



Special Educational Needs (SEN) Policy

This policy meets the statutory requirements for the provision of Section 312, Education Act 1996 and the Special Educational Needs (SEN) Code of Practice

Date approved: October 2016

Date of Next Review: October 2018

Article 3

The best interests of the child must be a top priority in all things that affect children.

Article 5

Governments must respect the rights and responsibilities of parents and carers to direct and guide their children as they grow up, so that they can enjoy their rights properly.



Article 12

Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

Article 23

A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

This policy should be read in conjunction with:

- Inclusion Policy
- Disability Equality Scheme and Participation & Accessibility Strategy
- Wildmoor Heath School Local Offer Document

Aim

Wildmoor Heath Primary School is an educationally inclusive setting where the learning, achievements, attitudes and well-being of all learners matter. We ensure access to a broad and balanced curriculum and provide educational experiences of a high quality so that children are prepared for their next steps in life and education and have the chance to “be the best they can be” in all they do.

See Appendix A for definition of Special Educational Needs, SEN provision, Disability & Inclusion.

Objectives

The objectives of the policy are:

- To identify and monitor children's individual needs at the earliest possible stage so that their needs are met and attainment is raised.
- To plan an effective curriculum to meet the needs of children with special educational needs.
- To include children with SEN in all aspects of school life.
- To ensure that the targets set on Individual Education Plans are specific; measurable; achievable; realistic and time related (SMART).
- To involve children in the identification and review of the targets identified in their Individual Education Plans.
- To work in close partnership with parents/carers of children who have special educational needs as well as those professionals involved in outside agencies.
- To raise the self-esteem of children with special educational needs acknowledging the progress they have made.
- To ensure that all who are involved with children are aware of the procedures for identifying, supporting and teaching them.

Roles and Responsibilities

Governing Bodies

Governing bodies must:

- Identify a Governor with special responsibility for SEN;
- Do their best to secure that the necessary provisions are made for any pupil who has SEN;
- Decide, with consultation, the school's policy and approach to meeting SEN of pupils (with or without a statement);
- Set up appropriate staffing and funding arrangements and oversee the school's work;
- Make every effort to see that the necessary special arrangements are made for any child with SEN;
- Make sure that the responsible person makes all staff aware of those SEN;
- Make sure teachers are aware of the importance of identifying SEN and of providing appropriate teaching;
- Ensure that the pupils with SEN are included in all school activities as far as practicable;
- Follow the SEN Code of Practice;
- Ensure that the SEN Policy and Local Offer Document are available to all parents and published on the school's website;
- Admit a pupil whose statement names their school (the Local Authority will have consulted the school before naming);

Headteacher

The Headteacher and Governors are responsible for formulating the aims, objectives and policy to reflect national requirements and LA policies and guidance. The Headteacher will keep the governing body fully informed about the provision for the children with SEN, supported by the Governor with responsibility for Special Needs.

SENCO

The SENCO, who will be a member of the Senior Leadership Team (SLT), will liaise closely with and advise teachers. They have the responsibility for:

- The day to day operation of the school's SEN policy;
- Co-ordinating provision for pupils with SEN;
- Liaising with staff on completion of termly IEPs;
- Providing advice to staff and liaising with them on the completion of Individual Education Plans (IEPs);
- Working alongside staff in assessing children's needs and ensuring that children make progress;
- Overseeing and maintaining specific resources for special educational needs;
- Contributing to the in-service training of staff;
- Monitoring, evaluating and reporting on provision to the governing body in conjunction with the Headteacher;
- Meet with class teachers to discuss both internal and external interventions;
- Liaising with parents of children with special educational needs;
- Liaising with outside agencies;
- Ensuring that appropriate IEPs are in place;
- Ensuring that background information is collected, recorded and updated;
- Taking the lead in further assessment of a child's strengths and weaknesses to guide future planning to meet the child's needs;
- Taking the lead in monitoring and reviewing any action taken to support the child;
- Ensuring that appropriate records are kept for all SEN children, particularly those with an Education, Health and Care Plan (EHCP).

Class teachers

Class teachers must work under the reasonable direction of the Headteacher and perform professional duties that include:

- Ensuring that First Quality Teaching (FQT) forms the basis of their everyday practice;
- Use the school's graduated approach to supporting SEN pupils;
- Plan, implement and evaluate the impact of interventions;
- Feedback/report impact of interventions to team leader/SENco at RAP and SEN meetings;
- Make sure that any information/or advice given is acted upon(whether this be from internal or external support);
- Make sure that the class Inclusion folder is kept up to date;
- Report any SEN concerns to SENco, using agreed template (see appendix B);
- Ensuring TAs have time to carry out interventions and that these are carried out and then evaluated on a half – termly basis;
- Teaching pupils according to their educational needs and providing work relevant to a child's ability, including phonics groups;
- Assessing, recording and reporting on the development, progress and attainment of pupils;
- Promoting the general progress and wellbeing of individual pupils and of any group of pupils assigned to the teacher;
- Provide guidance and advice to pupils on setting targets;
- Communicating and consulting with the parents of the pupils and persons and bodies

- outside the school and working in close liaison with other staff to address needs;
- Organise/decide which children will follow specific interventions;
- Directing TAs to support children with SEN, as relevant to their needs;
- Setting and reviewing IEPs on (at least) a termly basis;

Teaching Assistants (TAs)

Teaching Assistants are allocated to a class or, if particular expertise is needed, then they are allocated to a specific child, e.g. a TA with the specialist training for children with hearing impairment.

