



# Shottery St Andrew's CE Primary School

## SEN policy and information report 2018-2019

Last reviewed on: September 2018

Approved by  
Governors:

Next review due  
by: September 2019

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### 1. Aims

At Shottery Primary we aim to reduce attainment gaps and barriers to learning such that every child is enabled to achieve success. This is achieved through positive learning experiences and teaching staff who know and support the needs of all pupils.

At Shottery every child is treated as an individual whose individual progress and attainment is valued and celebrated within a broad and balanced curriculum. The progress and attainment of all pupils is carefully monitored and support within and beyond the classroom quickly put in place to cater for need.

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

### 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

## **4. Roles and responsibilities**

### **4.1 The SENCO**

The SENCO is Mrs Sarah Marshall

The SENCO will:

- Work with the Intervention Manager and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

### **4.2 The SEN governor**

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the SENCO to determine the strategic development of the SEN policy and provision in the school

### **4.3 The Intervention Manager**

The intervention manager will be **responsible for the organisation of the groups and liaising with class teachers and our intervention teacher regarding targets. It is the responsibility of the Intervention Manager to inform parents that their child will be receiving intervention.**

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Writing IEPs for any pupils in intervention or nurture groups and sharing this information with staff running these sessions
- Working with the Intervention Manager to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## 5. SEN information report

### 5.1 The kinds of SEN that are provided for

The nature of the school site and the limitations of the buildings impact greatly upon the provision the school is able to offer within its own premises to pupils. Our school currently provides additional and/or different provision for a range of needs, including:

- Social, emotional and mental health difficulties, however this is a private arrangement and is not funded through school budget or an EHCP.

### 5.2 Identifying pupils with SEN and assessing their needs

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that normally available to pupils of the same age. At Shottery lessons are planned to build on prior learning, address potential areas of difficulty and to remove barriers to pupils' achievement. Pupils are provided with high quality teaching that is differentiated and personalised and meets the individual needs of the majority of children. Some of our pupils may need educational provision that is additional to, or different from, this.

What is **NOT SEN** but may impact on progress and attainment;

Disability ( the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Child Looked After
- Being a child of Serviceman/woman
- Behaviour (this is an underlying response to one of the four broad areas of need)

### Quality First Teaching.

Class teachers will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression. We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Whole school tracking will identify pupils who may benefit from top up intervention.

Any pupil who is falling significantly outside of the range of expected academic achievement, in line with predicted performance indicators and age-related expectations, will be monitored.

Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

### **‘Every Teacher is a Teacher of SEN’.**

#### **5.3 Consulting and involving pupils and parents**

Each term there are opportunities for parents to meet with staff. These meetings will be used to feedback on progress and attainment as well as to identify any areas of concern. These conversations will make sure that:

- Everyone develops a good understanding of the pupil’s areas of strength and difficulty
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

#### **5.4 Assessing and reviewing pupils' progress towards outcomes**

Details of the school assessment procedures should be viewed in our Assessment, Recording and Reporting Policy 2017

#### **5.5 Supporting pupils moving between phases and preparing for adulthood**

When pupils move to other settings we will pass on any SEN records, safeguarding records and SIMS entries. We will also support pupils through access to induction days.

#### **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Years R to Year 5 have access to a teaching assistant for all or part of the day to support their learning. We also utilize the expertise of volunteers.

We employ an intervention teacher to work with small groups of pupils for 1.5 days per week. Pupils will be identified by class teachers on a priority basis. Interventions will run for a half term after which we will evaluate the effectiveness of the provision.

Pupils also have access to nurture groups.

#### **5.7 Adaptations to the curriculum and learning environment**

*Dependent on needs within the class curriculums will be differentiated and staff may make use of individual workstations, visual timetables and different sized print, books or overlays. The position of pupils seating within the class will also be considered to ensure all pupils’ needs are met:*

#### **5.8 Additional support for learning**

Our SENCO has ten experience in this role and is allocated an afternoon a week to manage SEN provision.

We have a team of 3 teaching assistants, who support class teachers to deliver SEN provision.

We also employ an intervention teacher, Karen Reaney for 1.5 days a week to lead in house interventions and run an additional 2 afternoons of nurture groups.

#### **5.9 Evaluating the effectiveness of SEN provision**

At the end of each half term, we evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each half term, this then determines whether the children require further "out of lesson" support or whether they may now be supported within the classroom through differentiation or TA support.

### **5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in all school activities. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The school site has been adapted through the use of ramps and handrails to support pupils with disabilities to access the site.

### **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development by running nurture groups for pupils in both key stages. Staff have also been trained in attachment awareness.

We have a zero tolerance approach to bullying.

### **5.14 Working with other agencies**

The school works alongside WCC professionals such as IDS, MASH, Educational Psychologists, Speech and Language and Compass to support pupils and their families.

### **5.15 Complaints about SEN provision**

Concerns regarding SEN should first be addressed to the Class teacher, who will liaise with the Intervention Teacher and Intervention Manager. If concerns cannot be resolved in this way then a complaint about SEN provision in our school may be made to SENDCO and if necessary parents will be directed to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.16 Contact details of support services for parents of pupils with SEN**

Further information about EHC Plans can found via the SEND Local Offer:

<http://www.warwickshire.gov.uk/sendeducation>

Or by contacting the Parent Partnership Service on: [wpps@family-action.org.uk](mailto:wpps@family-action.org.uk) or **024 7636 6054**

#### **Or by post at:**

Warwickshire Parent Partnership Service

Canterbury House

Exhall Grange Campus

Easter Way

Ash Green  
Coventry  
CV7 9HP

Warwickshire Parent Partnership Service provides support for parents and carers of children with special educational needs. The service can provide general information about special educational needs and disabilities impartial advice and support one-to-one support through phone calls, home visits and attending meetings support during statutory assessment (including understanding and filling in paperwork) parents' meetings, workshops and conferences access to an Independent Parental Supporter a termly newsletter local drop-in advice sessions.

#### **5.17 Contact details for raising concerns**

Class teachers may be contacted via the school admin email: [admin3057@welearn365.com](mailto:admin3057@welearn365.com)

The SENDCO may be contacted via [head3057@welearn365.com](mailto:head3057@welearn365.com)

#### **5.18 The local authority local offer**

Our local authority's local offer is published here: <https://www.warwickshire.gov.uk/send>

### **6. Monitoring arrangements**

This policy and information report will be reviewed by Mrs Sarah Marshall **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

### **7. Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Assessment, Recording and Reporting Policy 2017