



CURRICULUM POLICY

Special Educational Needs Policy

Date Approved: Spring 2017

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Signed Chair of Governors:..... Mr Ben Fuller

Review Date: Spring 2018

Samuel Lucas JMI School is committed to equal opportunities for all, regardless of protected characteristics – including age, disability, ethnicity and race, gender and religion and belief.

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SPECIAL EDUCATIONAL NEEDS POLICY

January 2017

A new SEN Code of Practice came into force on 1st September 2014 and Samuel Lucas' SEN policy reflects the changes that have taken effect.

At Samuel Lucas the abilities and achievements of all our pupils are valued. The school is committed to providing the best possible learning environment for each pupil.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training (SEN Code of Practice 2014)

This policy links closely to the Inclusion policy and the school Accessibility Plan. It should be read in conjunction with the SEN Information Report (School Offer).

Aims and Objectives

- to ensure that all pupils have access to a broad and balanced education, including an appropriate skills-based curriculum for the Early Years Foundation Stage and the National Curriculum, to enable all pupils to fulfil their potential
- to ensure that pupils with SEN who also have a disability have full access to and make adequate progress through the curriculum
- to provide a differentiated curriculum appropriate to the pupils' needs and abilities
- to ensure the identification of all pupils requiring SEN provision as early as possible in their school career
- to ensure that pupils with SEN take full part in all school activities
- to ensure that parents of pupils with SEN are kept fully informed of their child's progress and attainment
- to foster genuine communication and a strong partnership between school and parents of a child with SEN which will lead to the most effective assessment and provision
- to listen to and involve pupils with SEN in the planning of their education
- it is expected that all staff are sensitive to the needs of children with SEN

Special Education Needs

A pupil has SEN 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. (SEN Code of Practice 6.15)

The Code of Practice describes the possible barriers to learning under four broad areas of need and support:

- communication and interaction – speech and language difficulties and autistic spectrum disorders
- cognition and learning – moderate learning difficulties, specific learning difficulties
- social, emotional and mental health
- sensory and/or physical needs

Children whose first language is different from that in which they are taught may not have learning difficulties.

At Samuel Lucas we refer to the Special Needs Code of Practice when carrying out our duties towards all pupils with SEN, and ensure that parents are notified when SEN provision is being made for their child.

Partnership with Parents

At Samuel Lucas the aim is to develop a strong partnership with parents which will enable children with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

The school considers parents of pupils with SEN as valued partners in the process. Depending on age and appropriateness, pupils with SEN will also be encouraged to participate in the decision making processes affecting them.

The key principles involved in communicating with and working in partnership with parents include:

- having positive attitudes towards parents, respecting the validity of differing perspectives
- providing user-friendly information and procedures, and being aware of the needs parents might have in respect of a disability or communication and linguistic barriers
- recognising the pressures a parent may be under because of a child's needs
- acknowledging the importance of parental knowledge and expertise in relation to their own child
- gaining parental permission before referring them to others for support
- raising awareness of training and support offered to families by the DSPL (Delivering Specialist Provision Locally) and other services that may be of interest.

Pupil Participation

At Samuel Lucas the school ethos encourages and supports pupil participation, recognising:

- the importance of ensuring access for all pupils to all the activities within the whole life of the school
- the role of school council and the use of pastoral support systems
- the need for training and encouraging pupils to take part in their education
- the need for a genuine commitment and wish to make pupil participation work
- the need to make special arrangements to help those pupils with specific needs, e.g. hearing impairment, communication difficulties
- the role of the pupil in setting, monitoring progress and reviewing targets for his/her Learning Plan (formerly known as an IEP)

The Inclusion Coordinator (INCo)

The INCo is responsible for:

- the day- to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- assessment of progress and monitoring the impact of strategies for children with SEN
- updating the Provision Map and interventions table termly
- monitoring Learning Plan targets
- liaising with and advising fellow teachers, learning support assistants and teaching assistants
- overseeing the records of all pupils with SEN
- liaising with parents of children with SEN
- contributing to the in-service training of staff
- liaising with external agencies including the Local Authority's (LA) support and educational psychology services, Leys Outreach for Specific Learning Difficulties, advisory teachers, health and social services and voluntary bodies
- reviewing the SEN policy in consultation with the Senior Management Team, staff and Governing Body
- liaising with the Governor with responsibility for SEN
- the SEN budget and the ordering and maintenance of resources
- attending meetings and courses on SEN matters

The INCo, Mrs. Gillian Barley, has non-contact time of three days each week for this work.

The SEN register is kept up to date by the office. Teachers should consult with the INCo about any changes and she will inform the office. The office returns SEN details termly to the LA.

