

William Gilpin CE VA Primary School

Special Educational Needs and Disability Policy

Introduction

This Policy takes careful account of the Education Act 1996, the Code of Practice 2014, the Special Educational Needs and Disability Act 2001, The Equalities Act 2010, and the aims and ethos of the school.

At William Gilpin CE VA Primary School we aim to meet the needs of all children through quality first teaching. 'Additional intervention and support cannot compensate for a lack of good quality teaching' (SEN Code of Practice June 2014).

All children and young people are entitled to an education that enables them to:

- Achieve their best.
- Become confident individuals living fulfilling lives.
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

We recognise that, at any point in their school life, a child may have Special Educational Needs (SEN). As such a child may only require slight changes in some of their educational provision. However, occasionally, more formal intervention and support will be required to allow the child to reach their full potential.

Children have Special Educational Needs if they have a learning difficulty or disability that calls for special educational provision to be made for them that is different to that generally provided for children of the same age in school.

We will ensure that all pupils with SEN, whether, physical, intellectual, social, emotional or behavioural, receive appropriate, differentiated educational support.

When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.

Aims

The aims of this policy are to promote positive learning for our children with SEN through:

- Creating an environment that meets the special educational needs of each child.
- Ensuring that the special educational needs of children are identified, assessed and provided for.
- Making clear the expectations of all partners in the process.
- Identifying the roles and responsibilities of staff in providing for children's special educational needs.
- Enabling all children to have full access to all elements of the school curriculum.
- Encouraging parents/guardians to support their child throughout their development.
- Making effective use of all support services available to us.

Educational Inclusion

We strive to be an inclusive school for all our pupils through:

- Providing a broad and balanced curriculum.
- Having high expectations.
- Setting suitable learning challenges and targets.
- Responding to individual needs.
- Ensuring that children with SEN engage in the activities of the school alongside pupils who do not have SEN.
- Implementing strategies to overcome barriers to learning and participation.
- Ensuring good communication with parents/guardians and support agencies.

Special Educational Needs

Children with special educational needs have learning difficulties that call for special provision to be made in one or more of the following areas:

1. Communication and interaction.
2. Cognition and learning.
3. Social, mental and emotional health.
4. Sensory and/or physical.

The school currently uses the following model to classify the level of a child's special educational needs:

Early Identification:

The class teacher identifies and addresses concerns through differentiation in all subjects, deploying Teaching Assistant support appropriately and recording their concerns with the Special Educational Needs Co-ordinator (SENCo).

Where concerns persist, the SENCo and the Class Teacher gather information and a Pupil Intervention Plan (PIP) is drawn up. The SENCo co-ordinates support.

SEN Support:

The teacher and the SENCo are supported by outside agency involvement.

Statutory Assessment:

The LEA considers the need for statutory assessment and may order multi-disciplinary assessment.

EHC Plan:

The LEA may issue a formal statement of Special Educational Needs to support the pupil. As from September 2014 this will be issued as an EHC plan (Education Health and Care plan). Those currently on statements will be transferred to EHC plans following a programme of reviews by the Hampshire SEN team.

Where there are concerns about a child's progress or ability to access the curriculum the cycle of Assess, Plan, Do and Review will be followed.

Assessment

Early identification is vital. Pupils may be identified through a range of information: assessment data; the child's Class Teacher; the school/preschool from which the child transferred; as well as parents. The Class Teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

Where necessary additional assessments may be carried out and/or outside agencies contacted to provide additional information to support identification of needs and provision.

The Class Teacher and the SENCo assess and regularly monitor the children's progress in line with existing school practices.

The SENCo works closely with the Class Teachers and supports them in planning an appropriate programme of intervention and support.

Provision - Plan/Do

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

For those children where there is an initial concern about their progress, an Early Identification Record will be kept.

Children requiring additional support will have a Pupil Intervention Plan. All persons involved in the child's education, including the child at an appropriate level, will be involved in setting targets and reviewing progress. Parents will be informed that their child is receiving interventions.

Plans for the use of support should relate to a clear set of expected outcomes, which should include stretching and relevant academic and developmental targets.

Interventions will be planned and implemented by the Class Teacher and Teaching Assistant. These will include regular on going activities as well as more focussed small group and 1:1 sessions that will be planned in 6 weekly blocks. A child may undertake a 6 week block of intervention and then return to class based learning to embed what they have learnt. The Class Teacher and SENCo will assess whether a further block of interventions are necessary.

