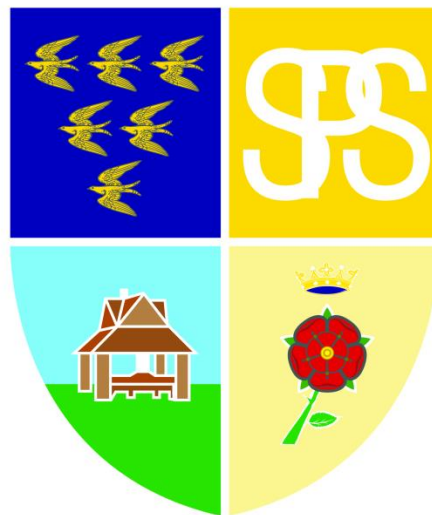




Sedlescombe Church of England Primary School



Special Educational Needs Policy 2018

Implemented	September 2018
Review Cycle	Annual
Review Date	Academic Year 2019-2020

Sedlescombe Church of England Primary School



Motto:

Learning, Loving and Growing Together with God

Values:

Aspiration	Honesty	Forgiveness
Courage	Thankfulness	Kindness

Vision:

**Our school is a family with God at its heart.
Christian values guide and inform all that we do.**

We aim to:

- Provide a welcoming, safe and nurturing environment where everyone is able to learn and grow as a unique individual.
- Encourage and support each other to be ambitious, resilient and independent lifelong learners.
- Develop enquiring minds and a love of learning.
- Value everyone and celebrate their beliefs, achievements, skills and contributions.
- Provide a curriculum that is creative, exciting, challenging and takes learning beyond the classroom.
- Reach the highest standards in achievement and attainment.
- Create a learning community where everyone is nurtured and challenged to develop academically, personally, morally and spiritually.
- Support each other to develop the skills, attitudes and values to grow into responsible members of our global community and God's world.

Learning, Loving and Growing Together with God

Special Educational Needs Policy

September 2018

This Special Educational Needs (SEN) Policy is based on the SEN Code of Practice published in July 2014.

SEN Practice in our school is detailed in our Special Educational Needs Information Report which is on our School website, and available from our school office.

<u>School:</u>	Sedlescombe Church of England Primary School
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<u>Email:</u>	office@sedlescombecep.e-sussex.sch.uk
<u>Website:</u>	www.sedlescombecep.e-sussex.sch.uk
<u>Headteacher:</u>	Mrs. C. Harvey
<u>Inclusion Manager:</u>	Mrs. N. Oakley
<u>Chair of Governors:</u>	Mrs. R. Talbot
<u>SEN Governor:</u>	Mrs. J. Fleming
<u>Designated Teacher for Looked After and Adopted Children:</u>	Mrs. N. Oakley
<u>Designated Safeguarding Lead (DSL):</u>	Mrs. C. Harvey
<u>Deputy DSL:</u>	Mrs. N Oakley

Introduction

This policy sets out our approach to supporting children/young people with special educational needs (SEN). For more information about how we support children/young people with SEN please also see our SEN information report that is updated annually on our website.

There is information about the support that the Local Authority and other services provide in the East Sussex Local Offer for SEN.

<http://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer>

Other school policies that include information that may be important for pupils with SEN are:

- Accessibility Plan
- Anti-bullying Policy
- Behaviour for Learning Policy
- Assessment for Learning and Teaching Policy

All School Policies are on our school website.

This policy was developed by the Headteacher, Inclusion Manager and SEN Governor and is based on the Local Authority model policy.