Admissions and Inclusion

Staff at Samuel Lucas are committed to inclusion. As stated in The SEN Code of Practice, admissions authorities:

- **must** consider applications from parents of children who have SEN but do not have an Education, Health and Care Plan (EHC) on the basis of the school's published admissions criteria as part of normal admissions procedures
- **must not** refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs
- **must not** refuse to admit a child on the grounds that they do not have an EHC plan

The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN should be educated and the Equality Act 2010 provides protection from discrimination for disabled people.

Samuel Lucas is an educationally inclusive school, in which the teaching and learning, achievements, attitudes and wellbeing of every pupil matter. Inclusion refers not only to SEN but to the inclusion of different groups of children:

- pupils with English as a second language
- pupils from low-income families
- highly-skilled pupils
- ethnic minority pupils
- pupils with medical conditions that may affect their access to the curriculum

Allocation of resources

The Headteacher and the Governing Body ensure that the budget is allocated to support appropriate provision for all pupils requiring it, and to meet the objectives set out in this policy. Funding for SEN is allocated by LA under the new Devolved Funding Allocation for Predictable SEN. Exceptional needs funding (ENF) may be provided by LA to meet needs that do not regularly occur in schools. This additional funding is applied for through the local SEN Cluster.

Identification, Assessment and Provision

At Samuel Lucas early identification of a child with special needs is the aim, encouraging dialogue between parents, pupil, class teacher and INCo. When the class teacher identifies a pupil as having a difficulty, they will liaise with the parents and the INCo. Class teachers are responsible for initial assessment of the pupil within the framework of the National Curriculum. If necessary, further assessment of the pupil will be carried out by the INCo and the child will be referred to outside agencies, as appropriate. Whether or not a pupil is making an appropriate rate of progress, is seen as a significant factor in considering the need for SEN provision.

Early identification

Pupil progress is established through:

- evidence obtained by teacher observation/ assessment
- information from parents
- pupil progress in relation to objectives in the Early Years Foundation Stage and Primary Framework
- their performance in National Curriculum judged against level descriptions
- standardised screening or assessment tools

SEN Provision

The main methods of provision, detailed in the school's Provision Map, are:

- Wave 1 provision: full-time education in classes, with additional help and support by class teacher through a differentiated curriculum
- Wave 2 provision: periods of withdrawal to work individually or as part of a small group with a teaching assistant
- Wave 3 provision: periods of withdrawal to work one to one with a support teacher, learning support assistant or teaching assistant as a result of recommendations received from outside agencies
- one to one support in the classroom from a teaching assistant

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. (Code of Practice 2014, 6.36)

Monitoring pupil progress

Pupils' progress is monitored through:

- continuous observations and assessment
- parental contributions
- reviewing strategies currently used as a basis for planning
- work scrutiny
- evaluating the provision of additional or different actions made to support the child

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- narrows the attainment gap between pupil and peers
- prevents the attainment gap widening
- is equivalent to that of peers starting from the same baseline but less than the majority of peers
- equals or improves upon the pupil's previous rate of progress
- ensures full curricular access
- shows an improvement in self-help and social or personal skills
- shows improvements in the pupil's behaviour

Teaching and Learning

Effective opportunities are provided for pupils with SEN. In planning and teaching the Early Years Foundation Stage and National Curriculum teachers have responsibility for:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- using performance data to support judgement of the progress of pupils with SEN
- using effective target setting for pupils with SEN, including P scales where appropriate, from Year 1 onwards

The Graduated Response – ASSESS, PLAN, DO, REVIEW

The Code of Practice advocates a graduated response to meeting pupils' needs. This response is based on two principles:

- provision for a child with SEN should match the nature of their needs
- there should be regular recording of a child's SEN, the action taken and the outcomes

School Awareness

At Samuel Lucas the classification of 'school aware' registers an initial concern about a child. At this stage the child's needs are met by the class teacher through a differentiated curriculum. At the review stage, if the difficulties have not been fully addressed, then further action is taken, using Wave 2 interventions.

Wave 2

Interventions are different from or additional to the normal differentiated curriculum.

