



# Ewelme Church of England (VA) Primary School

Ready Respectful Responsible Reflective Resilient

## Special Educational Needs Policy 2021

Approved by: [Name] Date: [Date]

Last reviewed on: March 2021

Next review due by: March 2022

# Ewelme C.E (VA) Primary School

## Special Educational Needs Policy

This document is drawn up in accordance with the SEN Code of Practice (2014).

### Aims and Objectives

We aim to provide rich educational opportunities for all pupils in a safe and motivating environment that meets the special educational needs of each child.

The specific objectives of the SEN Policy and practice in our school are as follows:

- To provide curriculum access and high expectations for all.
- To promote emotional resilience and a growth mindset.
- To ensure that all learners make good progress.
- To identify and provide for pupils who have SEN and additional needs.
- To ensure that all pupils have access to, and participate in, all the activities of our school.
- To ensure that learners express their views and are fully involved in decisions which affect their education and, ultimately, their long-term goals and aspirations.
- To ensure that parents' views are taken into account, and that these are reflected appropriately in the provision that is planned for their child/ren.
- To ensure that communication between the school and parents of pupils with SEN is open, effective and regular.
- To promote effective partnerships and involve the Local Authority and outside agencies; ensuring a multi-professional approach where appropriate.
- To provide support, advice and training for all staff working with children with SEN; ensuring the maintenance of a good level of staff expertise.
- To carefully map provision for all vulnerable learners to ensure that staff deployment, resource allocation and choice of intervention leads to positive learning outcomes.
- To work within the guidance provided in the SEN Code of Practice (CoP) (2014).

When planning, children are seen as individuals and the careful nurturing of confidence and self-esteem is of paramount importance. We aim to provide an atmosphere of security and encouragement in which each individual can thrive and feel personal achievement, and ensure that the special educational needs of children are identified, assessed and provided for.

The term Special Educational Needs (SEN) encompasses barriers to learning resulting from a cognitive or physical impairment, difficulties with social communication and interaction and mental health issues. SEN CoP (section 6.12) states '*a pupil has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to pupils of the same age*'.

## **Identification and Assessment**

Early identification of a child's special educational needs is seen as vital to ensure all children receive the appropriate provision. Through half termly tracking and assessment in core subjects and a record of spelling and reading and comprehension ages at the beginning and end of the year, children are monitored closely. Each week in the teacher team meeting, staff have the opportunity to raise concerns about individual children.

If special needs are suspected or identified (using the OCC SEN guidance and in-school assessment), the Class Teacher will refer to the SENCo. Outside agencies may be consulted for guidance and support.

Assessments made and outcomes set on Pupil Profiles are monitored by the SENCo and Head Teacher to maintain high and rigorous standards of outcomes being set.

### **Identification of children with SEN**

Children may be identified as having special educational needs before, on arrival or at any time during their school career. Whole school planning and tracking of progress within each curriculum area helps with early identification. Early identification is key to children's progress.

Our stages of SEND provision are as follows;

	Description	Applies to
Stage 1	<ul style="list-style-type: none"><li>● Target Pupil Profile</li><li>● Finely differentiated teaching to address individual additional needs</li><li>● Specialist equipment where necessary</li></ul>	<ul style="list-style-type: none"><li>● Pupils with an identified need</li></ul>
Stage 2	As above, plus; <ul style="list-style-type: none"><li>● Discussion with parents (and pupil where appropriate)</li><li>● Group interventions</li><li>● School based assessments</li><li>● Observation of individuals in the classroom</li><li>● Full Pupil Profile (when pupil is placed on SEN register)</li></ul>	<ul style="list-style-type: none"><li>● Target Pupils</li><li>● SEN register - SEN Support</li></ul>
Stage 3	As above, plus; <ul style="list-style-type: none"><li>● OCC SEN descriptors</li><li>● 1:1 interventions, including those provided by a specialist external agency or professional.</li><li>● Occasional assessment by external agencies may be considered to be appropriate. Parental permission is always sought.</li></ul>	<ul style="list-style-type: none"><li>● SEN register- SEN Support</li><li>● SEN register - EHC Plan</li></ul>

## **Stage 1 – Early Identification and Assessment**

The school records early concerns in order to promote early identification of SEN and this is an effective way of communicating our concerns to parents and to gather their views. To assess a child who is showing signs of difficulties and who may need additional and different provision;

- The SENCo will use appropriate assessments to identify the child's particular needs.
- The class teacher will use OCC SEN guidance to assess and record difficulties the child is having.
- Parents and child views will be gathered to contribute to the school's assessment.

A child will remain on Stage for a maximum of six weeks. SMART outcomes are set and progress monitored against these to ascertain if specific and individual support will be appropriate.

## **Stage 2 –Identified Additional Needs**

When the Class Teacher or the SENCo has identified a child with SEN, they will be given help that is additional and different to that which is normally available within the class or subject. Parents will be asked to meet with the Class Teacher (and possibly the SENCo). They, and where possible the child, will be asked to contribute to setting realistic but ambitious goals for the Pupil Profile that is being implemented for their child and further evidence or observations from the home environment will be recorded.

In some cases, external agencies will be asked to be involved with assessment and provision. Parents will also be referred to OCC's Local Offer.

## **Stage 3 – EHC Plans**

The majority of children with SEN will have their needs met by the above provisions. If all the above provision does not prove to be adequate in meeting the child's special educational needs, a co-ordinated assessment may be requested from the LA who will then decide from the evidence collected if an Education, Health and Care (EHC) Plan should be put in place.