- Work with groups or individuals under the direction of the teacher;
- Follow specific programmes to address learning needs;
- Prepare and deliver set phonics groups;
- Individual work given by SALT to address need;
- Ensure that all the children are able to access the work given and evaluate and feedback to teacher;

Local Authority

The LA must ensure that the provision set out in an EHCP is provided and that an annual review is carried out. Provision often includes either financial support or support services given to governing body to help them fulfil their duties. In the event of a dispute between the school and parents then the Parent Partnership will be identified as a route to take to resolve the problem.

Admissions criteria

Admission into Foundation 2 and above is based on the agreed Bracknell Forest 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. Where a child has a particular need the governors will make every effort to ensure these are fully met. If a child is transferring into the school with an EHCP, or has been receiving extra support in their previous school, the continuation of this support will be negotiated with the LA to ensure their needs can be met. For admission into Foundation 1 then parents can apply directly to the school itself, based on the Bracknell Forest policy.

Co-ordinating provision for children with special educational needs

Teachers are expected to make every effort to ensure that children with special educational needs are fully included and involved in the life of the class, such as participating in assemblies and whole class activities. Provision for children with SEN includes:

- small group work;
- one-to-one;
- being withdrawn from the classroom for specific activities related to their needs;

Resources

Most of the resources used by children having special educational needs are available within the classroom. Teaching Assistants may be targeted to work with identified children under the guidance of the teacher in consultation with the SENCO. Additional resources may be loaned from external agencies or bought, e.g. desk slopes, adapted scissors. Specific requests can be discussed with the SENCO.

Identification of Need

The school follows the guidance contained in the Special Educational Needs Code of Practice (2014). This recommends a graduated approach – Assess, Plan, Do, review. The Code does not assume that there are hard and fast categories of special educational need, but recognises that children’s needs and requirements may fall within or across four broad areas. These are:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health;
- Sensory and/or physical;

Where possible we try to meet every child’s needs within the classroom through ensuring that our planning and teaching approaches are wholly appropriate.

Children are assessed on entry into Early Years / Foundation Stage or upon transfer from another setting. This is through teacher assessments and/or formal tests. Pupil progress meetings take place each half - term. The Headteacher/Team Leader meets with teachers each half - term to review and analyse the progress of all children. Emphasis is placed on Quality First Teaching and addressing children’s needs through differentiation within the classroom and assessed on a day-to-day basis. We observe the progress that all children make and note any child who seems to be having difficulty with their learning; this includes children who have difficulty behaving appropriately. In the Foundation Stage assessment is largely through daily observation. Those children who have not made the expected progress or who are working below national expectations are targeted. Early identification of difficulties and appropriate intervention is planned and carried out, this may include extra support. Small group work is organised by the teacher with support from the Teaching Assistant (TA). Teachers and TAs evaluate children’s learning and adapt planning.

Where through careful identification and assessment we and/or the parents determine that a child is not making expected progress, despite quality first teaching, differentiated learning opportunities and other interventions, the class teacher consults the SENCO. Less than expected progress can be characterised by progress which:

- 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 lead to the conclusion that the child needs additional support (internal and / or external) to overcome a barrier to learning and in this case, the child would be placed on the SEN Register. If the concern is urgent or a child’s behaviour has changed then an immediate report to the SENCO is made. If a child is considered to be at risk of exclusion then a Pastoral Support Plan (PSP) is set up with the parents, and the child if appropriate, and targets set.

In School / External Support

Once a child is identified as having a special educational need, we will seek additional information from the parents, and in some cases, the outside agencies which may be involved with the child. When we have all available information we will work with the parents and,

where appropriate, the child, to plan a support programme. This will involve negotiating and discussing Individual targets for that pupil and the support we can offer. This information will be recorded on an Individual education Plan (IEP) and is reviewed termly by the class teacher (see Appendix D for sample). Any targets set should be shared with the child and parents. In some cases, we will seek support from external agencies. This may be for advice or training, but could also be for specialist assessments and direct interventions. Staff from these agencies may come into school to work with the child in a small group or on a one-to-one basis. Parents must consent to external agencies working with their child. All children on the SEN register have an IEP which focuses on their primary needs. All IEPs are reviewed termly and discussed with the child and their parents. New targets are also set during these meetings. Signed copies of the IEP (see Appendix D) are then given to the parent. The school will keep two copies. One will be stored in the SEN folder and the other will be kept in the child's main file in the SENCO/FSAs office.

Information about the interventions available to children on the SEN register from the school and / or local authority can be found in our current 'Local Offer Document' on the school website.

