



South Avenue Primary School

Special Educational Needs Policy

Adopted: September 2016

Review date: September 2017

Aims and objectives

To promote a partnership between the home, school and the community.

To provide a stimulating and exciting learning environment in which everyone is valued.

To ensure all children become confident and independent, lifelong learners.

To encourage lively and enquiring minds with the capacity for reflection, curiosity and a sense of awe and wonder.

To develop inspirational leadership, that provides high quality learning, with high expectations for all children.

To make every day a successful learning journey.

Facilities for pupils with SEN - See SEN FAQ document

Identification of pupils' needs is done on an individual basis using both internal and external assessments.

Access to the curriculum, information and associated services - All children will have access to the curriculum based on their level of need. The curriculum will be adapted to ensure that all children can make progress commensurate with their ability.

The school is highly inclusive of pupils with SEN. Inclusion is at the heart of our philosophy on education. Quality First Teaching ensures that all children's needs are met appropriately, with sufficient challenge and high expectations.

We evaluate the success of our provision in many ways. We ensure that the children are making appropriate progress through a holistic approach to education, whilst at the same time ensure that their emotional and physical well being is also carefully monitored.

Our links to support services and external organisations strengthen the resources, skills and knowledge that we have in South Avenue. We will always seek parental permission before referring to outside agencies.

Working in partnership with parents is key to a successful learning journey. We ensure that parents are fully informed of the provision that is available for each child.

Definition of special educational needs

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEN Code of Practice (DfES, 2014)

- 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 him or her.
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

For a child under two years of age, special educational provision means educational provision of any kind.

Mission statement

At South Avenue Primary School we support and value the abilities of all our pupils. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life.

South Avenue Primary School adopts a 'whole school approach' to special educational needs. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can achieve optimal educational outcomes.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

- To ensure that all pupils with SEN have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently
- To ensure all children can access a balanced curriculum, differentiated where appropriate

- To ensure that all pupils with SEN are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.

Objectives

- **Identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and feeding schools prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCo and Inclusion Leader and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** This will be made easier by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life [e.g. membership of the School Council].

2. Responsibility for the co-ordination of SEN provision

- The person responsible for the coordination of provision for children with SEN is Tracy Cadwallader (SENCO)
- The Governor responsible for SEN provision is Peter Crouch.
- The persons co-ordinating the day to day provision of education for pupils with SEN are Tracy Cadwallader and Pauline Gaston (Assistant SENCO)

3. Arrangements for coordinating SEN provision

The SENCO will hold details of all children on the SEN register, Provision maps and targets for individual pupils and EHCPs (Education, Health and Care plans)

All staff can access:

- The South Avenue Primary School School SEN Policy;
- A copy of the full SEN Register;

- Guidance on identification in the Code of Practice
- Information on individual pupils' special educational needs, including action plans, targets set and provision maps.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Local offer 14 questions, explaining to parents what SEN provision is offered at South Avenue Primary School

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

4. Admission arrangements

(Please read alongside Admissions Policy)

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with statements of SEN and those without.

All SEN paperwork should be passed to the SENCO by previous school or setting/parents/local support services as soon as possible. If the child is making a transition from another school, a meeting may be set up between the feeding school and the receiving school's SENCo to aid the smooth transition of the pupil, and discuss arrangements to be made as well as any other important information relating to that child's needs. Where face to face meetings are not possible, contact will be made via telephone to ensure that there is a good understanding of what type of provision is required.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the start of the child's school year. The child will be closely monitored from the start of the new school year to ensure that all the appropriate provisions are in place.

5. Facilities for pupils with SEN

Please read alongside Accessibility plan.

As far as reasonable in terms of cost, children with special educational needs have access to all the school's facilities. Some grassed areas are deemed to be inaccessible.

The school has a range of specialist SEN facilities in place. These are:

1. Wheel chair ramps
2. Disabled toilets
3. Flashing fire alarms
4. Visual timetables

During internal and external examinations, children who need a reader, scribe or additional time, will take their exams in a suitable location.

6. Allocation of resources for pupils with SEN

Unless a child has a statement of educational needs the funding for supporting their provision comes from the notional SEN budget. If a child has a statement the school is required to put forward the first £6000 of funding, additional funding can and will be sought from the LEA. The LEA funding will be evaluated through a process called 'High Needs Funding', if successful the LEA will support the additional funding for a year. Annual applications will need to be completed.

