



Special Educational Needs Policy

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Review Cycle	Annually
Statutory Policy	Yes
Publication	

SEN Policy

Many pupils experience a Special Educational Need (SEN) at some point in their school career.

The new SEN Code of Practice (2015), highlights the key principles of high quality SEN care and provision within schools:

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), must have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

All teachers have a responsibility for addressing the special needs of their pupils working in partnership with parents, quality first teaching is the key to every child's success.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory - it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

In practical situations in everyday settings, the best schools do what is necessary to enable children and young people to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or young person or special educational provision for a child or young person with SEN.

Definition of Special Needs

Special Educational Needs may be of a temporary, long term or specific nature. They may be related to learning, behaviour, emotional, physical and sensory difficulties or to medical conditions which affect some pupils.

If such needs prevent the child from accessing the National Curriculum at the appropriate level, we would see this as a matter for concern. Special needs might also refer to a child of exceptionally high ability in any area of the curriculum. Such a child's needs might include accelerated progress through the school and the provision of a Personal Support Programme (PSP). Early transfer to Secondary School would also be an option to consider

WHAT WE OFFER:

Admissions Policy

The school's admission policy recognises that all children should have equality of opportunity and, therefore, automatically all children will be considered for admission regardless of any disability.

Broad Aims

1. To give each child access to a broadly balanced National Curriculum at the appropriate level.
2. To maximise the potential for learning of all children; this may require positive discrimination in favour of some pupils. Work may need to be differentiated in order to ensure a child's access to the work.
3. To provide a stimulating, attractive and practical learning environment to allow pupils to derive maximum benefit from the whole curriculum.
4. To match teachers' expectations of the child, with his/her current level of achievement.

Specific Objectives

1. To identify Special Educational Needs as early as possible.
2. To record information, to inform initial discussion between class teachers, special needs co-ordinator and parents.
3. To plan strategies for resolving difficulties.
4. To liaise with support agencies as appropriate.
5. To inform and involve Directors.

How is SEN identified?

Class Teachers

Class teachers should begin to keep a diary sheet as soon as anxiety about a child is felt. They should not delay in arranging to discuss this with the **Special Educational needs co-ordinator** - **Mrs Emma Bowering** and complete a Cause for Concern SEN form. The diary sheet should be ongoing, to build up a bank of evidence and knowledge. The SENCO will liaise with the teacher in accordance with the finding of the Cause for SEN concern and observations of the child within the class and school setting.

The class teacher should bring any concerns about their own training needs to the co-ordinator/Headteacher, particularly in respect of assessment, monitoring and confidence with planning programmes of work. Monitoring and record keeping are the responsibility of the class teacher.

If the teacher and the SENCO feel that the child needs more support than classroom differentiation can offer then a conversation will be had with parents as to whether a Personal Support Plan would benefit the child as part of the Plan-Do-Review target setting process. If everyone is in agreement then the child will be placed on the schools SEN register, with the written consent of the parents, and this will be put into place with immediate effect.

Parents

The school will make contact with individual parents immediately when they become concerned about a child. Any concern expressed by a parent will be discussed and followed up by the processes outlined without delay.

Wherever possible, advice will be given to parents on supporting their child. This may involve following a specific programme of work e.g. shared reading, handwriting, spelling or by attending Skills workshops, to help understand the child's disability and strategies for supporting them, run within the local area by Staffordshire Family Partnership.

In addition to the annual parents' evening, parents are welcomed into school to discuss concerns. The regular school newsletter reminds parents of the accessibility of staff. New parents are made aware of special needs provision through the prospectus and initial school meetings.

Support for Staff

Pupil assessment and specialist SEN staff development sessions are delivered throughout the year by the, SENCO, SENSS (Special Educational Needs Support Service) team and Staffordshire County Educational Psychologists. The SENCO also updates the staff and directors termly on good practice, new initiatives, policy and government updates and training for Specific Learning Disabilities (SpLD). Independent SEN consultants for SENCO updates are used to develop the SENCO's knowledge of national updates and resources.

Support for Pupils

Throughout the MAT children can work in mixed ability or single age classes. Where possible the class teachers receive TA support for small groups or individuals on a needs basis. Extra support for a children can be in any of the following ways:

Reasonable adjustments made by the class teacher in order to support the child's ability to access the curriculum. E.g. word mats, brain breaks, ICT use, pre-topic teaching, and focused sessions for targets areas within a lesson.

1:1 or small group withdrawal intervention support, targeting specific areas of need, usually for 20-30 minutes, 3-5 times per week, per target area.

Support within the classroom for small groups or 1:1 development.

Physical support - physiotherapy and/or occupational health school designed programmes - for children with a physical disability

Some TA's have been specifically trained in different areas of intervention to provide specialist support programmes for the children.

Access to a balanced and broadly based curriculum is assured by differentiation of tasks wherever possible and no child is taken out for a substantial amount of time in one block.

The Special Educational Needs Support Services support teacher may work with children individually or in small groups and will advise class teachers of appropriate strategies.

A pupil with an Education Health and Care (EHC) Plan, will be monitored with the support of Special Educational Needs Support Services. There will be an annual review. Parental contact is paramount.

A child with a particularly high level of ability will be given suitably differentiated work, and extension material will be planned for him or her in order to ensure that he or she is

challenged and stimulated. When appropriate, contact with the High School will be established and additional work, including appropriate books and materials, will be obtained. In particular instances, parents may be asked if they wish to consider applying for early transfer to secondary school.

