

Bedwell Primary School Special Educational Needs (SEN) Policy

Introduction

This document is a statement of the aims, principles and strategies regarding provision for children with Special Educational Needs (SEN) at Bedwell Primary School.

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument : Special Educational Needs (Information) Regulations (Clause 64)**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents:

SEN and Disability Code of Practice 0 to 25 years (September 2014)

Ofsted Section 5 Inspection Framework (January 2014)

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Education Bill 2011

Children and Families Act 2014

Definition of Special Educational Needs

The SEN and Disability code of Practice 0 to 25 years (September 2014) defines Special Educational Needs as follows:

1. 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.
2. 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
3. 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.
4. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph 2 above when they reach compulsory school age or would do so if special educational

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provision was not made for them (Section 20 Children and Families Act 2014).

Special educational provision means: for a child of two or over, the educational provision that is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority(LA), other than special schools in the area. **(Education Act 1996, Section 312)** These difficulties may be sensory, cognitive, physical, social or emotional and some students may have complex needs, which cover a range of difficulties. This policy aims to address the needs of these pupils.

The 2014 code of practice focuses on meeting these needs in the classroom, and therefore, as staff, we must accept that the responsibility for meeting the educational needs of all students in our classroom lies with us:

“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.” (SEN and Disability code of Practice 0-25 years p 89).

It is important to note that all staff have the responsibility of meeting the needs of each individual in their class to the best of their ability. If there is a concern, a referral to the Special Educational Needs Co-ordinator (SENCo) should accompany a structured and well differentiated teaching programme:

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.” (SEN and Disability code of Practice 0-25 years p 89).

The Special Educational Needs (SEN) and Disability Code of Practice 0 to 25 years which was published in September 2014, provides guidance on the statutory duties of schools, local authorities and others working with children who have SEND and must have regard.

The Code identifies four broad areas of SEN:

- Communication and Interaction
 - Cognition and Learning
 - Social, mental and emotional health
 - Sensory and/or Physical disability
- (see Appendix one)

A Graduated Response to SEN

All staff have a responsibility for identifying students with Special Educational Needs Class teachers have the overall responsibility of ensuring that the curriculum will be differentiated and delivered in an inclusive way.

LA guidelines and the SEN and Disability Code of Practice 0 to 25 have been taken into consideration in the formulation of this policy. It should be read in conjunction with the inclusion, assessment, nurture group and behaviour policies.

This document provides a framework for the identification and provision for children

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with SEN at Bedwell Primary. It is written for the benefit of all members of the school community, to ensure that all are aware of the principles underlying identification and provision and are confidently committed to the agreed strategies

1.1 This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A number of children have particular learning and assessment requirements that could create barriers to learning.

1.2 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

1.3 Children may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Aims and objectives

2.1 The aims of this policy are:

- To create an environment that meets the special educational needs of each child and secures the highest levels of achievement for all;
- To identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or intellectual development;
- To ensure, once identified, that the special educational needs of children are assessed and provided for through a wide range of appropriate provision;
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes;
- To make clear the expectations of all partners in the process
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- To enable all children to have full access to all elements of the school curriculum ensuring that all children are fully included in all activities of the school in order to promote the highest levels of enjoyment and achievement;
- To promote self-worth, enthusiasm and enjoyment by encouraging independent learning at all age levels;
- To ensure that our children have a voice in this process
- To involve parents, pupils, teachers and others in developing a partnership of support, which enables all to have full confidence in the strategy adopted by the school.
- To 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

Educational Inclusion

3.1 At Bedwell, we aim to offer excellence and choice to all our children whatever their ability or needs and endeavour to achieve maximum inclusion of all children whilst meeting their individual needs. We have high expectations and aspirations for all our children and want them to feel that they are a valued part of our school community. We aim to achieve this through the removal of barriers to participation and learning.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

3.2 Teachers respond to children's needs by:

- providing differentiated learning opportunities for all the children within the school and providing materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- providing support for children who need help with communication, social interaction, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

3.3 Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.

