



### Shottery St Andrew's Primary School SEN Policy 2014

At Shottery St Andrew's Primary School, we welcome all children, whatever their individual needs are and as part of the normal admissions procedures criteria commit to offering an inclusive curriculum to ensure the best possible progress for all our pupils. We aim to include all parents and carers as partners in their children's education, keeping them informed and inviting their participation. Children are included as fully as possible in understanding their own needs and planning their work, with their views taken into account to support self esteem.

This policy should be read in conjunction with the SEN Code of Practice (2014), WCC Local Offer and the SEN Report, found on the website.

The SEN code of Practice 2014 states "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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

Whilst the Equality Act of 2010 defines a disability as 'A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities'

Within any classroom there will be children of differing ability and class teachers will in their planning accommodate these needs through differentiated activities and specific input either to groups or individuals. Some children can develop gaps in their learning or fails to make expected progress, in these cases it may be appropriate to provide additional support through intervention either within or beyond the classroom however, this does not mean the child has a special educational need.

Every child is entitled to a broad, balanced, relevant education, which will enable him/her to develop to full potential. At Shottery Primary we aim to value each child equally, providing them with a happy and secure environment in which to learn and to gain positive attitudes to learning and care for others. The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

### **Key Aims supporting SEN Provision**

- To identify every child with special educational needs and disabilities and ensure that their needs are met;
- To ensure that children with educational needs and disabilities join in with all the activities of the school;
- To ensure that all children with special educational needs make good progress;
- To ensure that there is effective communication with parents and that they are kept informed of their child's special needs and the provision they receive and to ensure that every child with a special educational need can express their views and wishes and are fully involved in decisions which affect their education.
- **Roles and Responsibilities**

The governing body has a statutory duty towards pupils with special educational needs. In partnership with the head teacher, they decide the school's general policy and approach to meeting provision for those children with special educational needs. They set up appropriate staffing and funding and report to parents annually, via the school website on the school's policy on special educational needs. The governor with special responsibility for SEN is currently David Pashley. The Head teacher is responsible for the daily provision of children with SEN and also has a duty to keep the Governing Body regularly informed regarding issues and progress relating to pupils with SEN.

All staff are aware of the procedures for identifying, assessing and providing provision for children with SEN and work with the SENCO to develop policy and provision. The SENCO has the responsibility for co-ordinating provision for children with SEN and ensuring the day to day implementation of the policy. Currently the SEN co-ordinator for the school is Mrs Sarah Marshall

Parents play an essential role in contributing to the identification of a child's special need. There is close liaison with parents to ensure their child's needs are being met.

### **Provision**

At Shottery St Andrew's Primary School pupils' needs are first addressed within the classroom through high quality teaching and differentiated input. We make continual judgements on pupils' attainment and revise planning and teaching accordingly. Pupil progress meetings are held each term. Some children are identified as needing an additional boost and these children receive additional intervention, either from class teachers or through setting arrangements. In addition some children receive further input within one of our intervention groups, run by our intervention teacher, Mrs Reaney. These groups are adjusted on a half termly basis and are determined by current need. For children in the youngest class additional support is also provided by teaching assistants. The school has a provision map which outlines the provision given to our pupils.

For some children the nature of their needs requires the school to seek external support, this can come from a variety of agencies including the school nurse, Educational Psychologist, The speech and language service and EIS.

### **Facilities and Equipment**

The school is housed in two single storey buildings, one of these is accessed via a ramp and contains toileting facilities for people with physical disabilities.

### **Allocation of resources**

The SEN budget is allocated to the school annually based upon prior attainment and deprivation, the majority of this budget funds staffing. Every attempt is made to ensure that all pupils with SEN have access to any resources that will assist their development. Support reading schemes are available in school as and when necessary. Curriculum leaders and class teachers will have regard for any specialist equipment if thought to be necessary and the budget restraint allows.

### **Placing children on the SEN register**

Children who are deemed to have SEN will be placed on the school's SEN register. They will receive intervention determined by the nature of their specific needs. Intervention plans will seek to ensure that the child's individual needs are met and that they make good progress. The intervention plan will take the form of an additional needs plan (ANP). The plan will set targets for the pupil and will detail:

- The short term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Details of progress

The ANP should only record that which is additional or different from the normal differentiated curriculum. It should contain 3 or 4 targets relating to the key areas of communication, literacy, mathematics and behaviour and social skills. The ANP should be discussed with both the parent and pupil. The class teacher will be responsible for working with the child on a daily basis and planning and delivering a differentiated curriculum to address the difficulties identified in the ANP. Some pupils may receive additional support outside of the classroom. The ANP will be reviewed on a termly basis and the outcomes will be recorded. Pupils and parents will be involved fully in the review process.

At the review it will be decided whether a child will either:

- Be removed from SEN register because significant progress has been made and the child's needs can now be addressed through a normal differentiated curriculum.
- Continue to provide additional support because insufficient progress has been made despite intervention and support. External agencies may be contacted at this point (with parental permission) for further advice and support. These professionals will contribute to monitoring and reviewing progress and any further assessments that may be planned to identify a child's specific needs. Pupils are usually assessed within school and advice and strategies are provided on new ANP's. It is the class teacher's responsibility wherever possible to address the child's targets within the classroom.

The SENCO will arrange a time for the ANP to be discussed with parents and the ANP targets shared, such meetings are likely to be held on a termly basis. Parents are also encouraged to discuss any other concerns. The SENCO will keep parents informed of the involvement of outside agencies and proposed interventions. Pupils will also have the opportunity to participate in the ANP review process and will contribute to their ANP targets.

### **Statement of Educational Needs/Education Health Care Plans**

Where a child has demonstrated significant cause for concern, and all other intervention stages have had insufficient success in meeting a child's needs, the school may request statutory assessment. If the child meets the needs of the criteria outlined by the LA, the child may receive an Education Health Care Plan (prior to 1st September 2014 - statement of Special Educational Needs). This will set objectives, identify resources and allocate funding to meet the child's needs. The statement will be reviewed annually with involvement of the parents, pupils and the appropriate outside agencies. A report will then be written for the LA. Furthermore the child's ANP will be reviewed termly and new targets will be written if required.

When pupils are due to transfer to another school, planning for this will be started in the year prior to transfer. Advanced planning for children in year 5 will allow appropriate options to be considered. It is the responsibility of the year 5/6 teacher to liaise with the SENCO of the local secondary schools to ensure that effective arrangements are in place to support pupils when they transfer.

### **Record keeping**

The SENCO is responsible for keeping detailed records on all pupils on the SEN register. Each child on the register has a folder that contains all reports, ANPs, reviews etc. These are stored in the blue locked filing cabinet.

## **Dealing with complaints**

Close liaison with parents at all stages of the special needs process should minimise disputes. However any complaints will initially be dealt with by the class teacher, SENCO/Head teacher. If this is unsuccessful the complaint will be referred to the governing body and ultimately the LA.

The policy review and update will take place annually. The next review will be: September 2015.

## **Glossary of terms**

- SEN – Special Educational Need.
- SENCO – Special Needs Coordinator.
- ANP – Additional Needs Plan.
- EIS – Early intervention Service