Policy Updated: 5th September 2018

Parental Consultation: Autumn 2014

Ratified by Governors: 17th September 2018

Review Date: September 2019

The SEN Policy is divided into sections:

- 1. Leadership and Management of SEN**
- 2. The kinds of special educational needs that are provided for in our school**
- 3. Identification and Assessment of SEN**
- 4. Working in partnership with parents**
- 5. Involving children/young people**
- 6. Assessing and reviewing outcomes**
- 7. Transition**
- 8. The approach to teaching children with SEN**
- 9. Curriculum and learning environment**
- 10. Training and continuing professional development (CPD) for staff**
- 11. Evaluating the effectiveness and impact of SEN provision**
- 12. Inclusion**
- 13. Emotional and social development and well-being**
- 14. Involving specialists**
- 15. Funding for SEN**
- 16. Data Protection**

1. Leadership and Management of SEN

The Inclusion Manager:

Our Inclusion Manager has day-to-day responsibility for the operation of the SEN Policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC Plans. Our Inclusion Manager provides professional guidance to colleagues and will work closely with staff, parents/carers and other agencies. Our Inclusion Manager is aware of the provision in the Local Offer and works with professionals providing a support role to families to ensure that our pupils with SEN receive appropriate support and high quality teaching.

Our Inclusion Manager is Mrs. Oakley, experienced in Special Educational Needs work; she attends regular training on SEN to keep our school and provision up to date.

The Governors:

Our Governing Body fulfils its statutory duty towards children/young people with SEN or disabilities in accordance with the guidance set out in the SEN Code of Practice. In particular, the governing body ensures:

- Arrangements are in place in school to support pupils with medical conditions
- The SEN Information Report is published updated annually and published on the school website
- There is a qualified teacher designated as the Inclusion Manager for the school

In addition, our governing body works with the Headteacher and Inclusion Manager in determining the strategic development of SEN Policy and provision, including establishing a clear picture of the resources available in the school.

The Governing Body also ensures that the school meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements and publishes information about this that includes specific and measurable objectives.

2. The kinds of special educational needs that are provided for in our school

The areas of need that are described in the SEN Code of Practice are:

- **Communication and Interaction** – this includes children/young people with speech language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger's Syndrome.
- **Cognition and Learning** – this includes children/young people with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children/young people with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- **Social, Emotional and Mental Health difficulties** – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. Other children/young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or Physical Needs** -this includes children/young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

Children with any of these needs can be included in our school community.

3. Identification and Assessment of SEN

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. To track pupils' progress and to identify children who are in need of such a provision we will assess each pupil's current skills and level of attainment on entry to the school. We will then make regular assessments of progress for all pupils (full details are available in our Assessment for Learning and Teaching Policy). These will seek to identify pupils making less than expected progress given their age and individual circumstances.

This is 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

The first response to less than expected progress will always be in class provision, i.e. high quality teaching targeted at the pupil's area of weakness.

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In identifying a child as needing SEN support, the class teacher, working with the Inclusion Manager, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data.

Slow progress and low attainment do not necessarily mean that a child has SEN. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

Difficulties related solely to limitations in English as an additional language are not SEN.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child/young person has SEN.

We are alert to emerging difficulties and respond early. For some children, SEN can be identified at an early age before they even start school. However, for other children difficulties become evident only as they develop.

We recognise that parents/carers know their children best and listen and understand when parents/carers express concerns about their child's development. We also listen and address any concerns raised by children/young people themselves.

Where it is decided to provide a pupil with SEN support the decision will be recorded on our School Information Management System (SIMS) and we will formally notify parents/carers. We are required to collect and submit data on the levels and types of SEN within the school to the Local Authority. This data, collected through the School Census, is also required to produce the national SEN Information Report.

SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. SEN is a developing process. For children in our school with a significant SEN need, we create an Individual Education Plan (IEP) to highlight the current targets for that child, to be supported in school and in the home. These IEPs are reviewed three times a year.

In East Sussex an Additional Needs plan is used when, despite the appropriate targeted support, a child/young person continues to make little or no progress or to work at levels considerably below those of their peers. Many of these children are likely to be receiving support from other agencies.

Where, despite taking relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made the expected progress, consideration will be given to requesting an Education, Health and Care (EHC) Assessment from the Local Authority. This request can be made by the school or by parents/carers.

In considering whether an EHC Needs Assessment is necessary the Local Authority will consider the evidence of the action already being taken by the school and parents/carers to meet the child/young person's SEN. An EHC Assessment will not always lead to an EHC Plan.

