

WINTON PRIMARY SCHOOL



Special Educational Needs Policy

Relating to SEN Code of Practice 2014

March 2024

Status	Current	Approval	LGB
Maintenance	LGB	Role(s) Responsibility	Inclusion Leader
Date Effective	13 th March 2024	Date of next review	13 th March 2025
Review Date	March 2025	Date withdrawn	Not withdrawn

Introduction:

Winton Primary School provides a broad and balanced curriculum for all children. It is our 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 Code of Practice (September 2014):

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health difficulties**
- **Sensory and/or physical needs**

We appreciate that children are individuals whose needs may fall across more than one category.

The new SEND Code of Practice recognizes that children may have difficulties that impact upon their attainment and progress but that we do not automatically consider to be SEN. These include:

- Disabilities
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of serviceman/woman
- Poor behaviour

Aims

The aims of this policy are:

- to raise the aspirations of and expectations for all pupils with SEN;
- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have Special Educational Needs;
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership;
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum;

- to work in cooperation and productive partnership with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Educational inclusion:

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEN Co-ordinator (SENCO) and individual teachers to ensure all children have equal access to succeeding.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- 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.

Identification, Assessment and Provision

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 will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified Special Educational Need, this information may be transferred from other partners in their Early Years setting and the SENCO and class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum;
- Identify and focus attention on action to support the child within the class;
- Use the assessment processes to identify any learning difficulties;

- Ensure ongoing observation and assessment provides regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from Special Educational Needs.

The role of the SENCO

The SENCO seeks to support teachers in Quality First Teaching so that they can develop ways of overcoming barriers to learning, to sustain effective progress and attainment through the analysis and assessment of children's needs, by monitoring the quality of teaching, and standards of children's achievements, and by setting targets for improvement.

The key responsibilities of the SENCO include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with Special Educational Needs.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with Special Educational Needs.
- Liaising with parents of children with Special Educational Needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with Special Educational Needs.
- Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer.

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be defined in as progress which:

- Prevents the attainment gap between the child and his/her peers from widening.
- Closes the attainment gap between the child and his/her peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.

- Demonstrates improvements in the child's behaviour.

In order to help children with Special Educational Needs, Winton Primary School will adopt a graduated response that will bring increasing specialist expertise to bear on the difficulties a child may be experiencing. The school will record the steps taken to meet the needs of individual children. The SENCO will have responsibility for ensuring that records are kept and available when needed.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored. If no progress is noted the child may be added to the school SEN register with parental permission.

The class teacher after discussion with the SENCO will then provide interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO, parents and young person.

Reasons for a child being added to the SEN register may include the fact that he/she:

- makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness. Teacher should talk through what action they have already taken with the SENCO before School Support begins.
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- presents persistent social and / or emotional difficulties which are not improved by the behaviour management techniques usually employed in the school.
- has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- has communication and / or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum. The teacher will have already shown some differentiation in their planning or general practice to support this pupil.

Partnership with parents

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with Special Educational Needs will be treated as partners and be given support to play an active and valued role in their child's education.

Children and young people with Special Educational Needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be

encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy for Special Educational Needs, the SEN Information Report which outlines the arrangements made for children in our school with Special Educational Needs. It will form part of the Local Offer available through the Bournemouth Council website.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages to ensure the greatest possible degree of partnership between parents, pupils and the school.

We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of SEN children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

The Nature of Intervention

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. The SENCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support with TA support
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness
- Staff development and training to introduce more effective strategies.

Any action taken to help a child will be recorded on an Individual Support Plan which identifies the additional support that is put in place and will be reviewed termly.

After initial discussions with the SENCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet termly with the class teacher and/or SENCO to review progress and discuss any next steps.

The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

The use of outside agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to

establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP book continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has social and / or emotional difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

School Request for Statutory Assessment or Education, Health and Care Plan

If, after time and following external advice for a child at School Support, there is still no significant improvement, then it may be appropriate for assessment for an Education, Health and Care Plan (EHCP). A request will be made by the school to the Local Authority (LA) if the child has demonstrated significant cause for concern. We will provide the LA with a record of our work with the child to date, information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Provision Maps outlining support;
- Previous Individual Education Plans and targets for the pupil;
- Records of regular reviews and their outcomes;
- Records of the child's health and medical history where appropriate;
- National Curriculum attainment levels in literacy and numeracy;
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist;
- Views of the parents.

The parents of any child who is referred for an EHC Plan request will be kept fully informed of the progress of the referral. The EHCP process is a family centered, outcome driven process which takes a maximum of 20 weeks from initial application to the LA. Pupil and parental voice is an important part of this process and the involvement of an external advisor e.g. from Parent Partnership is encouraged. Children with a statement of special educational needs or and Education, Health and Care Plan(EHCP) will be reviewed at the statutory annual review. When this coincides with transfer to secondary school, the SENCO from the chosen secondary school will be invited to attend the review.

Individual Education Plans

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP) which will include information about:

- The short term targets set for the child
- The teaching strategies to be used
- Who will support the child to reach these targets
- How the child can be successful
- The review date
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained

Where a child has ongoing support from outside agencies e.g. SALT, OT targets are provided for the class teacher and will be reviewed regularly.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All staff have received training on 'Teaching and Learning styles' and this has led to members of staff planning lessons that incorporate the different learning styles that children have.

Individual education plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs register have an individual education plan with individual targets.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Allocation of resources:

The SENCO (currently Kate James) is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education, Health and Care plans.

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

The SENCO with the Head Teacher and the SEN Governor meet regularly to agree on how to use funds directly related to statements and Educational, Health and Care Plans.

The role of the governing body:

The governing body designates a named governor for SEN (Amy Watt) to liaise with the SENCO and report back to the governing body.

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

Monitoring and evaluation:

The SENCO monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Individual Educational Plans for children. The SENCO and the Head teacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold regular meetings.