



SEN POLICY

MISSION STATEMENT

The school values and recognises the uniqueness of each individual child and acknowledge their fundamental right to be educated to their full potential in a safe, secure and caring environment. The school, which has a Christian heritage, will, in partnership with parents and the extended community, aim to make each day count for all.

Inclusion statement

This policy reflects the School's commitment to inclusion. We believe that all children should have access to an appropriate education that affords them the opportunity to achieve their personal potential.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. These difficulties may be sensory, cognitive, physical, social or emotional and some children may have complex needs which cover a range of difficulties. This is in-line with The Special Educational Needs (SEN) Code of Practice, revised in 2014. (See also Disability Policy).

Some pupils find work difficult because their first language is not English. They do not have special educational needs unless they also have a learning difficulty. Their needs are explained in our EAL policy.

A GRADUATED RESPONSE TO SEN

All staff have a responsibility for identifying pupils with SEN but class teachers have overall responsibility for ensuring that the curriculum is differentiated and delivered in an inclusive way. The SEN Co-ordinator will liaise with teachers, parents and outside agencies, as necessary, to ensure that children with SEN have their needs met.

Objectives in making provision for pupils with SEN

- To value all the pupils in our school equally.
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities
- To ensure that the aims of education for pupils with difficulties and disabilities are the same as those for all pupils.
- To affirm the responsibility of all teachers to identify and meet the SEN of pupils. In this they can draw on the resources of the whole school.
- To affirm every child's entitlement to have his or her particular needs recognised and addressed.
- To offer high quality support to ensure that all identified needs are met within the available resources of the school.
- To maximise the opportunities for pupils with special educational needs to be fully included in the life of the school, including after-school clubs within the bounds of reasonable adjustment: ensuring the safety of those children with SEN and other children in the club.

- To ensure that planning for those with identified SEN crosses all curriculum areas and all aspects of teaching and learning.
- To recognise that good special needs practice is good practice for all pupils (Quality First Teaching).
- To understand that all pupils may encounter difficulties in school at some stage.
- To recognise that special educational provision is more effective if pupils and parents are fully involved and to acknowledge and draw on parent knowledge and expertise in relation to their child.
- To seek the views of the child, where appropriate, and take them into account.

Roles and Responsibilities/ Co-ordination of Provision

Provision for pupils with special educational needs is a matter for the school as a whole.

The Governors' roles are to:

- The named governor to have responsibility for the implementation of the SEN policy.
- Have up to date knowledge about the school's SEN provision, including funding.
- Know how personnel resources are deployed.
- Ensure that SEN provision is an integral part of the School Development Plan.
- Ensure that the SEN policy is subject to a regular cycle of monitoring, evaluation and review via a presentation from the SENCO.

The Head teacher's role is to:

- Allocate roles and responsibilities to staff so that special needs are met.
- Report to governors on a termly basis on the needs of SEN children in the school.
- Oversee the role of the SENCO.
- Ensure that the needs of SEN children are met within the school

The SENCO's role is to:

- Co-ordinate provision for pupils with special educational needs
- Liaise with and advising fellow teachers
- Liaise with and advising support assistants assigned to children with SEN
- Liaise with parents of pupils with special educational needs
- Liaise with external agencies, educational psychologist, school nurse, speech and language therapists and other health services, advisory teachers and the Officers of the LA responsible for SEN
- Track progress of all SEN children through school termly.
- Monitor work undertaken by support staff through the 'blue file'.

Head teacher	Mrs. D Simpson
SEN Governor	Mrs J McFeely
SEN Coordinator	Mrs Pfeiffer

The SENCO will report directly to the governing body on SEN policy and provision as part of a cycle of curricular reporting to raise Governor awareness and ensure effective monitoring through the Curriculum Committee and the Head teacher's report to Governors.

Class Teachers' role:

- To know which pupils in their class are on the SEN register and at what stage.
- To write termly IEPs for each child in their class with an EHCP. IEPs should also be reviewed termly and shared with parents (and child if appropriate).
- To ensure that the Head teacher and SENCO are aware of the needs of a child, especially if that need changes or is not being met.
- To attend and actively take part in INSETs and training.

Teaching/ Support Assistants' roles:

- Carry out activities and learning programmes/interventions as planned by the class teacher and SENCO.
- To keep records of this work (Blue file – Individual Support Programmes).
- To liaise with both the class teacher and SENCO on the progress of supported children.
- To support children in class, in groups and 1:1 as directed by the class teacher or SENCO.
- To attend and actively take part in INSETs and training.