Review

All records and interventions are regularly reviewed – at least termly. The Class Teacher and SENCo meet half termly to review interventions. Parents and the child will be involved in reviews and changes made where appropriate. The Headteacher will be kept informed at all times and involved in the reviewing process.

Roles and Responsibilities

Those responsible for SEN at William Gilpin are:

- Governor with SEN responsibility – Mrs Vicky Williamson
- Headteacher – Mrs K Kennedy
- Special Needs Co-ordinator (SENCo) – Mrs Nicola Doggett

The SENCo

In our school the SENCo will:

- Oversee the running of the provision for pupils with special education needs including class, small group and individual pupil support.
- Oversee the work of the school's Teaching Assistants.
- Maintain the school's Special Needs Register and all the required documentation.
- Prepare an SEN information report and ensure it is published on the school website.
- Keep records on pupils who have special education needs and ensure their progress is regularly monitored and reviewed.
- Liaise with teachers, parents and external agencies.
- Ensure annual reviews for statemented pupils are completed.
- Regularly review and monitor SEN provision within the school.
- Take part in formal meetings with external agencies regarding individual pupils to be assessed.
- Liaise with Literacy Leader, Maths Leader and Class Teachers to ensure the needs of pupils with special educational needs are met throughout all the subjects of the curriculum.
- In line with the school's professional development programme/policy provide access to in-service training to meet the needs of the school and individual members of staff.

- Ensure that the Governing Body is aware of special educational needs provision.

It is seen as a whole school responsibility to provide for children with SEN and so the Class Teachers and Teaching Assistants play a major role. Our staff share the responsibility of meeting an individual's special needs and are aware of the school's procedures for identifying, assessing and making provision for these pupils. Teachers play a central role in designing intervention programmes and the Teaching Assistants work alongside them supporting children's individual needs.

Teachers

Teachers respond to children's needs by:

- Identifying those who may be in need of additional support or intervention.
- Liaising with the SENCo and TA to plan and deliver interventions.
- Providing support for children who need help with communication, 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.

The Governing Body

The Governing Body has a responsibility to use their 'best endeavours' to ensure the necessary provision for any pupil identified as having Special Educational Needs. The designated governor meets with the SENCo and Headteacher to monitor the progress and attainment of these pupils and reports to the Curriculum Committee. SEN provision is also monitored as part of the School Development Plan.

Links with Other Agencies, Organisations and Support Services

At William Gilpin we have links with agencies which can provide advice, support and in some instances services to assist us in our provision for SEN. We will refer pupils and their parents to those agencies who are deemed to be the most appropriate. Permission to do so will always be sought first. Other health, social services, education welfare and voluntary organisations will also be contacted if it is thought appropriate.

Allocation of resources/Staff Development

The Headteacher and SENCo will meet to discuss the allocated budget for SEN. The SENCo is responsible for the operational management of the resourcing for special needs provision to successfully support children with SEN in raising their level of achievement. The Headteacher will inform the Governing Body of how the funding has been allocated and used.

Staff will be kept informed of updates within SEN. Staff will also undergo regular SEN subject knowledge audits and receive training to ensure that our children receive quality first teaching at all times and that staff are aware of new and existing resources for interventions.

Partnership with Parents

The school prospectus contains details about the arrangements made for these children in our school.

At all stages of the special needs process, the school will keep parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

Parents are encouraged to make an active contribution to their child's education.

We have regular meetings across the year to share the progress of all children with their parents. We inform the parents of any outside intervention, and we provide clear information relating to the education of children with special educational needs.

All significant contacts will be logged, dated and a summary of information discussed will be made. This log will be put in the child's record.

Monitoring and evaluation

The SENCo monitors the movement of children within the SEN system in school. The SENCo will also monitor impact of provision. Governors will be provided with a summary of the impact of the policy on the practice of the school.

The SENCo and Headteacher monitor SEN provision for all SEN pupils through lesson observations, book sampling and occasional scrutiny of planning.

The SENCo helps to support Class Teachers involved in drawing up Pupil Intervention Plans for children. The SENCo, the Headteacher and the named Governor(s) with responsibility for special needs also hold annual meetings.

The Governing Body will review this policy annually and consider any amendments in light of the annual review findings and changes in Government Policy.

Policy Date: February 2017

Signed:

Chair of Governors