The arrangements for individual pupils with statements of SEN will depend upon the provision written in the statement. The cost significantly varies according to the level of funding attached to the statement.

7. Identification of pupils needs

Identification

The 2014 Code of Practice states that pupils have SEN if they fall within one or more of the following categories:

- Cognition and Learning.
- Behaviour, emotional and social development.
- Communication and Interaction
 - (a) Speech, Language difficulties
 - (b) Autistic Spectrum Disorder
- Sensory and/or physical
 - (a) Hearing impairment
 - (b) Visual impairment
 - (c) Physical and medical difficulties

and they have significant learning difficulties in relation to their peers which calls for additional or different provision.

It should be emphasised that the Code of Practice specifically states that pupils with medical conditions, disabilities, poor attendance or English as an Additional Language do not automatically fall within the category of having a special educational need. Thus it is possible that a pupil with a diagnosis of a specific learning difficulty, e.g. dyslexia, does not have SEN because the gap between their ability and attainment is not significant. Likewise, it is possible that a pupil with a large gap between their literacy attainment and their chronological age does not have SEN because they either have a history of poor school attendance or have English as an Additional Language. Similarly, a pupil with ADHD or behavioural concerns outside of school, may not have special educational needs if they consistently manage the

emotional and social demands of the classroom and school environment. Based upon the guiding criteria (see page 5) it is the School's rather than the parent's decision on whether a pupil is entered on the Special Educational Needs Register.

Gaining information

Information may be received from a pupil's previous school, parents, external agencies, an educational psychologist or a combination of these sources. The School will have due regard to the findings of a private educational psychological assessment but will not be held to its conclusions. When a private educational psychological assessment recommends a high resource input, the school may seek a second opinion from the educational psychologist employed by the County.

Concern about a pupil's progress may be expressed at any time, by the class teacher, support staff, Head Teacher, SLT, parents or the pupil.

Planning in order to optimise SEN pupils' educational attainments

Pupils, including those with SEN have the right to planned, coherent lessons. However to identify and address individual SEN needs, additional planning and monitoring is required. The monitoring is recorded and is available upon request. The planning is in a written format and the plans include:

- **Individual Targets on provision maps**
Pupils who have a statement of special educational needs may have Individual targets on class provision maps or individual provision maps. Those pupils who have poor behaviour may also have an Individual Target Plan. The class teacher is responsible for issuing targets in collaboration with the SENCO.
- **Education, Health and Care Plan**
If a pupil has an EHC Plan of special educational needs, the statement will stipulate those needs.
- **Review of Needs**
A review of needs is informed by objective and subjective data.
- **Pupils with EHC Plans**
The targets are continually kept under review by the class teacher. The targets are reviewed and set termly on an individual or class provision map.
- **Annual Reviews**
The statutory Annual Review of an EHC Plan is the formal review of the statement. At the Annual Review any suggested changes of the needs of the pupil will lead to a recommendation to change the EHC Plan. Unless there are exceptional circumstances the pupil is expected to attend their Annual Review so that the child can make their views known.

What happens when a pupil is not making adequate progress?

Progress is judged against criteria set by the school. However, there can be no hard or fast rule about what constitutes adequate progress. A pupil with major emotional difficulties for example, who has been the recipient of recent significant domestic upheaval, could be deemed to have made adequate progress over a year if they have not regressed.

If a pupil is not making adequate progress, a change of strategy rather than additional human resources may initially be tried.

If after a further term, inadequate progress continues, external advice may be sought.

An interim Annual Review may be held for a pupil with an EHC Plan who is making inappropriate progress. Additionally, if a pupil with an EHC Plan receives either 3 fixed term exclusions in one calendar year or a fixed term exclusion of 5 days, the Head Teacher will alert the LEA to the deteriorating situation and, if necessary, request additional support.

8. Arrangements for providing access by pupils with SEN to a balanced and broadly based curriculum

- a) It is the responsibility of class teachers to develop a range of teaching and learning styles and produces, within reason, materials so that the presentation of the curriculum is differentiated to provide for pupils of all abilities.
- b) It is the responsibility of class teachers to include lesson learning objectives which reflect the pupil's stage and pace of learning and, where necessary, to modify the curriculum. This could include choosing material from Key Stage 1 or focussing on a limited number of aspects of the age related programme of study.
- c) Support for pupils with special educational needs may be provided in class or by withdrawal of individuals or small groups. Individual pupils may also be given access arrangements in tests or assessments, by the provision of spoken mental math materials, a laptop, extra time, additional breaks, a prompter, a reader or a scribe.
- d) Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made.