3.4 English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.

3.5 We focus on individual progress as the main indicator of success.

3.6 We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.

- Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils progress.
- Other pupils will genuinely have special educational needs and this may lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the

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maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

4. Special Educational Needs

4.1 Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. The school uses Provision Mapping to plan a range of provision and support which is firmly rooted in whole class Quality First teaching.

4.2 In the light of the Disability Discrimination Act and associated equality duties, we have carefully considered the provision of reasonable adjustments to ensure the inclusion of all children.

4.3 Children are considered to have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- there is a significant discrepancy between different areas of achievement;
- they have a disability which prevents or hinders them from making full use of the educational facilities which are provided for children of the same age;
- they are below school age and fall within the above definitions

4.4 Pupils who are identified as having SEND will no longer be categorised by School Action, School Action Plus or pupils with a statement but the school will continue to operate a graduated, tiered response to children's special educational needs following the assess, plan, do, review model, in line with the SEN code of Practice 2014.

Tier 1: Well-differentiated, quality first teaching, including, where appropriate, the use of Wave 2 Interventions.

When the class teacher identifies that a child is experiencing difficulties, differentiated work tasks are the first step in the support process and will be clearly evident within the teacher's planning. The class teacher will also consult with the SENCO and if it is considered that the child may benefit from further support, the SENCO will assist and co-ordinate further assessment, intervention programmes and additional provision in school and these will be recorded on the school provision map.

- All learners will have access to quality first teaching.
- Some learners will have access to Wave 2 interventions. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.
- All vulnerable learners will be included on a detailed whole-school provision map which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
 - Plan strategically to meet pupils' identified needs and track their provision.
 - Audit how well provision matches need

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- Recognise gaps in provision
- Highlight repetitive or ineffective use of resources
- Demonstrate to all staff how support is deployed
- Inform parents, LA, external agencies and Ofsted about resource deployment
- Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Curriculum Access and Provision for vulnerable learners at Tier 1

Where children are identified as underachieving and/or recognised as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- Quality first teaching within the classroom
- teachers differentiate work as part of quality first teaching
- differentiated outcomes
- increased visual aids
- visual timetables
- use of symbols (Communicate In Print CIP) for understanding
- writing frames
- alternative methods of recording
- individual workstation
- timeout facilities
- modified/adapted resources
- coloured overlays
- reward/sanction system
- pencil grips
- desk slopes
- Wave 2 interventions
- other small group withdrawal
- bilingual support/access to materials in translation
- further differentiation of resources,
- homework/learning support club

Tier 2: Additional SEN Support

In some cases, when children have more complex difficulties or when they do not respond to the classroom support which has been put into place, it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offered for all pupils in the school. In this instance they will be offered additional SEN support and will be placed on the school SEN register under the most appropriate of the four categories of SEN. At this point, parents or carers will be informed and invited to discuss the additional support required and how best we can work together to help support their child’s learning.

- Support may be sought via agreed referral to a range of external professionals including but not limited to, Educational Psychologist, CAMHs, school

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- counselling services, Occupational/physiotherapists, advisory teachers, the Education support centre, the Primary support base or the SPLD base;
- Advice from external agencies may be used to formulate Targeted Learning Plans (TLPs) which will be shared with parents/carers and pupils and reviewed at least termly with all stake holders (Cycle of planning, action and review.)
 - TLPs will have a maximum of four short / medium term SMART targets which will be determined through discussion between parent and SENCo; Pupil, parent/carers voice and discussion with external professionals
 - Where several professional agencies are involved, a CAF (Common Assessment Framework) may be advised to ensure that a cohesive approach is taken towards meeting a pupil's needs most effectively.
 - Under-achieving pupils and pupils with EAL who do not have SEN will not be placed on the list of pupils being offered additional SEN support (but will be on the school's provision map).
 - intervention for pupils on the SEN register will be identified and tracked using the whole-school provision map and other tracking procedures;
 - It may be decided that a very small number, but not all of the pupils on the SEN register will require additional Exceptional Needs funding, in order to meet highly complex or very unusual needs. In this instance parents will be informed that an application is being made to the Local Authority. However, it must be noted that an application for Exceptional Needs Funding is not a guarantee of additional funding and is subject to the agreement of the Local Authority Panel.
 - On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

Tier 3: Education, Health and Care Plan

When a child's complex needs continue to demonstrate significant cause for concern despite external agency intervention, it is occasionally deemed appropriate for the school, in consultation with parents and external agencies, including education, health and social care, to apply to the LA for an assessment of a child's needs. A range of written reports and evidence will support the application and the views of the parents/carers and pupil will be sought regarding how the pupil can best be supported. The LA then considers the need for such an assessment and if deemed appropriate, may issue a formal **Education Health and Care Plan (EHCP)** formerly known as a statement of special educational needs, which will set out the statutory obligations of all concerned parties in meeting the child's needs.

