



SEN Policy

September
2016

Signature/s

Chair of Governors – Mr P Dollimore

Head Teacher – Mrs A Szymaniak

This policy is fully compliant with the Special Educational Needs (SEN) Code of Practice: for 0 to 25 years (2014) and has been written with full regard for the Disability Equality Duty (2005) and the Equality Act (2010)

Aims and Objectives

- We aim to provide an environment in which all children have access to a broad and balanced curriculum
- We aim to ensure that any special educational need is identified as early as possible and to ensure that systems are in place so that these needs are met
- We believe in developing a strong partnership with parents and carers so as to support children with additional needs as effectively as possible
- We believe in involving children in the decision making which affects their provision, wherever this is appropriate
- We carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes
- We ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- We work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

Definition of Special Educational Need as set out in the Draft Special Educational Needs (SEN) Code of Practice (DfE, July 2014)

At Grange Primary School we recognise that a child has special educational needs if he or she:

- Has significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools in the Local Authority.
- We also recognise that very able children and those with particular gifts and/or talents may also have special educational needs.
- Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

The Four Areas of Special Educational Needs (SEN)

- Communication and interaction
- Cognition and learning
- Behavioural, emotional and social development
- Sensory and/or physical impairment

Definition of Disability

According to the Equality Act 2010:

- A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities
- 'Long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months
- 'Normal day to day activities' include everyday things like eating, washing, walking and going shopping

- Children who are unable to attend school for more than 15 working days for medical reasons must have alternative provision made for their continuing education

Inclusion and Equal Opportunities

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, level of attainment, ethnicity, medical impairment/condition or background.

Grange Primary School admissions criteria does not discriminate against pupils with SEN or disabilities and has due regard for the guidance in the Code of Practice (2014).

Accessibility to the school environment

Reasonable adjustments are made to the school environment, following advice from the relevant agencies so as to meet the needs of individual learners. (See also 'Accessibility Plan'.)

Pupils Looked After in Local Authority Care

Our school recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves
- These barriers to learning can affect Looked After Children's educational outcomes and their personal, social and emotional development
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children, at Grange Primary this is the SENCos
- Our school will work closely with the Local Authority which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions

EAL (English as an Additional Language)

We welcome the enrichment that linguistic and cultural diversity brings to our school community. We assess EAL pupils on arrival in order to identify their language capacity and English language needs. We understand that not all EAL learners have the same language needs. Whilst many of our pupils arrive with little or no English, many others benefit from being bilingual or multilingual learners.

If, over time a pupil fails to make adequate progress across a range of curriculum areas we work with the relevant agencies to assess whether their difficulties arise from a limited command of English or from special educational needs. A Home Language Assessment can be arranged to assess their proficiency in their home language before additional support is organised.

Where a SEN is identified, the school will put appropriate evidence-based interventions in place. These will be provided as part of a Graduated Response, which includes regular review of the progress made and adaptations to the support provided as required.

SEN Funding

The school's SEN provision is funded largely from the school's overall budget and is allocated largely on the basis of individual need. Support is graduated according to needs, priorities and the availability of resources. When it is agreed to place a pupil on the school's SEN Support Register it is because their additional needs are significant and they require additional support that the school may fund, up to an additional £6,000. In exceptional cases the school can apply to the Local Authority

for top up funding. Pupils who have an Education Health & Care Plan will have an agreed package of support from the Local Authority.

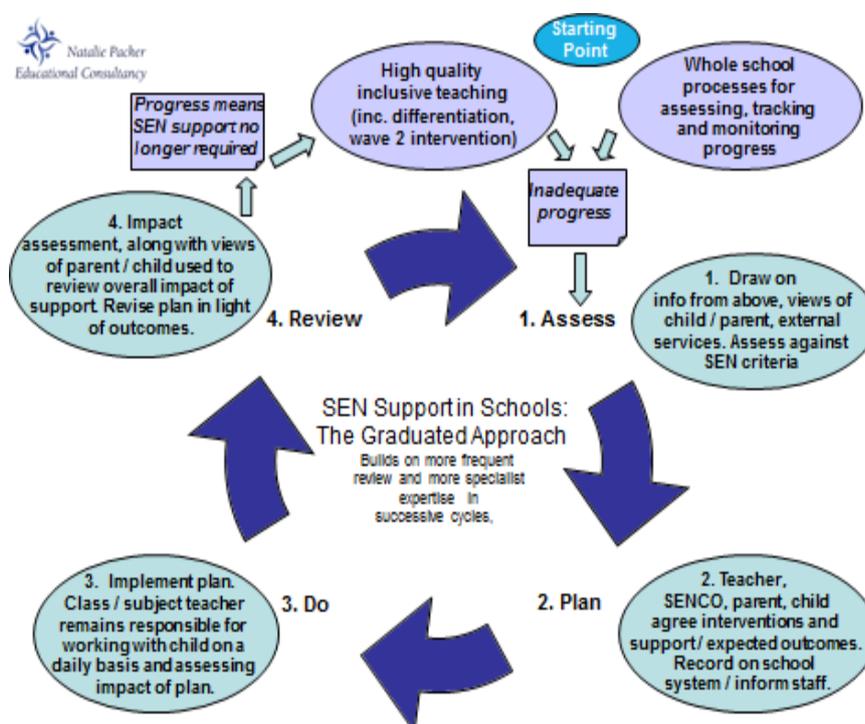
Identification and assessment

Class teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from Learning Support Assistants or specialist staff. Where a pupil is not making adequate progress, teachers, SENCOs and parents will collaborate on problem solving, planning support and teaching strategies for individual pupils.

High quality teaching, differentiated for individual pupils, is the first step in our school's response to pupils who have or may have SEN.

The identification of SEN will be built into the school's overall approach to monitoring the progress and development of all pupils.

In line with the 2014 Code of Practice requirements, the school will deliver a **Graduated Response Model** as described in the diagram below for pupils identified as having SEN: (with thanks to Natalie Packer, **Natalie Packer Educational Consultancy** www.nataliepacker.co.uk/)



Action by class teacher (prior to involvement of the SENCO)

Class teachers will be expected to have undertaken the following actions:

- Used baseline assessment to identify what the child knows, understands and can do
- Ensured ongoing observation/assessment provides feedback so assessment forms basis of next steps
- Involved parents
- Involved the child
- Adapted the learning environment to suit individual needs
- Differentiated learning to match individual needs
- Planned lessons to address potential barriers to learning

- Taken responsibility for planning and overseeing any interventions or support arrangements to address the child's learning difficulties

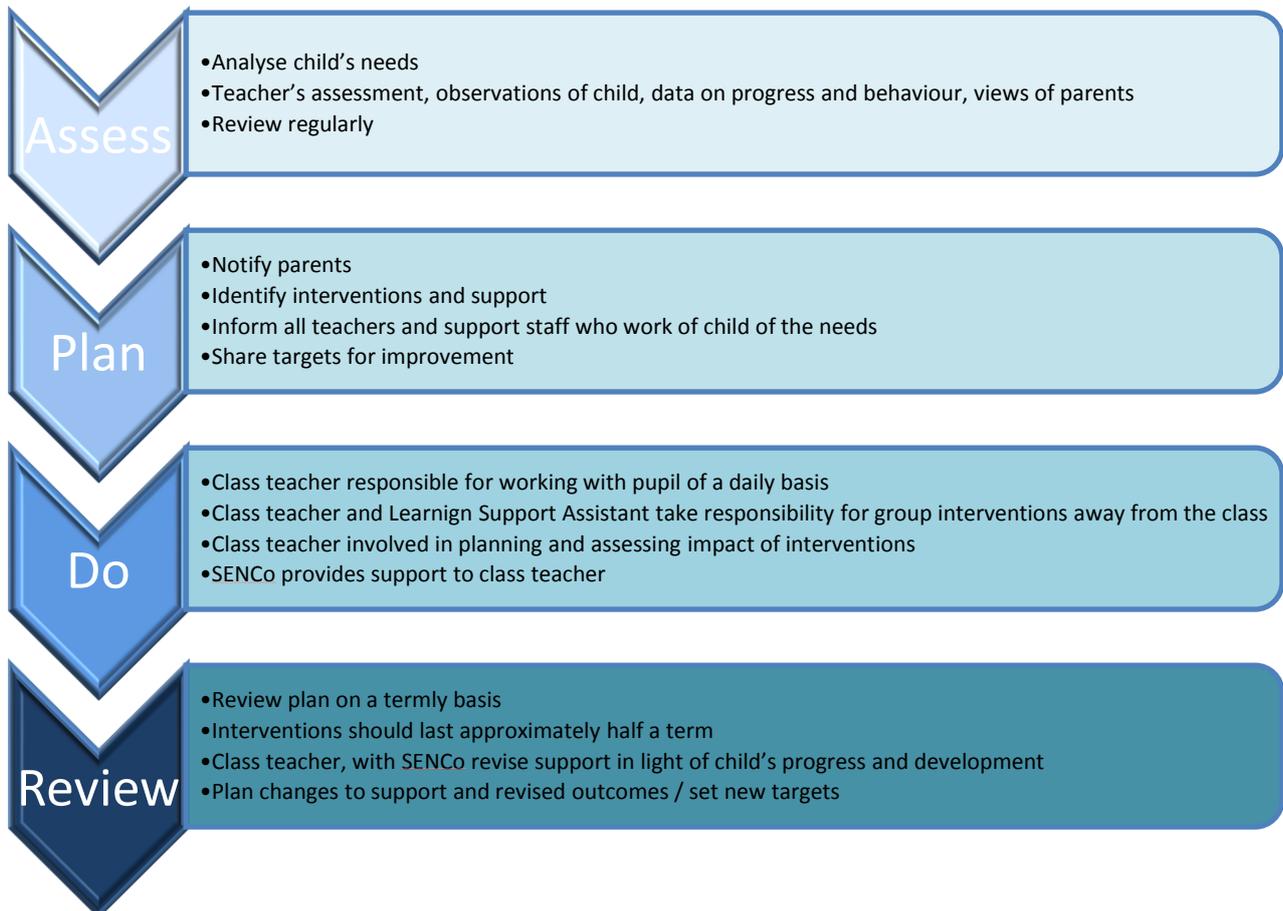
If a child fails to make progress with all of the above actions, the SENCo will be consulted as to whether they should be added to the school's SEN Support Register. When a child is added, advice from external professionals will be sought.

The Graduated Response

- Will be led by the Class Teacher in partnership with the SENCo
- Will begin when a child is added to the SEN Support Register
- Will include a meeting with the child and parents to draw up a support plan that will identify the interventions and desired outcomes
- Will support the child to identify and make successful transitions between phases of education

What happens next?

- External professionals will be contacted to carry out their own assessments and offer further advice
- The Class teacher will act on the advice provided and make any suitable adjustments
- The SENCo and Class Teacher will work collaboratively to consider a range of approaches and support resources
- Progress towards these outcomes will be tracked and reviewed termly through a 4 step model, and will be repeated as many times as is necessary. (See model below)



Termly Review Meeting

This meeting will be led by a teacher with good knowledge and understanding of the child and who is aware of their needs and attainment. This will usually be the Class Teacher, supported by the SENCo. It will provide an opportunity for the parent/s to share their concerns and, together with the teacher, agree their aspirations for the child.

The Provision Map

The school will maintain a Provision Map of the support, arrangements and interventions available to ensure that pupils with SEN/D maximise their progress.

Where children do not make sufficient progress, despite the school making purposeful and relevant interventions, it may be appropriate to ask the Local Authority to carry out a statutory assessment of their needs to see if they are eligible for an Educational Health and Care Plan (EHCP).

In preparing a request the school will involve the parents, the child (where appropriate) and outside agencies.

Education Health and Care Plans (EHCP)

Once a pupil has an EHCP naming Grange Primary School, the Headteacher of the school will ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the EHC Plan will take place at least annually. If a pupil's SEN changes, the Local Authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHC Plan is appropriate. For further information on EHCPs please see the Local Authority's Local Offer.

Transition to Secondary School

At Grange Primary School we help our pupils with SEN/D to start planning for their future as early as possible. Our aim is to support our pupils to go on to achieve the best possible outcomes in employment, independent living and participating in society. This could include, for example, helping pupils and parents understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

Professional Development

The professional development of all staff involved in meeting the needs of pupils with SEN/D is ongoing and continuous. A wide range of training opportunities is provided which includes:

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by SEN/D and/or medical specialists
- Attendance at courses offered by external providers, accredited and non-accredited, as part of the school's Performance Management process
- Other courses which are relevant to the work being undertaken

This can be generated by staff interest or can be undertaken at the request of the SENCo following the annual staff Skills Audit.

Managing SEN/D Provision

The school's provision for pupils with SEN will be coordinated by Miss Fairbrother and Ms Menser.

The SENCos have an important role to play with the head teacher and governing body, in determining the strategic development of SEN policy and provision in the

school. At Grange Primary school the SENCo's are part of the Senior Leadership Team.

We work together as a team to meet the needs of children with SEN. Each year we map our provision to ensure the allocation of resources is equitable and meets the needs of all learners.