The purpose of an EHC Plan is to make special educational provision to meet the special educational needs of the child/young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC Plan also specifies the arrangements for setting shorter term targets at school level, which are also to be supported in the home.

4. Working in partnership with parents

We are committed to working in partnership with parents and carers. We will:

- Have regard to the views, wishes and feelings of parents/carers.
- Provide parents/carers with the information and support necessary to enable full participation in decision making.
- Support parents/carers in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- Meet with the parents/carers of children/young people.
- Provide an annual report for parents on their child's progress.

If there are any disagreements with parents/carers about SEN support for their child/young person, we will work hard with them to try to resolve these. If after meetings with the Inclusion Manager and Headteacher, parents/carers continue to have a complaint they can use the school's complaints procedure. Details about this are available from the school office or on the school website.

5. Involving children/young people

We are committed to involving children/young people with SEN in decisions about their learning. We will:

- Find out about, and listen to, the views, wishes and feelings of children/young people.
- Provide children/young people with the information and support necessary to enable full participation in decision making together.
- Support children/young people to support their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

6. Assessing and Reviewing Outcomes

We record evidence of pupil progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided. We record details of additional or different provision made under SEN support. This forms part of regular discussions with parents/carers about the child/young person's progress, expected outcomes from the support and planned next steps.

SEN support takes the form of a four part cycle:

- Assess
- Plan
- Do
- Review

Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

Clear dates for reviewing progress are agreed and the parent/carer, pupil and teaching staff will be clear about how they will all help the pupil reach the expected outcomes. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

Reviewing an EHC Plan

EHC Plans are used to actively monitor children/young people's progress towards their outcomes and longer term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child and their parents/carers, and will take account of their views, wishes and feelings. The review will focus on the child/young person's progress towards achieving the outcomes specified in the EHC Plan. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents/carers, a school representative, a Local Authority SEN officer, a health service representative, a Local Authority social care representative and any outside agencies working with the child/young person will be invited to the review meeting when appropriate.

Before the meeting we will:

- give notice to all parties at least two weeks before the meeting and seek advice and information about the child
- send out any advice or information gathered to all those invited at least two weeks before the meeting
- prepare and send out a report of the meeting to everyone invited within two weeks after the meeting
- try to synchronise EHC Plan reviews with social care reviews where a child is looked after by the Local Authority

7. Transition

The great majority of children with SEN or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. We encourage these ambitions right from the start. Our SEN support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We will agree with parents/carers and pupils the information to be shared as part of this process. We support children/young people so that they are included in social groups and develop friendships. This is particularly important when children/young people are transferring from one phase of education to another. If a child has an EHC Plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education. The review and any amendments must be completed by February in the calendar year of the transfer.

8. The approach to teaching children with SEN

We set high expectations for all pupils whatever their prior attainment. We use assessment information to set targets which are deliberately ambitious. We deliver high quality teaching that is differentiated and personalised and meets the individual needs of the majority of children/young people. Some children need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it.

9. Curriculum and learning environment

We are a fully inclusive school. All pupils have access to a broad and balanced curriculum. As part of the Curriculum Plan we include details of how the curriculum may be adapted or made accessible for pupils with SEN if necessary. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. We do what is necessary to enable children/young people to develop, learn, participate and achieve the best possible outcomes for themselves, irrespective of whether there are, or are not, reasonable adjustments required for a disabled child or special educational provision for a child with SEN.

10. Training and continuing professional development (CPD) for staff

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes, identifying particular patterns of need in the school, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively.

The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of the school's appraisal arrangements and its approach to professional development for all teaching and support staff.

11. Evaluating the effectiveness and impact of SEN provision

We maintain an overview of the programmes and interventions used with different groups of pupils to provide a basis for monitoring their effectiveness and impact. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

Reports are written to inform the Governors of the effectiveness and impact of the SEN provision and to inform them of next steps. A Special Educational Needs Information Report is written annually and published on our website.

12. Inclusion

We are fully committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Pupils with SEN engage in the activities of the school

together with those who do not have SEN, and are encouraged to participate fully in the life of the school and in any wider community activities.

13. Emotional and social development and well-being

We support the emotional, mental and social development of children/young people with SEN and disabilities by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying. We make strong provision for pupils' spiritual, moral, social and cultural development.

We are using the Thrive approach, completing whole class assessments twice a year and identifying individuals who need individual assessments and targeted support.

We have introduced the Zones of Regulation, teaching children to identify what Zone they are in and strategies they can use to help them return to the Green Zone.

14. Involving specialists

We will always involve a specialist where a child/young person makes little or no progress over a sustained period of time or where they continue to work at levels substantially below those of pupils at a similar age despite evidence-based SEN support delivered by appropriately trained staff. Parents/carers are always involved in any decision to involve specialists. We may involve specialists at any point to give advice on early identification of SEN and effective support and interventions.

We work with parents/carers and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child/young person's progress. Together, we agree the needs of the child/young person, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of involvement of specialists are kept and shared with parents/carers and teaching staff.

Where a child is looked after by the Local Authority, we will work closely with relevant professionals involved in the child's life as a consequence of being looked after.

15. Funding for SEN

We have an amount identified within our overall school budget, called the notional SEN budget. This is not a ring-fenced amount. We provide high quality appropriate support from the whole of our school budget including any resources targeted at particular groups such as the Pupil Premium.

The Local Authority provides a small amount of additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

In some extreme circumstances, parents/carers may request a Personal Budget. A Personal Budget is an amount of money identified by the Local Authority to deliver provision set out in an EHC plan where the parent/carer or young person is particularly involved in securing that provision.

16. Data Protection

Education Health Care Plans (EHCPs) will be kept securely so that unauthorised persons do not have access to it. An EHCP will not be disclosed without the consent of the child's parents/carers or the young person, except for specified purposes or in the interests of the child/young person e.g. safeguarding.

If you have any questions about this policy please contact the Inclusion Manager firstly, or Headteacher as detailed above.

Appendix: Legislation and Policies :

The following sections of the Children and Families Act 2014:

- Co-operating generally: governing body functions: Section 29
- Children/young people with special educational needs but no EHC plan: Section 29
- Children with SEN in maintained nurseries and mainstream schools: Section 35
- Using best endeavours to secure special educational provision: Section 63
- SEN co-ordinators: Section 64
- Informing parents and young people: Section 65
- SEN information report: Section 65
- Duty to support pupils with medical conditions: Section 100

Equality Act 2010

Education Act 1996

Data Protection Act 1998

Regulations

The Special Educational Needs and Disability Regulations 2014

Government guidance about SEN:

- <https://www.gov.uk/government/publications/special-educational-needs-and-disabilities-send-reform-letters>
- <https://www.gov.uk/government/publications/sen-and-disability-support-changes-information-for-young-people>
- <https://www.gov.uk/government/publications/send-guide-for-schools-and-alternative-provision-settings>
- <https://www.gov.uk/government/publications/send-managing-changes-to-legislation-from-september-2014>

Other Government Guidance

- <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- <http://www.justice.gov.uk/tribunals/send/appeals>
- <https://www.gov.uk/government/publications/national-award-for-sen-co-ordination-learning-outcomes>
- <http://www.sendpathfinder.co.uk/infopacks>
- <http://www.preparingforadulthood.org.uk/what-we-do/supported-internships/access-to-work-fund>
- <http://webarchive.nationalarchives.gov.uk/20130903171627/http://www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/onetoonetuition/a00199972/provision-mapping>
- <http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/schoolsguidance/key-concepts/reasonable-adjustments>
- http://webarchive.nationalarchives.gov.uk/+/dh.gov.uk/en/Publicationsandstatistics/Lettersandcirculars/LocalAuthorityCirculars/DH_101114
- <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- <https://www.gov.uk/government/publications/working-together-to-safeguard-children>
- <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>