



West Pennard

Church of England

Primary School

Special Educational Needs Policy

November 2014

United Nations Convention on the Rights of the Child

Article 28: Every child has a right to an education

Article 29: Education must develop every child's personality, talents and abilities to the full.

This policy promotes the successful inclusion of all pupils with special educational needs or disabilities in West Pennard School.

The Christian ethos of the school underpins the curriculum and defines the culture of the school

Definition of a Special Educational Need

'Pupils have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.'

'Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area '.

This Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

Here it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

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

Aims of the Policy

- to provide access to a broad; balanced and inclusive curriculum appropriate to the needs of each individual child
- to ensure each child is valued and treated as an equal member of our learning community having access to a common range of experiences
- to create a happy and caring environment where each child learns to have a better understanding of the world in which he or she lives
- to ensure each individual has their voice heard and their contribution recognised

The Specific Objectives of our SEN Policy are as follows:

- to identify pupils with special educational needs and disabilities and ensure that their needs are met through the provision of appropriate interventions
- to ensure that children with special educational needs and disabilities join in with all the activities of the school
- to ensure that all learners make the best possible progress and have the opportunity to contribute to their own target setting
- to ensure staff work together to review and monitor the children's progress and to make reasonable adjustments to their teaching to remove barriers to learning
- to ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

Evaluating the Policy

The effectiveness of the school's SEN policy will be evaluated annually by all staff against the aims and objectives set out above. Annual success criteria will be reviewed and the Governing Body's Annual Report will detail the successful implementation of the policy and the effectiveness of the provision made.

Admission Arrangements

The Governing Body has agreed with the Local Authority Admissions Criteria which do not discriminate against pupils with special educational needs or disabilities, and its admissions policy has due regard to the guidance in the Code of Practice 2014.

Consideration is taken as to whether the facilities we can offer are consistent with the best interest and safety of the child. The school does not currently have the facilities for children with severe physical disabilities, nor specialist teachers and equipment

Allocation of resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs support within the school, including the provision for children with High Needs Funding and Education Health and Care plans.

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

Special Educational Needs Personnel

The named Special Educational Needs Coordinator (SENCo) for the school is

Doreen Grant. She holds a Certificate in Special Educational Needs in Mainstream Schools, a Diploma in Teaching Children and Adults with Specific Learning Difficulties (Dyslexia) and is an Associate Member of the British Dyslexia Association).

The SENCo roles and responsibilities are those outlined in the Special Educational Needs Code of Practice 2014

There are three SEN Teaching Assistants working with SEN pupils at Wave 3, **Sue Bradfield, Andrea Hale and Kathy Jones.** They have undertaken a range of specialist training to equip them for the role.

A member of the Governing body, **Hilary Austin,** takes a special interest in SEN, but the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

Meeting the Needs of Children with Special Educational Needs

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

The school adopts a Graduated Response to meeting special educational needs as outlined in the Special Educational Needs Code of Practice 2014. This involves a Plan Do Review cycle which is discussed in regular SEN meetings

The range of support made in the school each year in response to identified need is detailed in the school Provision Map

Identification and Assessment of Special Educational Needs

The school is committed to early identification of special educational needs and responding to need as early as possible.

A range of evidence is collected through the usual assessment and monitoring arrangements outlined in the assessment policy: if this suggests that the learner is not making the expected progress, the pupil will be discussed at our **SEN Surgeries.** These are held termly and attended by the head teacher, class teacher, teaching assistants where appropriate and the SENCo

Following these surgeries the SENCo will administer any relevant tests to add to the pupil's profile of strengths and weaknesses.

There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action. Pupils who have disabilities but no special needs will be recorded on the school's medical register and an appropriate healthcare plan will be in place.

Provision/action that is 'additional to' or 'different from' that available to all will be recorded in an IEP. If the pupil is having Wave 3 withdrawal support this will often be written by the SENCO but always in consultation with pupils, parents, carers and teachers. It may also involve consultation and advice from external agencies. Links will be made between what happens in withdrawal sessions and what happens in the classroom. There may be cross curricular IEPs set for use in the classroom focussing on barriers to learning that the pupil may be experiencing in a whole class situation.

The IEP will set targets for the pupil and will detail:

- the short-term targets set for or by the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria

The IEP will be reviewed every six months and the outcomes will be recorded. Pupils will participate fully in the review process according to their age and abilities. Parents / carers will also be invited to participate in the target-setting and review process.

If the pupil is identified as having an exceptional need the SENCo will consider whether the pupil meets the criteria for additional funding and will collect evidence to make an application at the Annual Audit.

External Support Services

These play an important part in helping the school identify, assess and make provision for pupils with special education needs.

- The school has two or three **Consultation Meetings** a year with members of **Somerset Support Services**. This gives the opportunity to discuss pupils causing concern and to plan visits by the Educational Psychologist, Learning Support Advisory Teacher and Social, Emotional and Behaviour Advisory Teacher where appropriate.
- In addition the school may seek advice from specialist advisory teaching services for children with Sensory Impairment or Physical Difficulties.
- Liaison meetings with the Health Visitors/Playgroup Leaders are held to ensure a smooth start to school for children in the Foundation Stage.
- The Speech and Language Therapy Service contributes to the reviews of children with significant speech and language difficulties.
- Multi-agency liaison meetings occur when needed.
- School Entry Plan Meetings and Annual Review Meetings for any pupils who need these will be set up by the SENCo and attended by relevant outside agencies.

Transition

We recognise the importance of good transition arrangements for vulnerable pupils and we have strong links between our pre-school groups and our local secondary schools. We have good liaison in place and all information is shared with relevant personnel at times of transition and visits to settings arranged as and when appropriate.

Training

Staff will be given the opportunity to attend relevant courses on special educational needs issues taking into account school priorities as well as personal professional development. The Head Teacher or SENCo will organise relevant training from external agencies when appropriate plus internal training at staff meetings or during inset. Particular support will be given to NQTs, Teaching Assistants and other new members of staff.

Communicating with Parents

- The school website contains details of our school offer for special educational needs
- Parents are formally invited to meet with the SENCo at least twice a year to discuss progress and provision but informal meetings at other times are encouraged
- Concerns and worries will be logged and actions taken to address these
- The Local Authority have a Parent Partnership Team and parents can access this to support them in communicating with the school about the progress and provision for their child

Complaints Procedure

If a parent is concerned about the provision that their child is receiving, they should firstly discuss it with the class teacher or Head Teacher. The complaint will then be discussed with the SENCo and the outcome will be explained to the parents.

Every effort is made to resolve the complaint within school and all formal complaints will be logged. Parents/ Carers will be kept informed of the progress of the complaints procedure. Parents of a child with a statement have additional channels through the Local Authority and it is the responsibility of the SENCo to ensure they are aware of this

Policy Date: November 2014

Review Date: November 2015

Signed: