

# SPECIAL EDUCATIONAL NEEDS POLICY

Approved by Staffing & Curriculum Committee: May 2015  
Review Date: May 2017



Definition of Special Educational Needs: A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Children have a learning difficulty or disability if they:-

- Has a significantly greater difficulty in learning than the majority of children of the same age

or

- Has a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.

Special educational provision means:

“For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of this age in schools maintained by the LEA, other than special schools in the area”

*(See Special Educational Needs and Disability Code of Practice 0-25 years 2014)*

## Aims

We believe in providing every possible opportunity to develop the full potential of all children. Our aim is that all children with special educational needs participate in activities compatible with the efficient education of other children and the efficient use of resources. All children will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum.

## Objectives

- To identify and monitor children’s individual needs at the earliest possible stage so that their attainment is raised.
- To plan an effective curriculum to meet the needs of children with special educational needs and ensure that the targets set on Individual Education Plans are specific, measurable, achievable, realistic and time related.
- 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
- To raise the self-esteem of children having 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

### Governors’ Roles

The governing body of a community, voluntary or foundation school must:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs
- Ensure that where the ‘responsible person’ – the Headteacher or the appropriate governor – has been informed by the LEA (Local Education Authority) or previous school that a child has special educational needs, those needs are made known to all who are likely to teach them
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs
- Consult the LA and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision in the area as a whole

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- Consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Report to parents /carers on the implementation of the school's policy for children with special educational needs
- Have regard to the Special Educational Needs Code of Practice (2002) when carrying out its duties toward all children with special educational needs
- Ensure that parents are notified of a decision by the school that SEN provision is being made for their child

## The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEN Policy
- They are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed
- SEN provision is an integral part of the School Improvement Plan
- The quality of SEN provision is continually monitored
- An annual report is provided to parents

## SENCO's Role

Currently the SENCO (Special Educational Needs Co-ordinator), is the Headteacher who is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- Day to day operation of the SEN policy
- Providing advice to staff supporting, liaising with them and where necessary the completion of 'My Plans'
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress
- Overseeing and maintaining specific resources for special educational needs
- Liaising with outside agencies
- Contributing to the in-service training of staff
- Monitoring, evaluating and reporting on provision to the governing body in conjunction with the designated responsible person
- Co-ordinating the range of support available to children with special educational needs
- In conjunction with the class teacher liaising with parents/carers of children with special educational needs

## Arrangements for Co-ordinating Provision for Children with SEND

The needs of the majority of children will be met in the classroom. Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in the life of the class. For some children it will be necessary for them to spend some time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified. This may be delivered by the teacher, teaching assistant or SENCO and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom.

## Admission Arrangements

Normal admission arrangements apply. The admissions policy is based on the agreed Wiltshire 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. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need e.g. wheelchair access the governors will make reasonable adjustments to ensure the child's needs are fully met **and the School's SENCO will work with the child's family to endeavour to make this happen.** If a child is transferring into the school with a statement or has been receiving extra support (from LA centrally funded resources) in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure that their needs can be met.

Any variation to the above will need to be agreed by the full governing body.

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## Local Offer

Wiltshire LA have compiled a local offer which details all the services and support available for children and young people with SEND. The link for this is [www.wiltshirelocaloffer.org.uk](http://www.wiltshirelocaloffer.org.uk). Our local offer details the support and provision that we are able to offer children and young people with SEND. This is available on our website under the 'our school' heading and also in paper format if requested from our school office.

## Specialist Facilities

There are no specialist facilities or special unit in the school. There are currently no teachers with specialist knowledge of special educational needs.

## Resources

Most of the resources used by children having special educational needs are available within the classroom. Money may be spent on additional resources, staffing costs and time allocated to the SENCO to manage the support for special educational needs and meet the objectives of this policy. Any requests for further additional resources should be made to the SENCO.

Teaching assistants may be targeted to work with identified children under the guidance of the teacher in consultation with the SENCO. Occasionally children may be allocated by the LEA a special educational needs allowance to enable them to receive individual support. A statement of special educational needs normally determines this.

## Identification and Assessment Arrangements and Review Procedures

The School follows the guidance contained in the Special Educational Needs and Disability Code of Practice 0-25 years 2014. This recommends a graduated approach.

The Code does not assume that there are hard and fast categories of special educational need but recognises that children's needs may fall into or across four broad areas. These are:-

- Communication and Interaction
- Cognition and Learning
- Behavioural emotional and (**mental health difficulties**)
- Sensory and/or physical needs

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of the children in our school. However, where through careful identification and assessment we and/or the parents/carers determine that a child is not making adequate progress, the class teacher will contact the SENCO. They, in conjunction with the child and parents/carers will review the strategies and approaches that are currently being used and the way these might be developed. Children will be assessed against criteria based on the Wiltshire Indicators and Provision document (WIPD) and in light of class teachers' formative assessment. Where this review leads to the conclusion that the child needs help over and above that which is normally available within the class or school the child will be placed upon the SEND support register, in consultation with the parents.

Where, despite all of our best endeavours, the child still makes little or no progress in the areas targeted, we will discuss with the parents/carers and child the need for either of use to approach the LA to request a statutory assessment. This may or may not result in the LA issuing a statement of special educational need. Where a child has a statement of special educational need we will carry out an annual review which parents/carers, child, outside agencies, SENCO and other staff as appropriate, will be invited to attend.