Full Dyslexia Friendly Status

In every school there are a significant number of pupils with dyslexic tendencies who need not only literacy programmes to improve their skills, but also a dyslexia friendly environment in which to gain confidence and develop their abilities. The skills and strategies which dyslexic children/children with dyslexic tendencies need in order to learn can be taught. Strategies that are good for dyslexic learners are good for everyone.

A whole school approach underpins success for pupils with dyslexia.

We make provision for dyslexic pupils on the SEN register and provide programmes of support where necessary. Many strategies which are already in place, effective learning, formative assessment, cursive handwriting are ways in which we are helping to develop dyslexic learners and make our schools dyslexia friendly.

The aim of the school is to continue this good practice and, as part of a continuing programme of staff development, offer further advice about how to achieve a dyslexia friendly learning environment.

**Across The Small Schools Multi Academy Trust we hold Full Dyslexia Friendly Status
- verified and updated in March 2016.**

The Plan-Do-Review cycle

As stated previously, if a Personal Support Programme is deemed necessary to support children with additional needs then parent, pupils and staff will be involved with the process, which includes; discussing the goals and how they think they can achieve, additional intervention needed, support at home and at school. The information will be put into a child friendly working document and allocated time will be set for the child to work on these targets.

These targets must be SMART (specific, measurable, achievable, realistic and time-related) and will be reviewed at least once a term, being changed/adapted accordingly.

Targets are reflected on with both pupils and parents. Their effectiveness is discussed and next steps, along with how to get there are agreed and put into place.

Baseline assessments

Initial baseline assessments to support extra intervention and Personal Support Plans for children on the SEN register will be carried out by the SENCO and reviewed every 6 months.

Combined with the usual school assessment scores, the baseline assessment standardised scores will be analysed and, alongside teacher judgement and parental agreement, children who have standardised scores in 2 or more areas falling below 89 will be placed on the school SEN register and will receive a reader for support in school assessments.

Standardised Score (Range)	Descriptive level	School Action
131 or More	Well above average	
116-130	Above average	
111-115	High Average	
90-110	Mid average	Intervention
85-89	Low average	Intervention – Take off SEN register
70-84	Below average	Intervention + put on SEN register
69 or less	Well below average	EHCP application

Outside agencies

When school intervention programmes alone are not enough to support the individual the school SENCO will discuss with parents the possibility of outside agency support. The school has access to a range of outside agency support to support: academic learning needs, physical disability, hearing impairments, visual impairments, behaviour, social and emotional problems and family and parental support. The school is also able to request referrals to Speech and language specialists, school nurses, occupational therapists and CAMHS (child and adolescent mental health) teams.

EHC Plans (Education Health and Care plans)

What is it?

Education, Health and Care Plan (EHC Plan) - is the new plan and assessment that has replaced statutory special educational needs assessment and statements.

The education, health and care services work together with the family to agree a straightforward plan for child's development from birth to 25 years of age.

EHC plans will set out how services will work together to meet the child or young person's needs and in support of those outcomes. The co-ordinated assessment and planning process will put the child and their parents or the young person at the centre of decision making.

The plan will be reviewed regularly to reflect changing needs and will clearly state who is responsible for provisions. A full review takes place once a year using a child centred approach.

How does the EHC Plan assessment work?

A request for the application of an EHC Plan can be instigated by parents, teachers or the child.

The following key points are outlined within the SEN Code of Practice (2015):

- The views of children, young people and their families must be sought.
- Disruption to the family should be minimised. This includes avoiding multiple assessments and appointments. There should also be a 'tell us once' approach so that families do not have to repeat the same information to different professionals.
- Families should be provided with impartial information, advice and support. In the case of young people over the age of 16, a separate service of impartial information, advice and support should be available to them but it is expected that families still (with the young person's consent) play a significant role.
- The assessment process should be carried out in a 'timely' manner and it should not take longer than 20 weeks to issue an Education, Health and Care Plan.

Resourcing

Special needs are considered in the budget each year and resources are allocated for consumables and reading books.

The school has a range of support resources for the intervention of reading, writing and mathematics.

Specific materials for children will be obtained as required.

Transferring to High School

Liaison with all catchment high schools is well established. Exchange of information about pupils on transfer to secondary schools is done verbally and through passing on of detailed records, physical meetings are held where deemed necessary. The Special Educational Needs Support Services monitors pupils known to them after transfer and liaise with high schools.

Where possible additional transition intervention is put in place to support children through this stage in their education such as: extra visits (in school and out of school hours), extra lessons over the summer term, a support/dedicated member of staff for the children to go to whilst at high school for any problems.

Complaints Procedure

This process will follow the school's normal complaints policy..

Staff training information:

Staff within school have up-to-date training in the following areas:

- Epi-Pen Training
- Paediatric First Aid
- Child Protection Level 1
- Child Protection Level 2
- CEOP - Thinkuknow - Internet safety awareness
- Safer Recruitment
- Dyslexia Friendly Environments
- Child Sexual Exploitation
- Common Assessment Framework
- Children & Domestic Violence
- Looked After Children

- Substance Misuse and Parenting Capacity
- Working Together to Safeguard Children
- Anti-Bullying

Where can I find information on what the local authority offer for children with SEN?

www.staffordshireconnects.info