9. Inclusion of pupils with SEN

The Head Teacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team together with the SENCO to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular, physical).

- Providing a balanced curriculum for all pupils both in and outside of the classroom, including play and interaction at mealtimes and playtimes, and extending to extracurricular activities and school day trips and residential visits.
- Practicing teaching methods that suit the needs of individual pupils.
- Promoting an inclusive ethos throughout our school and encouraging social responsibility and understanding amongst all our pupils.
- Providing supported group activities, such as breakfast club and lunch clubs, so that, if necessary, children with SEN can take part in social interaction in a quiet environment

10. Evaluating the success of provision

Provision maps with entry and exit criteria are used to monitor, review and evaluate the success of interventions used to support pupils. Termly pupil progress meetings allow class teachers, in collaboration with the SENCo, to evaluate the progress and success of provision.

The Governing Body evaluate the success of the education provided to students with SEN by using a selection from the following criteria:-

- Percentage of students on the SEN register who, on an annual basis, are making adequate, good or outstanding progress
- Evidence of external judgements and comments.
- Parents of students with EHC Plans who at the Annual Review have expressed gratitude or disquiet of the SEN provision.
- The attendance and punctuality of students with SEN.
- Details from pupil questionnaires on pupil satisfaction with the level and quality of support and how much they have enjoyed their learning.
- Details of any exclusions and whether the total number is proportionate to the cohort.
- Number of pupils referred by the school to external services and internal arrangements to support students who are troubled.

- Pupils' taking on positions of responsibility and their involvement in extracurricular activities.
- Details of parental concerns made to members of the Senior Leadership Team, Governors or the County.
- Analysis of information gained from RAISE on line.

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year.

11. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO/Inclusion Leader or Head Teacher, who will be able to advise on formal procedures for complaint.

If a parent wishes a statutory assessment to be made, they should in the first instance discuss this with the SENCO. If the School disagrees with a parental request for a statutory assessment, the parent can write directly to one of the County Special Educational Needs Panels. The appropriate Area Panel will request further information from various sources, including the school, before making a decision.

12. In service training (CPD)

All staff

In-service SEN training for staff is important in developing the staff confidence and expertise to ensure barriers to achievement are reduced. The co-ordination of INSET is the responsibility of overseen by the Sarah Dury.

Newly qualified, non-qualified staff and trainee teachers

The SENCO will, in addition to the continued professional development of staff, deliver INSET on SEN related issues to newly qualified and trainee teachers. Outside agencies may also be involved.

Separate INSET for all staff will take place as the need arises. Individually, staff can request or be asked to attend courses. Staff will be considered for a course if attendance can demonstrate that the increased expertise will benefit the institution and the SEN students within it.

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCO attends relevant SEN courses and facilitates/signposts relevant SEN focused external training opportunities for all staff. The SENCO with the senior leadership team, ensures that training opportunities are matched to school

development priorities and those identified through the use of provision management (see Section 11).

13. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school.

The following services will be involved as and when is necessary:

- The educational psychology service (EPS)
- Speech and Language Therapy
- CAMHS
- Specialist Teachers (Physical/sensory, cognition and learning, language and interaction, Emotional, Behavioural and Social difficulties)
- Paediatrician referrals

14. Working in partnerships with parents

South Avenue Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

Contact with parents is very important when dealing with a student's special educational needs. The school welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff including the SENCO throughout the year for any reason.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend any meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN governor, Peter Crouch, may be contacted at any time in relation to SEN matters.

15. Links with other schools

The SENCO is a member Swale SENCO Forum. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

Class teachers and SENCO will also visit feeder schools to meet the Special Needs Co-ordinator and/or class teachers to gain information about the special needs of incoming students.

16. Links with other agencies and voluntary organisations

South Avenue Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN.

- Educational Welfare Officer
- Social Care
- Health and Medical professionals
- Child and Family Consultation Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Permission will be sought from parents for any observations and meetings concerning their child.

Signed _____ Diane Browning
(Headteacher)

Date _____

Signed _____ Tracy Cadwallader
(SENCO and Inclusion Leader)

Date _____

Signed _____ Peter Crouch
(SEN Governor)

Date _____