## Generation of a 'My Plan' for a child

Following a review of the strategies it may be necessary to make provision which is additional to, or different from that which is already provide. It may be that the child:

- Makes little or no progress even when teaching approaches are targeted to their particular needs
- Show signs of difficulty in developing skills in literacy or mathematics

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- Shows persistent signs of emotional or behavioural difficulties which are not addressed through the behaviour and discipline approaches used in school
- Has physical or sensory problems and despite specialist equipment still makes little or no progress
- Has communication and /or interaction difficulties which lead to them making little or no progress
- Might need intensive support for a specified period of time.

The 'My Plans' will be generated in full consultation with the class teacher, the SENCO, parents, the child and in some cases, outside agencies, who may be involved with the child. Together a 'My Plan' will be generated with the child at its centre. Long term goals will be considered and then the short term goals that will be needed to fulfil these longer term goals.

The 'My Plans' will provide for:

- The child's views and opinions and what is important to them
- The views of their parents/carers
- What makes the child a unique individual
- What is important for the child (e.g. health or communication needs) and how best to support the child
- How the child learns
- What is and isn't working for the child and their family
- Who is important to the child
- Hopes and dreams for the future including provision for transition
- Shared action plan with short term targets included
- Support action required in order for targets to be achieved
- Review against targets

The 'My Plans' will be fully jointly reviewed three times a year and a meeting with the parents will be arranged.

## Requesting an Education, Health and Care Plan (EHC Plan)/Statutory My Plan

Where despite all of our best endeavours, the child still makes little or no progress in the areas targeted, we will discuss with the parents and child the need for us to approach the LA to request a statutory assessment for an EHC plan, This may or may not result in the LA issuing an EHC plan, where a child has an EHC plan we will carry out an annual review which parents, child, the LA, outside agencies, SENCO and the class teacher will be invited to attend.

The EHC plan will ensure a collaborative, joined up approach to support the child. In the case of a statutory My Plan, there will be a single point of contact appointed called the 'SEND Key Worker' who will be responsible for liaising between all the interested parties ensuring that everyone is working together and effectively sharing information.

Parents/carers of children with a Statutory EHC plan have the right to request a personal budget. If this is requested, the SEND Key Worker and the LA will provide support on this.

## Criteria for evaluating the success of our policy

The policy will be evaluated against the objectives stated on page one by:

- An analysis of all teachers' planning by Subject Leaders/Headteacher/SENCO to identify learning objectives of children with special needs
- Teachers' planning to reflect the learning objectives for children with special educational needs
- Parents/carers being involved when individual targets are set for children by discussing and receiving copies of the 'My Plan' for their child;
- Children are involved in discussing, constructing and reviewing their own 'My Plan';
- The 'My Plan' targets being monitored to ensure effective pupil progress is being maintained

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- Ensuring that outside agencies, where appropriate, have their comments and recommendations recorded on the 'My Plans' and are involved in their development;
- The School Development priorities which include the provision for SEND;
- Undertaking a value for money review of our Special Educational Needs funding;
- Any external evaluation or inspection.

Success criteria will be:-

- Child attainment or progress as measured by objective testing and teachers' professional judgement being raised and appropriately acted upon;
- All planning reflects My Plan targets and any previously identified need;
- Those children identified and needing My Plans reach their expected target as judged through objective testing and/or teacher's professional judgement and/or no longer need additional support;
- All 'My Plans' include written/recorded comments from parents/carers and children, and where necessary outside agency involvement.

## Complaint Procedure

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCO and/or Headteacher. Should the matter still be unresolved the parents/carers should contact the 'responsible person' on the governing body via the school office. If the complaint remains unresolved the Chair of Governors should be involved and finally the complaint should be taken to the LA and/or Secretary of State.

## Continuing Professional Development (CPD)

Through the monitoring and evaluating of our provision, the SENCO will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives. Staff who attend further courses will feedback on courses attended through staff meetings. The effectiveness of such professional development will be monitored and evaluated by the SENCO, and information provided during the annual evaluation of the school's overall SEN provision.

## Links and Use of Outside Agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. A full list of these is included in our local offer. Where it is necessary to contact outside agencies, the SENCO will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the Local Education Team (LET) including the educational psychologist, learning support team, Physical and Sensory Impairment Support Service team, speech therapist, behaviour support team, health and LA personnel. Any or all of these agencies may be involved in the construction, delivery, or review of targets set in children's 'My Plans' in order to ensure children's attainment is raised.

## Partnership with Parents/Carers/Children

Parents/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. Parents/carers' contributions are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing their 'My Plan'. The school will also update parents/carers with relevant information.

We show sensitivity, honesty and mutual respect in encouraging children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which we encourage them to participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued, and who can practise making choices, will be more secure and effective children during their school years. In this school we encourage children to participate in their learning. We encourage them to have a voice in deciding the priorities for our School Improvement Plan through the school council. We encourage them to take ownership of their learning targets by

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discussing their targets and what they can do to improve. For children with SEN this includes discussing th strategies for success in their 'My Plans'. We encourage them to take part in reviewing their progress and in setting new goals and challenges.

## **Links with Other Schools, Agencies Including the Voluntary Sector (Links and Use of Outside Agencies)**

Links are maintained to ensure a smooth transfer on school entry through liaison and visits to local Early Years Settings. Children are invited to visit us for induction visits in the term before they start school. If necessary the school liaises with other agencies at this stage.

Children with SEN who transfer from other schools are supported through their induction to the school by the class teacher, SENCO and by classroom buddies to ensure that they have a smooth transition.

Liaison from Year 6 to Year 7 ensures a smooth transition. Specialist Staff from the appropriate Secondary School visit us to maintain close liaison during transition into Year 7.