- Pupils who have existing Statements of Educational Needs (pre September 2014) will have these converted to Education, Health and Care Plans on a rolling programme of conversion over the next two years.
- Pupils with Statements of SEN or Education, Health and Care Plans will have their own statutory plan regarding how their needs must be met, including access if appropriate, to a Personal Budget and will have an Annual Review of their plan/statement in line with the SEN and Disability Code of Practice 0 to 25 (September 2014)
- Our school will comply with all local arrangements and procedures when applying for both Exceptional Needs Funding and an EHCP and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN support using our devolved budget, at an earlier stage

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Identification and Assessment

Children's needs should be identified and met as early as possible through :

- the analysis of data including entry profiles, Foundation Stage Profile scores, pupil progress analysis and meetings, reading ages, other whole-school pupil progress and tracking data
- classroom based assessment and monitoring arrangements. (Cycle of planning, action and review.)
- following up parental concerns
- tracking individual children's progress over time,
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of Exceptional Needs funding.
- Ensuring the provision map is updated termly following meetings between the teachers and SENCO.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Involving an external agency where it is suspected that a special educational need is significant.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENCO, and senior leaders;
- ongoing assessment of progress made by intervention groups;
- work sampling;
- scrutiny of planning.
- Termly pupil progress meetings between teachers and SLT
- Termly teacher interviews with the SENCO
- Informal feedback from all staff.
- pupil voice activities
- pupil progress tracking using assessment data (whole-school processes)
- monitoring and evaluating the impact of Targeted Learning Plans (TLPs) on pupils' progress.
- attendance records and liaison with AIO.
(See Appendix two for at a glance guide to graduated response)

5. Roles and Responsibilities

At Bedwell School we recognise that provision for children with Special Educational Needs is a matter for the school as a whole. Roles and Responsibilities with regard to SEN are designated in the following way:

5.1 The senior Leadership Team:

- Allocates roles and responsibilities to staff so that special needs are met;
- monitors and evaluates the success of this policy and ensures that necessary revisions are undertaken;
- ensures that SEN provision is an integral part of the School Improvement Plan;
- ensures the SEN policy is subject to a regular cycle of monitoring, evaluation and review;
- liaises with staff, SENCo, support services, parents and pupils where appropriate;
- maintains appropriate staff and funding arrangements;
- works closely with the SENCo to co-ordinate provision;
- has an overview of the provision for children with SEN;
- reports to governors on the needs of the SEN children at Bedwell;
- ensures that the needs of SEN children are met within the school

5.2 The Special Educational Needs Coordinator (SENCO): At Bedwell the SENCo is Mrs Sharon Wood;

- manages the day-to-day operation of the policy;
- leads the annual review of the Special Educational Needs Policy
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues on the level of support and on appropriate resources and strategies to support learning;
- ensures that the school's SEN register and provision map is updated regularly;
- provides staff with an up to date overview of the needs within their class each term;
- contributes to, oversees and manages the records of all children with special educational needs;
- manages school-based SEN assessment;
- completes the documentation required by outside agencies and the LA, including documentation for exceptional Needs Funding and applications for EHC plans
- liaises regularly with class teachers, teaching assistants and the school family support worker to ensure effective communication of a child's needs;
- acts as a link with parents;
- acts as link with external agencies and other support agencies;
- meets termly with class teachers to assist with the writing and review of Targeted Learning Plans and to update the School Provision Map;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- manages a range of resources, human and material, linked to children with special educational needs;
- monitors and evaluates the impact of the special educational needs provision;

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- monitors the quality of the SEN provision throughout the school;
- contributes to the professional development of all school staff through provision of INSET training regarding all aspects of SEN;
- does not have a responsibility for a class but will teach children in small groups or individually as part of their SEN entitlement and provision;
- liaises with staff at receiving secondary schools during the summer term
- keeps their own skills updated by reading, researching and attending INSET on SEN as well as other appropriate related external courses.

5.3 Class teachers:

- take responsibility for providing quality first teaching experiences for all children in their class regardless of their ability;
- identify the children in their class whose progress is causing concern and provide appropriately differentiated tasks and learning experiences within the classroom which are appropriate to their learning needs;
- complete SEN concerns forms and pass to the SENCo when progress causes concern; (see appendix three)
- refer to their class overview sheets so that they know which pupils in their class are on the SEN Register and at what tier;
- refer to their class provision maps so that they know the current provision available for each child in their class;
- Liaise at least termly with parents/carers of pupils with identified SEN
- liaise with the SENCo when writing and reviewing TLPs so that targets and success can be monitored
- review TLPs once per term and share these with parents and pupils
- maintain an SEN section within their class files which reflects SEN needs for each child and includes copies of all TLPs and reviews;
- ensure that Teaching assistants are supporting pupils within their class as directed;
- attend appropriate INSET training and courses to develop their knowledge of special educational needs.

5.4 Teaching Assistants:

- Carry out activities and learning programmes planned by the class teacher and the SENCo and under their guidance;
- keep records of this work as requested;
- support children in class or by withdrawing individuals and small groups to work on specific programmes and interventions;
- attend INSET and courses where appropriate;
- are fully aware of the school's SEN policy.

5.5 The governing body:

- has due regard to the SEN Code of Practice and the Disability Equalities legislation when carrying out its duties towards all pupils with special Educational Needs and disabilities;
- does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs.
- has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy;

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- has identified a governor who will have a specific overview of the school's provision for pupils with special educational needs and disability. The person responsible at Bedwell, is **Rena Niles**.
- The SEN governor liaises regularly with the SENCo and ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

6 Allocation of resources

6.1 The head teacher is responsible for the management of financial resources for special needs provision within the school and meets regularly with the SENCo to discuss and plan how funding and resources can best be used to support children with SEN.

6.2 The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

6.3 The SENCo is responsible for the operational management of specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

7 Assessment

Some of the children who join Bedwell, have already attended an early educational setting and in some cases, children join, having had their needs already assessed and identified. All children at Bedwell are assessed when they join our school using a range of formal assessments such as the Wellcomm programme which assesses speech and language levels and informal observations made in a variety of situations to create an assessment baseline. We use this information to provide starting points in the development of an appropriate curriculum for all our children. Assessment is then a regular and on-going process throughout the child's school life.

7.1 Early identification of special needs is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

7.2 The class teacher, SLT and the SENCO assess and monitor the children's progress in line with existing school practices via regular use of tracking data and pupil progress meetings.

7.3 Formal assessment which helps to identify and monitor SEN includes:

- Wellcomm speech and language screening in Nursery on entry and exit;
- Annual reading tests administered to all pupils in year 2 to year 5 in the summer term. (N.F.E.R.Group reading test)
- Annual spelling test administered to all pupils from year 2 to year 5 in the summer term. (N.F.E.R Single Word Spelling Test)
- Nursery baseline assessment

Informal assessment includes:

- Notes made during intervention programmes
- Classroom observations

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- Notes from meetings with staff and parents relating to self-esteem, confidence and social interaction;
- Pupil self-assessment and perception of his/her own progress and self image.

7.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessments into smaller steps in order to aid progress and provide detailed and accurate indicators.

7.5 The SENCo has an additional selection of specialised diagnostic assessment materials for use in identifying a child's particular special need or difficulty.

8 Access to the curriculum

8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience success and progression in their learning levels in line with explicit success criteria set for each lesson by the class teacher.

8.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

8.3 Targeted Learning Plans, which employ a small-steps approach, feature as part of the provision that we may choose to make in school. By ensuring that targets address the underlying reasons why a pupil is having difficulties with learning we can begin to break down the barriers to achievement and start to ensure that children experience success. Not all children on the SEN register will have a TLP and their formulation and use will be determined through discussion with parents/carers, pupil and external professionals in order to establish whether they will be beneficial.