All pupils with SEN are put onto a register which is compiled and reviewed by the SENCo's with the help of Class Teachers. From this register individuals and groups of pupils are identified for extra support. The SENCo and Class Teachers will decide on the targeted pupils and inform the Head Teacher.

Nature of Intervention

The SENCo and the child's Class Teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- Different learning materials or special equipment
- Group or individual support which may be in class or as part of an intervention programme
- Extra adult time to plan the intervention and to monitor its effectiveness
- Staff development and training to introduce more effective strategies
- Access to Local Authority support services for occasional advice on strategies or equipment
- Requesting and acting on advice from specialist professionals

The Role of Class Teachers

The Code of Practice acknowledges the important role of the class teacher whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision, for pupils with SEN
- Working with the SENCo to decide on action to support pupils with SEN including appropriate differentiation of the curriculum
- Working with pupils on a daily basis to deliver the individual programme set out in the IEP
- Reviewing IEPs with the SENCo
- Developing positive relationships with parents/carers and with pupils
- Working with support staff to deliver appropriate provision
- Working with relevant outside agencies including SALT and the EPS

The Role of the SENCo's

The responsibilities of the SENCo's include:

- Overseeing the day-to-day operation of the school's SEN/D policy
- Coordinating provision for children with SEN/D
- Liaising with the Designated Teacher where a Looked After Pupil has SEN/D
- Advising on the Graduated Approach to providing SEN/D support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEN/D
- Being a key point of contact with external agencies, especially the Local Authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the Headteacher and school Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Maintaining the records of pupils with SEN

- Working with the headteacher and Governing Body to develop and oversee SEN policy and provision
- Providing information about relevant in-service training
- Contributing to staff development
- Liaising with outside agencies including the Educational Psychology Service, Health and Social Services as well as other schools and voluntary bodies

The Role of the Headteacher

The Headteacher's responsibilities include:

- The day to day management of all aspects of SEN provision
- Keeping the Governing Body fully informed about SEN within the school
- Working with the SENCo and SEN team
- Allocating the SEN budget
- Ensuring that the school has appropriate strategies for working with parents/carers and that these strategies encourage involvement in their children's education

The Role of the Governing Body

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that a high standard of provision is made for SEN pupils
- Ensuring that pupils with SEN are fully involved in the life of the school
- Being involved in developing and reviewing SEN policy
- Having regard to the Code of Practice when carrying out duties

The Role of Learning Support Assistants

Learning Support Assistants play a very valuable role in supporting pupils with SEN. Some work with pupils with Statements nor Education, Health and Care Plans and, wherever possible, are given appropriate training to ensure that the objectives of the Statement can be met. Learning Support Assistants work with outside specialists, including SALTs and Occupational Therapists, to ensure provision is appropriate and effective.

Learning Support Assistants' duties include:

- In-class support
- Precision teaching
- Catch up (e.g. Reading support programme)

The Role of the Designated Teacher for Looked After Children

The Designated Teacher will:

- Ensure that the teaching and learning needs of the Looked After Children are reflected in their Personal Education Plan and will have lead responsibility for its implementation
- Ensure that the views of Looked After Children are taken seriously and inform decisions about teaching and learning strategies and their personal targets
- Promote good home-school-agency links
- Liaise with the Virtual Headteacher for Looked After Children about targets, progress against the PEPs and effective spending of designated funding

The Role of Parents

Partnership with parents plays a key role in enabling pupils and young people with SEN to achieve their potential. All parents and carers of pupils with special educational needs will be considered as partners and supported to play an active and valued role in their children's education. Helping their child at home will be an important part of the support provided.

Evaluation of SEN Provision

We recognise the importance of monitoring and evaluating the effectiveness of our SEN policy in relation to the aims set out above.

The Governing Body reports annually to parents on the success of the policy.

In evaluating the policy's success we consider the views of:

- Parents
- Teachers
- Pupils
- External professionals

Complaints

Any complaints can be discussed informally, in the first instance, with a member of staff or school governor. A formal complaint can be made to the Governing Body and, if the matter remains unresolved, to the Local Authority.

Relationship to Other Policies

The SEN/D Policy should be read in conjunction with the policies on Teaching and Learning, Equalities, Single Equalities Scheme (disability, discrimination and equality), Medical Needs and the Accessibility Plan. The School's Local Offer containing further information about SEN/D provision at Grange Primary School is also available on the website.

This policy will be reviewed and updated annually.

The SENCOs will also report annually to the Governing Body concerning the effectiveness of the policy.