



Shoscombe
Church School

Shoscombe Church School **Special Education Needs Policy**

This policy should be read in conjunction with the MAT policy on SEN and the Schools SEND information Report

Rationale

The staff and governors at Shoscombe Church School believe that all children 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

We will use our best endeavours to make sure a child with SEN gets the support they need whilst also engaging in the activities of the school alongside children who do not have SEN.

A child with Special Educational Needs has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age;
- Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area or the local authority

Special educational provision is the provision which is additional to, or otherwise different from the provision made generally for children of the child's age.

Aims

- To promote the early identification of children's individual needs
- To meet those needs, be they social, emotional, academic or physical
- To provide all children with an equality of opportunity so far as is reasonably and practically possible, so that they can engage in all aspects of school life
- To ensure that all children feel valued as part of our community
- To seek and take account of the views of the child
- To involve and consult parents/carers at every stage of the process

Roles and Responsibilities

Teaching staff will:

- identify, through their daily practices those children who are not achieving or behaving as expected and complete a Raising Concern form and to share it with the SENDCO
- to update children's Provision, targets and Single Support plans on our provision map software at least three times a year.
- to identify the provision the child needs in consultation with the SENDCO and headteacher and to develop and review single support plans for those children with EHCPs or for those children who need ECPNA.
- Work with and communicating effectively with all Teaching assistants
- implement, assess and review provision and targets as set out in the pupils provision and SSP plans. This will happen in October, February and June.
- liaise with parents/carers and the child, regarding the provision provided and the child's targets.
- ensure that due regard is taken to the range of needs within their class and plan learning opportunities so that all children can be encouraged to participate
- attend meetings regarding individual children
- deal with all children individually and maintain confidentiality at all times

The SENDCO will:

- oversee the day-to-day operation of the school's SEN policy and the provision mapping software.
- maintain the SEN register and ensure all records are in place, kept securely and that parents are informed when their child is added to the register or removed from the register.
- co-ordinate support and liaise with outside agencies, ensuring that children receive their entitlement
- carry out Annual Review meetings and all reporting/paperwork as needed
- ensure that all children receive the necessary provision to support their needs and that targets are reviewed and updated 3 times a year.
- to support teachers and teaching assistants to produce SEN timetables, in order to meet children's needs
- liaise with parents/carers, where needed, to support the class teacher
- attend training and SENDCO network meetings, to keep up to date with latest developments in the subject
- lead INSET/training for staff and disseminate information

The Head teacher will:

- appoint a SENDCO
- liaise with the SENDCO to ensure all procedures regarding SEN provision and practice are carried out fully
- keep the governing body informed of developments with SEN
- ensure that the quality of teaching for children with SEN, and the progress made by the children, should be a core part of the school's appraisal arrangements and the school's approach to professional development for all teaching and support staff
- use patterns and identification, both within the school and nationally to reflect on and reinforce the quality of teaching

- request, complete and submit an Education, Health and Care needs assessment if needed, to the LA

The Governing Body will:

- ensure that the necessary provision is made for any child who has a special educational need
- ensure that teachers in the school are aware of the importance of identifying, and providing for those children who have special educational needs
- ensure that the parents/carers are notified of a decision that their child has a special educational need
- publish annually, reports to parents/carers regarding SEN provision
- nominate a specific governor who will adopt a monitoring and liaison role for SEN
- ensure that the school's arrangements for assessing and identifying child's as having SEN are agreed as part of the Local Offer and publish these arrangements on the school's website
- ensure that children and parents/carers are actively involved in decision-making throughout the process

Medical Conditions

The Children and Families Act 2014 places a duty on schools to make arrangements to support children with medical conditions. Individual healthcare plans specify the type and level of support required to meet the medical needs of such child's.

Disabled Children

Many children who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

Curriculum

All children will have access to a broad and balanced curriculum. Teachers will set high expectations for every child, whatever their prior attainment. Targets will be deliberately ambitious. Potential areas of difficulty will be identified and addressed.

Identification, Assessment and Provision

If a child has an identified special educational need when they start at Shoscombe Church School the first response will be high quality teaching targeted at the child's area of weakness. Where progress continues to be less than expected, the Headteacher, SENDCO and class teacher will:

- use information arising from the child's previous setting to provide a starting point for the curricular development of the child
- identify and focus attention on the child's skills and highlight areas for early action to support the child within class
- assess the child to allow him/her to show what they know, understand what they can do, as well as identifying any learning difficulties
- ensure that assessments and observations provide regular feedback to teachers and parents/carers about the child's achievements and experiences and that these outcomes form the basis for planning the next steps in the child's learning

Early Identification

At Shoscombe Church School we believe in the importance of early identification. To identify children who may have a special educational need, we measure the child's progress by referring to:

- their performance monitored by the class teacher through assessments and observations
- their progress against objectives
- their performance against age related expectations
- standardised screening or assessment tools

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN. Where there are concerns, an assessment will determine whether there are any casual factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

An Early Help Assessment may be appropriate if housing, family or other domestic circumstances may be contributing to the presenting behaviour.