8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

9 Partnership with parents

9.1 The school website contains details of our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a special interest in special needs and is always willing to talk to parents.

9.2 The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an on-going dialogue with parents. The home-school agreement is central to this; parents have much to contribute to the programme of support that we provide for children with special educational needs.

9.3 We have regular formal meetings at least three times a year to share the progress of children with special needs with their parents. Further meetings are frequently arranged either at the request of the school or the parents/carers. Notes

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made at these meetings are kept within the child's SEN file. We inform the parents of any outside intervention and provide copies of all reports and the opportunity to discuss these with the SENCo. We share the process of decision-making by providing clear information to parents relating to the education of children with special educational needs.

9.4 We take our responsibility to support parents/carers of children with special educational needs very seriously and operate an open door policy whereby parents can feel free to come into school to discuss their child's needs with the head teacher, the SENCo or the school family support worker as appropriate. We endeavour to provide parents with information about SEN by inviting them to workshops, information sessions or informal coffee mornings, working alongside and in partnership with agencies such as Stevenage Educational Trust, school health and educational psychology to promote a clearer understanding of SEN and its related issues.

10 Monitoring and evaluation

10.1 The SENCo and the head teacher monitor the movement of children within the SEN system in school.

10.2 The SENCo is involved in supporting teachers involved in drawing up Targeted Learning Plans for children. The SENCO and the head teacher hold regular meetings to review the work of the school in this area.

10.3 The head teacher and Governing Body review this policy annually and consider any amendments in light of the annual review findings and government legislation.

10.4 The Head teacher and SLT monitor the progress of all pupils, including pupils with SEN, to ensure teachers have high expectations for progress and to review the impact of all interventions.

Reviewed: September 2014

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Appendix 1 – SEN Need Types

Need Type	Specific disabilities / needs	Areas of learning likely to be affected	Recommended support / interventions
<p>Communication and Interaction (C&I)</p>	<p>Specific learning difficulties such as dyslexia or a physical or sensory impairment such as hearing loss may also lead to communication difficulties.</p> <p>Speech, Language and Communication Needs (SLCN)</p> <p>Autism Spectrum Disorder (ASD)</p> <p>Asperger's Syndrome and Autism</p>	<p>Provision for children and young people with communication and interaction difficulties should reflect their likely need for support in developing social relationships and their increased risk of emotional or mental health problems. It may also cover support in making progress in related areas of learning such as literacy.</p> <p>Children and young people with an Autism Spectrum Disorder (ASD), including Asperger's Syndrome and Autism, have difficulty in making sense of the world in the way others do. They may have difficulties with communication, social interaction and imagination. In addition they may be easily distracted or upset by certain stimuli, have problems with change to familiar routines or have difficulties with their co-ordination and fine-motor functions.</p>	<p>Interventions might include creating rich oral language environments, use of Symbols to aid understanding (CIP), use of key visuals, labelled areas and equipment, choice boards, now and then boards, PECs, Makaton signing, visual timetables, personal timelines, use of forced alternatives, thinking time, pre teaching, pre warning of key words or questions, appropriate seating arrangements including carpet spots, individual support and augmentative and alternative means of communication.</p> <p>Interventions will need to take account of their individual sensory needs and requirements.</p>

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<p>Cognition and Learning (C&L)</p>	<p>Severe Learning Difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD) Specific Learning Difficulty (SpLD) This includes a range of conditions such as dyslexia (difficulties with reading and spelling); dyscalculia (maths); dyspraxia (co-ordination) dysgraphia (writing), poor short or long term memory and processing difficulties A discrepancy between achievement and general intellectual ability may indicate that a child or young person has a SpLD</p>	<p>Children and young people with severe learning difficulties (SLD) have significant intellectual or cognitive impairments and are likely to need support in all areas of the curriculum. They may have difficulties in mobility and coordination, communication and perception, and the acquisition of self-help skills. Children and young people with SLD are likely to need support to be independent. Those with profound and multiple learning difficulties (PMLD) have severe and complex learning difficulties as well as significant other difficulties such as a physical disability or a sensory impairment. They are likely to need sensory stimulation and a curriculum broken down into very small steps. These children and young people require a high level of adult support, both for their educational needs and for their personal care. Those with Specific Learning Difficulties (SPLD) are likely to have a spiky profile and will perform</p>	<p>Children and young people who have a learning difficulty need more detailed differentiation and the curriculum set out in smaller steps. They may need more practical activities than their peers to support the development of abstract concepts. They may require specific programmes to support their progress in developing literacy and numeracy skills. The level of support required will depend on the severity of the child or young person's cognitive difficulty and any associated needs that compound their difficulties in accessing the curriculum, such as physical impairments or communication difficulties. Approaches such as backward chaining whereby pupils are shown an example of what they are aiming for in a finished task and are then given the steps to get there, or the my turn, together, your turn approach to scaffolding a task whereby an adult demonstrates what needs to be done, the adult and child or young person work though an example together and then the child or young person tries independently, can</p>
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		<p>better in some areas of the curriculum than in others. There are often difficulties with the processing of information and with memory (Dyslexia and Dyscalculia). Dyslexic pupils may show some difficulties with the processing of information in all subjects including maths due to poor memory and processing difficulties and may have difficulty sequencing correctly. Students with dyspraxia may appear clumsy and will struggle with spatial awareness which will affect their writing and PE skills</p>	<p>prove beneficial. Outreach support from Woolgrove Academy is available. Children and young people with specific learning difficulties may need support in sequencing and organisational skills and appropriate IT equipment and software to support the development of their literacy skills. Other support may include: close copies of texts, use of texts written with paragraphs in different colours to aid information retrieval, coloured paper, overlays, mind maps to aid planning, use of ACE spelling dictionaries, uncluttered presentation of task – too much writing on a page creates confusion, key visuals, symbols (CIP), alternative recording methods (pictures/diagrams)</p>
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Special Educational Needs (SEN) Policy

<p>Social, mental and emotional health (SMEH)</p>	<p>A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as;</p> <ul style="list-style-type: none"> • problems of mood (anxiety or depression), • problems of conduct (oppositional problems and more severe conduct problems including aggression), • self-harming, substance abuse, • eating disorders or physical symptoms that are medically unexplained. • Attention deficit disorder (ADD), • Attention deficit hyperactive disorder (ADHD), • Attachment disorder, • Autism or pervasive developmental disorder, • An anxiety disorder, • A disruptive disorder or, rarely, schizophrenia or bipolar disorder 	<p>Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.</p>	<p>Schools, colleges and early years providers should identify clear processes to consider how they will support such children, as well as how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. Many schools and colleges offer pastoral support, which may include access to counselling sessions, to help their pupils and students with emotional, social or mental health difficulties.</p> <p>Support may include: protective behaviours programmes, dealing with feelings, friendship groups, bright stars, school counselling service, CAMHs, lunchtime games club provision, traffic lights behaviour programme, home school liaison book, report card, Herts Steps behaviour management approach, time out cards, fiddlers, social skills group, supported social interactions, supported play skills, circle of friends, extended roll support from the Primary support base, outreach support from the Education Support Centre</p>
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Special Educational Needs (SEN) Policy

<p>Sensory and/or physical needs (S/PPD)</p>	<p>Visual Impairment (VI) Hearing Impairment (HI) Multi-Sensory Impairment (MSI) Physical Disability</p>	<p>Children and young people with a visual impairment (VI) or a hearing impairment (HI) may require specialist support and equipment to access their learning. Children and young people with a Multi-Sensory Impairment (MSI) have a combination of visual and hearing difficulties, which makes it much more difficult for them to access the curriculum or study programme than those with a single sensory impairment. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers</p>	<p>Many children and young people require minor adaptations to the curriculum, their study programme or the physical environment. Many such adaptations may be required as reasonable adjustments under the Equality Act 2010. Some children and young people require special educational provision. It is this group that should be identified as having a SEN.</p> <p>Support may include, large sized or braille texts, supportive seating and positioning of adults (adults should not stand with their back to windows as this prevents lip reading), multi-sensory resources, one to one support.</p>
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Special Educational Needs (SEN) Policy