The introduction of additional interventions can be triggered through concern that, despite receiving differentiated teaching, a pupil:

- makes little or no progress despite targeted support
- shows signs of difficulty in English or maths
- shows persistent emotional or behavioural difficulties not addressed by usual behaviour management strategies
- has significant sensory or physical problems
- shows communication or interaction difficulties

At this point

- the class teacher seeks assistance from the INCo
- information is collected, including information from health or social services professionals [with parental agreement]
- the INCo takes the lead in further assessment
- the class teacher provides interventions additional to or different from the differentiated curriculum
- strategies to support pupil progress may be recorded on a Learning Plan (see below)

Wave 3

Wave 3 is characterised by a sustained level of support and, where appropriate, the involvement of external agencies. Placement of a pupil at this level will be made by the class teacher and INCo after consultation with parents and can be triggered by the following factors:

- little or no progress
- attainment at substantially below age related expectations
- difficulty developing English or maths skills
- emotional or behavioural difficulties that often substantially impede the pupil's learning or that of the group
- sensory or physical needs requiring additional equipment or advice/ visits from an external specialist
- on-going communication or interactive difficulties that impede the development of social relationships

At Wave 3

- the school seeks the advice of external support services
- staff consider a range of personalised teaching approaches/ equipment/ materials including ICT
- records should be kept of advice sought and support provided pending advice
- a Learning Plan should be implemented as far as possible within the normal classroom setting

The Learning Plan

- details personal provision for the individual
- is based on the pupil's strengths and successes
- records that which is additional to or different from a differentiated curriculum
- details teaching strategies and provision made
- focuses on individual SMART (specific, measurable, achievable, realistic, timed) targets
- is discussed with pupils and parents
- is reviewed termly or as necessary
- should be shared with all staff working with the pupil

Reviewing Learning Plans

Learning Plans will be reviewed termly. Parents and pupils, where possible, will be involved in the review.

Teachers should consider:

- the progress made by the pupil
- the parents' views
- the pupil's views
- the effectiveness of the targets that have been set
- whether targets set have been met
- any updated information and advice

The external agencies will:

- often see the child and/or advise on new Learning Plan targets
- provide more specialist assessments [with parental agreement]
- give advice on specialist equipment/strategies/resources

Education, Health and Care Plans

An Education, Health and Care Plan (EHCP) is a legal document, which sets out details of the special needs that a child is considered to have. In addition the EHCP also outlines the special educational provision that a child will receive to meet his/her needs from birth to age 25. Existing Statements will be converted to EHCPs at the time of review following a timetabled rolling programme issued by the LA.

Reviews of existing Statements/EHCs

Existing Statement Review Meetings occur annually inviting:

- the child's parents
- the child if appropriate
- the class teacher
- the INCo
- a representative of the LA
- any outside agencies involved with the child
- any other person the LA considers appropriate
- any other person the Headteacher considers appropriate

The aim of the review will be to:

- assess the pupil's progress in relation to the Learning Plan targets
- review the provision made for the pupil in the context of the Early Years Foundation Stage and National Curriculum and levels of attainment in English, maths and life skills
- consider the appropriateness of the existing EHC (or Statement) in relation to the pupil's performance during the year, and decide whether to cease, continue or amend it
- set new targets for the coming year

A report of the annual review is sent with any supporting documentation, to the LA. The LA decides whether to maintain, amend or cease an EHC or Statement of SEN.

Evaluating and Monitoring Progress:

The success of the policy is monitored by reference to:

- parental feedback (report response slips, Learning Plan reviews, questionnaires)
- success in achieving targets set in Learning Plans
- evidence of attainment
- monitoring of classroom practice by subject co-ordinators
- analysis of test results for individual groups and cohorts
- using value added data
- monitoring of procedures and practice by SEN Governor
- termly update of the interventions table
- Self Evaluation Form

Transition

All pupils are supported throughout the transition process. Additional support is available for children with SEN e.g. liaison with secondary school INCos/teacher visits etc

Transfer Information

In keeping with statutory requirements Common Transfer details are forwarded to receiving schools within 10 days. Liaison occurs with the receiving schools.

The INCo works closely with secondary school colleagues to streamline the transition process.

Complaints Procedure

Complaints are dealt with in line with school procedure. The Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements.

Links with Outside Agencies

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for pupils with SEN.

When it is considered necessary, colleagues from the following support services will be involved with pupils with SEN:

- Educational psychologists
- Specific Learning Difficulties (SpLD) advisory teacher
- Speech and language therapists
- Behaviour support teacher
- Other specialist advisory teachers and therapists
- The AIO (Attendance Improvement Officer)
- Social Services
- ESTMA (Educational Support Team for Medical Absence)

When parents wish an outside agency to be involved with their child on a private or fee-paying basis, contact should be made with either the INCo or the Headteacher in the first instance before any sessions are agreed.

SEN Policy Review

The implementation of the policy will be kept under review and discussed with the INCo, the Headteacher and the representative of the Governing Body. The policy will be reviewed and updated on a yearly basis. The outcomes of this review are used to inform aspects of the School Development Plan.

Review Date: Spring 2018