Identification and assessment of pupils with special educational needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Special Educational Need Support (SEN Support)

If a class teacher has a concern about a child these concerns will be discussed in the first instance with the SENCO. These concerns may include:

- That the child has made little or no progress even when teaching has been differentiated or they have taken part in an intervention.
- That the child shows signs of difficulty in developing literacy and/or numeracy skills and that these are affecting progress in other areas of the curriculum.
- That the child has emotional and/or behavioural problems.
- That the child has communication and/or interaction difficulties.
- Up to date records will be made by the class teacher on CPOMS to ensure there is a chronology of key incidents/ concerns to enable a full picture of the child's needs to be built.

If the class teachers is still concerned after a period of monitoring a decision will be made in conjunction with the SENCO about whether the child needs to go on the Special Needs register.

Some children at SEN Support will usually have involvement from an outside agency (e.g Speech and Language or the Educational Psychologist). They may also be children who have had previous involvement from an outside agency but are still having difficulties.

Children who have medical needs which do not impact on learning, will be included on the medical register and not the SEN register.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record on CPOMS.

We will formally notify parents when it is decided that a referral will be made to SEND SS and parents will be asked to complete the consent form.

The SENCo will then make the referral to the relevant team within the SEND Support Service in the first instance.

Education and Health Care Plans (EHCP)

An EHCP is given to a child by the LA, as a legal entitlement to support from 0-25 years. These are to reflect that the child's needs cannot be met at SEN Support alone and give the school extra resources in order to meet the child's needs within a mainstream setting. A decision to make an application for either an EHCP is made by the Head teacher, SENCO, class teacher, parents of the child and any other professionals involved. The application is then prepared by the SENCO and put forward to an independent panel who will make a decision as to whether the child qualifies for additional help. This help is then awarded as a value of money that the Head teacher, with the SENCO, will allocate for resources (including adult support) that will best meet that child's needs.

From April 2013 all children who have been awarded an EHCP will have three meetings a year (including annual reviews and Parents' Evening appointments) to ensure that the child's targets are appropriate and that the additional resources are used to meet the child's needs. All children with EHCP will receive some additional adult support in school but that may not necessarily mean 1:1 support as often children benefit from working with others in a small group. The Head teacher will make such decisions on an individual basis for each child in consultation with the SENCO and any assessments from both within and outside of school.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will

regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Additional support for learning

We currently have 1 Language for Life Teaching Assistant who is trained to carry out Early Language assessments; BPVS and Derbyshire. Talktastic and Talk Boost interventions are delivered by the LfL Teaching Assistant and 1 other Teaching Assistant who is trained to deliver the interventions.

All Teaching Assistants are trained in delivering Better Reader interventions to KS2 pupils.

All Teaching Assistants are trained to deliver Read Write Ink as alternative provision for identified pupils.

Teaching assistants will support pupils on a 1:1 basis when the child has an Education Health Care Plan.

Teaching assistants will support pupils in small groups to provide additional support. This may be to support a child with an EHCP for example to develop turn taking or social skills. This may be to provide alternative provision for example Read Write Ink.

We work with outside agencies to provide support for pupils with SEN, including:

- Blackburn with Darwen SEND Support Service (VI, DLD, SALT, Complex Needs Team, ASD, Habilitation Team)
- Blackburn with Darwen Early Years SEND Support Service
- Blackburn with Darwen SENDIASS
- Educational Psychologist Sobia Hussain
- NHS Speech and Language

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, access to alternative provision (Read Write Ink).
- Adapting our resources and staffing
- Class and individual visual timetables
- Using recommended aids, such as laptops, coloured overlays, larger font, etc.
- Differentiating teaching, for example, giving longer processing times, the use of visuals, pre-teaching of key vocabulary, concrete materials, reading instructions aloud, Now and Next boards, PECS, individual workstations etc.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We currently provide the following interventions:

- Talktastic
- Talk Boost
- Pre Teach Vocabulary
- SALT (where a child has a SALT programme provided by NHS Speech and Language Therapy)
- Read Write Ink
- Better Readers
- External Agency interventions where appropriate (eg Habilitation programme, touch typing etc)

Educational visits:

Educational visits out of school will be planned and adapted as necessary, including a full risk assessment, in order to facilitate inclusive access and afford all children equality of opportunity. Provision will be made to ensure that no child is precluded on the grounds of special educational need or disability.

The school will have due regard to the LA guidance on all matters relating to issues of health and safety in the interests of all its pupils and staff.