Appendix 2

Action	Who is involved?	What is involved?	Next steps
Tier 1: Quality First Teaching and differentiation	The class teacher is responsible for the planning and delivery of high quality lessons within the classroom which demonstrate progress and learning. For children who have difficulties with learning, it is the responsibility of the class teacher to provide appropriately differentiated tasks and/or outcomes	<p>The teacher plans high quality lessons and meaningful activities.</p> <p>Teachers assess pupil progress and their ability to access tasks.</p> <p>Tasks need to be differentiated at the appropriate level of need for success and progress to be achieved.</p>	<p>At this point informal assessment, class notes, observations, pupil views recorded to provide record of intervention.</p> <p>The teacher responsible for the child informs the SENCO of the concern using the SEN Cause for Concern Form.</p> <p>More formal assessment may take place in consultation with SENCo.</p> <p>Appropriate Intervention programmes may be planned, put into place and their impact assessed.</p> <p>If, after the above actions have taken place, a pupil is not making adequate progress, placing the child on the SEN register is considered</p>
Tier 2 Additional SEN support	<p>Class teacher invites Parents/carers to discuss their child's needs and their views are recorded.</p> <p>Views of the child are collected in an appropriate way</p> <p>Referrals to external professionals</p>	<p>The child is placed on the SEN register under the appropriate SEN category</p> <p>External professional support sought and advice acted upon</p> <p>A Targeted Learning plan(TLP) may be devised in collaboration with parents/carers, pupil (if appropriate) and external professionals</p> <p>Different activities/resources are used to meet the needs of the pupil.</p> <p>TLP reviewed with parents and pupil at least termly</p> <p>CAF may be instigated if multi agency support is required</p> <p>Exceptional Needs funding may be requested if needs are very complex or unusual</p>	<p>Most pupils should make progress with the additional help, but if the targets and strategies implemented mean that adequate progress is not made it may be appropriate to discuss an application for an Education, Health and care plan</p>

Special Educational Needs (SEN) Policy

<p>Education, Health and Care Plan (EHCP)</p>	<p>The SENCo, class teacher, parents and external agencies work together with the LA to complete a request for an EHCP. The views of the child are sought and considered where appropriate. Within statutory timescales the LA will meet with parents and educational, medical and social care professionals to assess the child's needs and if appropriate issue an Education, Health and care plan which document the child's needs and the statutory obligations of those involved in meeting those needs</p>	<p>The LA will request multi-agency discussion and assessment to determine exactly what the needs are and how best they can be met. The needs of the child are central to the process.</p> <p>An EHCP may be issued and will be subject to an annual review which will include LA representatives, parents and educational, health and social care professionals</p>	<p>In the minority of cases it may be deemed appropriate to seek an alternative specialist setting to meet the needs of the child such as a unit place or a special school.</p>
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Special Educational Needs (SEN) Policy

Appendix 3 – Concerns Form

Child name:					
DOB		Year Group		Teacher	
NC Data: Speaking & Listening	Reading		Writing		Maths
Area(s) of Concern: Cognition and Learning					
Communication and Interaction					
Social, Emotional, mental Health					
Sensory/physical Needs					
Assessments:			comments		
Progression tools - TOTT					
Wellcomm assessment (foundation stage)					
EAL checklist					
IAELD (foundation stage)					
Strengths and Difficulties Questionnaire (SDQ)					
Autism Rating Scale (CAST)					
Sensory Checklist					
Herts Behavioural Questionnaire (HBQ)					
Non-verbal Reasoning test					
SPLD literacy assessment					
Dyslexia Screener					
Dyscalculia Screener					
Dyspraxia exercises from NHS					
Dyslexia Portfolio					
York Assessment of Reading Comprehension					
York Assessment of Early reading Comprehension					
Sandwell Assessment (Maths)					
SPLD- Diagnostic assessment of Number					

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Eye sight/hearing tests	
Teacher concerns/observations What have you done so far?	
Parental views/date of initial parental meeting	
Pupil views	
What next?- plan for moving forward:	
Review Date:	
Outcomes	