



## WHITESHILL PRIMARY SCHOOL

### SPECIAL EDUCATIONAL NEEDS POLICY



Defining Special Educational Needs, the 2014 Code of Practice says that:

“A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”

Taken from 2014 SEN Code of Practice: 0 to 15 Years

#### **Introduction**

Our objectives are:

- To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND (see also curriculum and assessment policies)
- To ensure that every child experiences success in their learning and achieves to the highest possible standard
- To enable all children to participate in lessons fully and effectively
- To value and encourage the contribution of all children to the life of the school
- To work in partnership with parents
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND
- To work closely with external support agencies, where appropriate, to support the need to individual pupils
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils Identifying children who need SEN support.

The progress of all children in Whiteshill is rigorously monitored. Where children are identified as not making progress in spite of ‘Quality Differentiated First Teaching’ as recommended by the 2014 Code of Practice a plan of action is agreed. Reasons for a child being added to the SEN register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child’s identified area of weakness
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment

- Has communication and/or interaction difficulties, and continues to make little or no progress

### **Partnership with Parents**

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process. At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education and have regular meetings each half term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child

### **The Nature of Intervention**

Headteacher/SENCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment
- Group or individual support
- Staff development and training to introduce more effective strategies

The child's class teacher, working with the TA, will be responsible for ensuring that everyday quality teaching and any intervention programme supports the child in achieving his/her targets set out in an individualised programme – 'My Plan' – see proforma attached. Parents will continue to be consulted and kept informed. Parents will be invited to meet regularly for structured conversations with the class teacher to discuss the impact of targets set and next steps.

### **The Use of Outside Agencies**

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the 'My Plan' continues to be the responsibility of the class teacher.

- Outside agencies may become involved if the child:
- Continues to make little or no progress in specific areas over a long period
- Continues working at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing literacy and mathematical skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- Despite having received intervention, the child continues to fall behind the level of his peers School request for Education Health Care Plans.

A request will be made by the school to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place The evidence will include:

- Previous individual education plans and targets for the pupil
- Records of regular reviews and their outcomes
- Records of the child's health and medical history where appropriate
- National Curriculum attainment levels in literacy and numeracy
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist
- Views of the parents

### **Access to the Curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. Individual education plans (My Plans), which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs register have an Individual education plan 'My Plan' with individual targets. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

### **Allocation of resources**

The Headteacher/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 statements of special educational needs and Educational Health Care plans. The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

### **The role of the Governing Body**

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special education needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The governing body reviews this policy annually and considers any amendments in light of the annual review of findings. The Headteacher reports the outcome of the review to the full governing body. The governor responsible for SEN is Mr Ian Wills.

### **Monitoring and Evaluation**

The Headteacher/SENCO and Family/Pastoral Worker monitors the progress of children with SEN and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The Headteacher/SENCO holds regular meetings with the named governor with responsibility for special needs SENCO – Mrs D. Bainbridge

SEN Policy

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