following a period of reasonable time, to invite outside agencies to observe the child; for this, parental permission is required. It is possible that a child may be placed on an Educational and Health Care Plan, and again this is always done with parental permission and outside agency involvement.

It is the responsibility of the class teacher to keep parents informed on how their child is progressing. Regular reviews of pupils on the SEN register will take place throughout the academic year as appropriate to their needs.

### **Curriculum Access and Provision**

To give all children the best opportunities for effective development and learning in the Early Years Setting, we ensure that each child has a key person through Performance Management.

In order to meet the learning needs of all pupils, teachers differentiate work according to individual needs. Where pupils are identified as having SEN, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. The following additional support may be provided:

- in class support for small groups with an additional teacher (AT) or teaching assistant (TA)
- small group withdrawal with CT or TA
- individual class support/withdrawal
- further differentiation of resources
- booster classes
- wave 3 interventions
- Speech and Language groups
- Social Use of Language groups (Funtime)

Physical intervention should only be used to manage a child's behaviour if it is necessary to prevent personal injury to the child, other children or an adult; to prevent serious damage to property or in what would reasonably be regarded as exceptional circumstances. Any occasion where physical intervention is used to manage a child's behaviour should be recorded and parents should be informed about it on the same day.

### **Special Provision**

Some staff have expertise in the following areas:

- Epi pen training
- First Aid
- A variety of City SENCO courses (undertaken by the SENCO)
- Speech and Language Therapy (SALT)

- Letters and Sounds
- Autism Awareness
- Training from Diana Nurse Service

### **Links with Education Support Services**

We aim to maintain useful contact with education support services. For pupils at school action plus any one or more of the following agencies may be involved:

Early Years Support Team (EYST)  
 Educational Psychology Service (EPS)  
 Special Needs Teaching Service (SNTS)  
 Communication, Learning and Interaction Team (CLCI)  
 Special Education Service (SES)  
 Speech and Language Therapy Team (SALT)  
 Hearing Services  
 Visual Services

The SENCO will maintain links with other SENCOs through the SENCO network.

### **Links with Other Services**

Effective working links will also be maintained with:

Community Health Service and School Nurse  
 Social Services  
 Educational Welfare Service  
 Parent Partnership  
 Early Help Team

### **Links with Other Schools/Integration Links**

Links are also maintained with the following schools:

Soar Valley Community College  
 Rushey Mead Secondary School  
 Herrick School Playgroup

### **INSET**

In order to maintain and develop the quality of our provision, staff are encouraged to undertake training. This is specified in the school professional development plan and is updated annually. Input from external agencies is actively encouraged. TA training and teacher training are identified through performance management.

### **Resources**

The school receives a delegated budget for SEN and these funds are allocated to support the implementation of this policy. The following principles have been identified to support this:

- TA support
- SENCO release time
- Training
- Resources to support SEN children

### **Monitoring and Evaluation of Provision and the Policy**

We monitor curriculum provision by:

- classroom observation
- scrutiny of planning

- subject policies
- teacher interviews
- differentiation of learning activities/objectives
- feedback from staff

We monitor pupil progress by:

- work sampling
- classroom observation
- pupil interviews
- data analysis
- self assessment
- IEP reviews
- target setting

### **Success Criteria**

The governing body will include information on the implementation of this policy, and on any changes to it, in the annual report to parents.

We evaluate the effectiveness of the policy against the following criteria:

The SENCO has meetings with the governor responsible for SEN

The register is updated regularly

The register is up to date and easily accessible

The register identifies children who have been removed from SEN

All concerns are followed up as soon as possible

Parents are informed about all expressions of concern

All pupils with POPs have the targets reviewed termly

All pupils with POPs are aware of and agree their targets

All teachers refer to pupil POP targets and monitor progress

Parents are informed of and agree POP targets

Parents complete satisfaction questionnaires

All teachers and support staff are aware of procedures

All teachers' planning show evidence of differentiation

Resources are used effectively

### **Complaints**

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Head Teacher. The chair of governors may be involved if necessary. In the case of an unresolved complaint, the LEA may be involved.

### **Links with other Policies**

The SEN policy is linked to all subject policies, and also with the Gifted and Talented Policy.

### **Related Policies/Plans**

Disability, Equality and Accessibility Policy