Education, Health & Care Plan (EHCP)

Where, despite the setting having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the SENCO may consider requesting an Education, Health and Care needs assessment (see CoP, Chapter 9, Education, Health and Care needs assessments and plans).

If a child has an existing EHCP, we will carry out an Annual Review, to which parents, child, outside agencies, SENCO, and where possible, the class teacher, will be invited to attend. The Local Authority and other outside agencies who are involved are invited to these meetings and we discuss how the school is meeting the child's needs, progress that is made and whether the school is able to continue to provide the right type of education. If a pupil makes sufficient progress an EHCP may be discontinued by the Local Education Authority. If a pupil does not make sufficient progress we then consider the possibility of whether another school would better serve the child's needs.

Transfer to / from other schools and settings

To support the transition from pre-school settings to Early Years / Foundation Stage (EYFS), we expect information to be shared by the current setting. EYFS also conduct setting and / or home visits and talk to other practitioners and parents / carers. For children who have an EHCP, secondary school options are discussed during the annual review meeting held in Year 5. We recommend that parents visit all potential schools to ensure that they make the right choice for their child. The SENCO will liaise with the SENCO of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer. Other children with special educational needs who may benefit from help with transition will be referred to the appropriate agencies in Year 6 in preparation for help to be given during the Summer Term or, in some cases, begun earlier.

In-service training (INSET)

When available, or when needed, the SENCO, teachers and teaching assistants may receive support from outside agencies in order to help them work effectively with children with special educational needs; this is linked where appropriate to the school's development plan. Staff who

attend further courses feedback to staff meetings on courses attended; the effectiveness of such training is monitored and evaluated by the Headteacher.

Links and Use of outside agencies

We maintain close links with the LA support services in order to ensure that we 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 inform parents accordingly. Any or all of these agencies may be involved in the construction, delivery or review of targets set in children's IEPs. The school will also update parents with relevant information.

Partnership with parents / carers / children

Parents or 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 in the school. We highly value parents' contribution to their child's education. The school will also update parents with relevant information. Parent Partnership is a Bracknell Forest organisation that offers advice and support to parents.

Links with other schools

Discussions are held with relevant staff at Edgbarrow Secondary School prior to the Year 6 children moving on. Contact would also be made with other schools where necessary. For children who transfer to the school midway through the year then the SENCO liaises with the child's previous school in order to gain information on the child's needs.

Links with health services, social & educational welfare services

The Headteacher and Family Support Advisor (FSA) monitor attendances. Where there are concerns or if a child's attendance has no improvement then we consult with the Education Welfare Officer (EWO).

The designated LAC person, FSA and SENCO all maintain regular contact with Social Services regarding any Looked after Children (LAC). Progress is reviewed twice yearly in their Personal Education Plan (PEP) meetings, which is led by the appropriate Social Worker.

Referrals are made directly to the School Nurse if there are any concerns over, for example, a child's hearing or sight.

Appendix A

Definition of Special Educational Needs / Disability:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

For a child under two years of age, special educational provision means educational provision of any kind.

Disabled children and young people:

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Appendix B

**Wildmoor Heath School
SEN CONCERN FORM**

Child's Name:			
Year Group:		Teacher:	
DOB:			

Has the child ever been on the SEN Register before? (Yes / No). If yes, please give details.

Nature of concern (please give examples and levels of academic attainment)

What are the views of the parents?

What are the views of the child?

What interventions and/or strategies have you already tried and what was the impact?

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Next Steps (to be completed by the SENCO and Class teacher). Who will be responsible for what and by when? What are the agreed actions?

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Review Date:	
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Completed by:	
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Position:	
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Date:	
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Appendix C

Wildmoor Heath School INTERVENTION EVALUATION

Child's Name:	SEN / PPG		
Year Group:		Teacher:	
Date(s) of intervention:			

What was the area of need? What objectives were you working on?

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What did you do?

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What was the impact?

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Recommendations for future support / next steps:

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Completed by:	
Date:	

Appendix D



Individual Education Plan for

Stage: **SEN Support**

Date of birth: Gender: Male Pupil ID: U Year group: 6 Tutor group: Y6
 Start date: 20/7/16 Review date: 18/10/16 Teacher:

Areas of concern: Memory & Spelling

Areas of strength: Enthusiastic and demonstrates courage with any task given. First language: ENG FSM: no Medical: no In care: no PP: no

Eng NC level: 4S Math NC Level: 5B+



Area of concern	Target	Success criteria	Strategies & Provisions	Key staff
Dyslexia	Ask someone else to proofread your work.	Improvement in quality and quantity of written work.	Peer assessment. Learning Support Assistant support.	
Dyslexia	Break words into syllables in order to spell them.	Can identify number of syllables in polysyllabic words.	Worksheet exercises, software, group work, brain gym, daily rehearsal, reading schemes.	
Spelling	To look up a word if unsure of the spelling.	Evidence of attempt to look for correct spelling of a word.	Learning Support Assistant support to assist pupil, ACE dictionary, personal homophone dictionary.	
Literacy	To extract relevant information from text.	Observed on occasions.	Individual and group sessions with librarian, peer mentoring, buddy scheme, Learning Support Assistant support.	



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