## **Funding**

At Ewelme School the delegated budget includes funding provision for SEN. This is calculated by the LA from a formula, part of which uses the school census returns relating to the SEN register. The school must provide support for every child on the SEN register from its budget. In exceptional circumstances, the school may be able to apply for additional funding from the LA. If a child has money allocated to the school, as part of an EHCP, the school will determine how their budget will be best used to help the child make progress, such as providing additional staff or learning resources.

The LA has a complaints procedure for escalating concerns. Full copies are available on request.

### **Partnership with outside agencies**

The school works alongside a number of agencies who advise and support for children with SEN.

They commonly include:

- Educational Psychologist
- Speech Therapist
- Communication and Interaction Service
- School Nurse
- Occupational Therapist
- Hearing Impairment Service
- CAMHS

### **Partnership with Parents**

At all stages of the special needs process, the school endeavours to work closely with parents and encourages them to actively support their children's learning at home. We have regular meetings to share children's progress, and parental permission is always obtained before we involve any outside agencies. Access to additional funding for support groups, specialist play equipment, specialist centres is advertised on OCC's Local Offer (See SEN Information Report)

### **Moving Schools**

Discussions about pupil transfer are held annually with all local secondary schools to which Year 6 children are transferring. Any SEN information is passed to the school by the SENCo prior to transfer. The SENCO and class teachers as needed liaise closely with SENCOs from relevant secondary schools to ensure the needs of the young person are understood. This is also the case for children transferring prior to Year 6.

### **Roles and Responsibilities**

Children with special educational needs have difficulties that impact on their learning and that call for additional and different provision to be made.

Provision for pupils with SEN is a matter for the school as a whole but the following underlines the particular responsibilities:

The <b><u>Headteacher</u></b>	<ul style="list-style-type: none"><li>• Has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEN.</li><li>• Liases with the SENCo, Class Teachers and other agencies.</li><li>• Informs the Governing Body of how funding has been allocated to support children with SEN.</li></ul>
The <b><u>Class Teacher</u></b>	<ul style="list-style-type: none"><li>• Identifies specific needs through assessment -OCC SEN guidance and in-school assessment).</li><li>• Employs different teaching styles/approaches to accommodate different learning styles.</li></ul>

	<ul style="list-style-type: none"> <li>• Undertakes training to increase and update their understanding of current theories and teaching methods suitable for children's needs.</li> <li>• Provides support for children who need help with communication, language and literacy.</li> <li>• Plans to develop children's understanding through the use of all available senses and experiences.</li> <li>• Helps children to understand and manage their behaviour, in order to take part in learning effectively and safely.</li> <li>• Plans and provides, together with the SENCo, for the integration of specific intervention programs.</li> <li>• Writes and implements Pupil Profiles with input from both parents/carers and, where possible, the child themselves. Outcomes must be SMART (Specific, Measurable, Achievable, Realistic and Time measured).</li> <li>• Works with the young person to understand his/ her difficulties and how to progress towards the outcomes set in their Pupil Profile.</li> </ul>
The <b><u>SENCo</u></b>	<ul style="list-style-type: none"> <li>• Manages the day to day operation of the special needs policy and procedures.</li> <li>• Co-ordinates the provision for and manages the responses to children's special needs and communicates this with other staff through the use of termly provision maps.</li> <li>• Maintains the school's SEN register.</li> <li>• Contributes to and manages the records of all children with special educational needs, together with the administrator which is recorded in Integris.</li> <li>• Completes, with the class teacher, the documentation required by outside agencies and the LA.</li> <li>• Acts as an additional link with parents (after teachers).</li> <li>• Manages and maintains centrally held resources and a range of teaching materials to enable appropriate provision to be made.</li> <li>• Acts as a link with external agencies and other support agencies.</li> <li>• Writes and reviews an annual action plan.</li> <li>• Monitors outcomes set for individual children.</li> <li>• Monitors Class Teacher provision.</li> <li>• Evaluates the Inclusion Provision Tracker for those on the register and reports to the governing body.</li> </ul>
The <b><u>Governing Body</u></b>	<ul style="list-style-type: none"> <li>• Assists in securing the necessary provision for any pupil identified as having special educational needs.</li> <li>• Undertakes inclusion training as part of their induction to the</li> </ul>

	<p>Governing Body.</p> <ul style="list-style-type: none"> <li>• Support the SENCo in ensuring that all teachers are aware of the importance of providing for these children.</li> <li>• Consult the LA and other schools, when appropriate.</li> <li>• Are fully involved in developing and monitoring the school's SEN policy.</li> <li>• All Governors, especially the SEN Governor (named in the review schedule for this policy), are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed.</li> <li>• Ensure SEN provision is always considered when constructing the school development plan.</li> <li>• Ensure the quality of SEN provision is continually monitored. The SEN Governor meets with the SENCo on a regular basis to discuss issues within the school at least once a term.</li> <li>• Publish information about the school's SEN policy and provision through the SEN Information Report published on the school's website</li> </ul>
<b><u>Teaching Assistants</u></b>	<ul style="list-style-type: none"> <li>• Provide extra help and support for children with Special Educational Needs.</li> <li>• Liaise closely with the class teacher and SENCo.</li> <li>• Deliver intervention programs to small groups and to individuals under the guidance of the Class Teacher and SENCo.</li> <li>• Undertake appropriate training in order to deliver specific programs.</li> </ul>

### **The Special Needs Register**

Ewelme School keeps a comprehensive register of the children with SEN along with an Inclusion Provision Map. The SENCo monitors these documents in order to achieve the following:

- to review children on the register
- to review rate of progress made and the impact of interventions
- to ensure accurate use of resources/value for money

**Updated:**    March 2021                    C McCann    B Lea