The Governing Body will ensure that it makes appropriate provision for all pupils identified as having need of special educational provision. The Governing Body will review the policy and report annually on the allocation of available resources and the success of the policy in meeting SEN.

Children who have long-term absences due to medical conditions:

It is recognised that there will be a small number of children who may have long-term absences because of their medical condition and that this may or may not include time spent in hospital. The school will liaise with parents to ensure that the child has work to carry out at home bearing in mind that they are not fit to attend school. This may include: work sent home or uploaded on See Saw.

This will be for a short while and is intended to help the child to keep up with their peers as much as possible; it is not the intention to place undue stress on the child as the school understands that they are not fit to attend school.

Children with long term medical needs have their photograph and description of their needs displayed in the school office and staff room so that all staff are aware of their individual needs.

Complaints procedures

The schools' complaint procedures are set out in the school prospectus.

Under the SEN and Disability Act 2001 parents may seek advice on resolving disagreements the LA and/or the Independent Mediation Service. The school will make further information about this process available on request.

Transitions

In the instance of a child coming to Wensley Fold CE Primary Academy from a nursery the SENCO will liaise with the nursery to ensure that the child's needs may be met when they arrive at school. This usually takes place in the Summer Term and is part of the Reception Induction programme. Advanced planning for pupils in Year 6 is essential to allow appropriate options to be considered. The SENCO will liaise with the SENCO of the preferred secondary school to ensure that effective arrangements are in place to support pupils at the time of transfer in accordance with the LA's own procedures.

In the instance of transfers to special school the SENCO will liaise with the LA as well as the special school to ensure that the both the child and their family have opportunities for visits to the new school as appropriate

REVIEW of the POLICY

This policy will be revised and updated as necessary and appropriate to take account of local and national arrangements for the provision of SEN. This process will otherwise take place bi-annually in consultation with staff, governors and other involved personnel.

S Pfeiffer
Inclusion Coordinator
September 2016
To be reviewed September 2018
(updated Jan 2017 due to staff and governing body changes)
Reviewed November 2019
(updated November 2020 following change of SENCO)

Approved by Governing Body February 2018
Approved by Governing Body November 2020

Signed **Chair of Governors**

Appendix 1

The following legislation and guidance is also relevant to this policy:

Education Act 1996	<i>This legislation is amended by the SEN and Disability Act 2001. The SEN Code SENCOorporates references to relevant sections of the Act.</i>
School Standards and Framework Act 1998	<i>Section 42 requires that governing body's annual report includes information on the implementation of the SEN policy.</i>
SEN and Disability Act 2001	<i>Amends both the Education Act 1996 and the Disability Discrimination Act 1995</i>
Revised Code of Practice on the identification and assessment of special educational needs	<i>November 2001</i>
SEN Toolkit	<i>2001</i>
Inclusive schooling – pupils with special educational needs	<i>2001</i>
The Education (SEN) (England) Regulations 2001	<i>Annex A of SEN Code sets out what must be included in the SEN policy</i>
The Education (SEN) (Information) (England) Regulations 1999	<i>1999</i>
The Special Educational Needs (Provision of information by Local Education Authorities) (England) Regulations 2001	<i>2001 Sets out LEAs' duties to publish information on funding, SEN policy and specific action being taken on SEN issues.</i>
Disability Discrimination Act 1995	<i>As amended by the SEN and Disability Act 2005</i>
Disability Rights Code of Practice	<i>September 2002</i>
The Importance of Teaching – The Schools White Paper	<i>2010 (Reflects changes to SEN funding brought into effect April 2013)</i>
The Children and Families Act	<i>September 2014</i>

Appendix 2

Code of Practice Definition of Special Educational Needs

For the purposes of this policy we have used the term Special Educational Needs as defined by the Code of Practice.

- 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. (*Code of Practice D.F.E. 1993*)

Pupils have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of pupils of the same age; or
- b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for pupils of the same age in schools within the area of the local education authority
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Pupils must not be regarded as having a difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- a) for pupils of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for pupils of their age in schools maintained by the LEA, other than special schools, in the area
- b) for pupils under two, educational provision of any kind”

See Section 312, Education Act 1996

Definition of Disability

“A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed”

See Section 17(11), Pupils Act 1989

“A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.”

See Section 1(1), Disability Discrimination Act 1995

It should be noted that pupils may fall within one or more of these definitions. Pupils with a disability will have special educational needs if they have any difficulty accessing education and if they need any special educational provision made for them.