Slow progress and low attainment do not necessarily mean that a child has SEN. Equally; it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

Difficulties related solely to limitations in English as an additional language are not SEN. The school will liaise closely with the Ethnic Minority and Traveller Achievement Service to ascertain whether or not a child with English as an Additional Language also has SEN.

There are four areas of need as set out in the SEN Code of Practice:

Cognition and Learning Needs

Learning difficulties cover a wide range of needs including moderate (MLD), severe (SLD) through to profound and multiple (PMLD) learning difficulties.

Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Needs

Children may become withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health issues. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. The profile for each child with SLCN is different and their needs change over time.

Children with ASD, including Asperger's Syndrome and Autism are likely to have particular difficulties with social interaction. They may also have difficulties with language, communication and imagination, which can impact on how they relate to others.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Special Education Provision at Shoscombe Church School

Teachers are responsible and accountable for the progress and development of **all** the children in their class, including where children access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual child's, is the first step in responding to child's who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. We will regularly and carefully review the quality of teaching for all children, including those at risk of underachievement.

In deciding whether to make special educational provision, the teacher and SENDCO will consider all of the information gathered from within the school about the child's progress, alongside national data and expectations of progress. For higher levels of need, we have arrangements in place to draw on more specialised assessments from external agencies and professionals.

This information gathering will include an early discussion with the child and their parents/carers. These early discussions with parents/carers should be structured in such a way that they develop a good understanding of the child's areas of strength and difficulty, the parents/carers' concerns, the agreed outcomes sought for the child and the next steps. Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the child and their parents/carers. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

Where a child is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle:

Assess

In identifying a child as needing SEN support the class teacher, working with the SENDCO, will carry out a clear analysis of the child's needs. This will draw on the teacher's assessment and experience of the child, their previous progress and attainment, as well as information from the school's core approach to child progress, attainment, and behaviour. It will also draw on the views and experience of parents/carers, the child's own views and, if relevant, advice from external support services. We will take seriously any concerns raised by a parent. These will be recorded and compared to the school's own assessment and information on how the child is developing.

This assessment will be reviewed three times a year. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a child responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child. The school will liaise with these professionals to help inform the assessments. Where professionals are not already working with school staff the SENDCO should contact them if the parents/carers agree.

Plan

Where it is decided to provide a child with SEN support, the school will discuss this with the parents/carers. The teacher and the SENDCO will agree in consultation with the parent and the child the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Parents/carers will be made aware of the planned support and interventions and, where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

Do

The class teacher will be responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the child. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

Review

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed in line with the agreed date.

The impact and quality of the support and interventions should be evaluated. The class teacher, working with the SENDCO, will revise the support in light of the child's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and child.

Parents/carers will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a child has an EHC plan, the local authority **must** review that plan as a minimum every twelve months. We **will** co-operate with the local authority in the review process and, as part of the review, the local authority will require us to convene and hold annual review meetings on its behalf.

Involving Specialists

Where a child continues to make less than expected progress, despite evidence-based support and interventions that are matched to the child's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.

We may involve specialists at any point to advise us on early identification of SEN and effective support and interventions. We will always involve a specialist where a child continues to make little or no progress or where they continue to work at levels substantially below those expected of children of a similar age despite evidence-based SEN support delivered by appropriately trained staff. The child's parents/carers will always be involved in any decision to involve specialists.

The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents/carers and teaching staff supporting the child in the same way as other SEN support.

Where assessment indicates that support from specialist services is required, it is important that children receive it as quickly as possible. The Local Offer will set out clearly what support is available from different services and how it may be accessed within the Local Authority. This can be found on the BANES council website.

The school also produces an SEND information report which outlines the SEN process at our school. This is available on our school website www.shoscombeprimary.co.uk

The SEND Information Report

The school's Information Report includes:

- who to talk to about SEN at SHOSCOMBE
- special educational provision for children at SHOSCOMBE
- arrangements for identifying and assessing children's SEN
- the admissions of disabled child's and access arrangements that are in place
- specialist services
- transition arrangements for children with SEN
- the allocation of resources

Provision Maps and Single Support Plans

We use Provision Map software to create provision maps and Single Support plans for children. Strategies used to enable the child to progress should be recorded within a Single Support Plan (SSP) or in some cases an Individual provision Map. This will include:

- short term targets
- teaching strategies
- provision to be put in place
- when the plan is to be reviewed
- the outcome of the action taken

The Provision Map only records that which is additional to or different from the differentiated curriculum plan. The Provision focuses on a few individual targets that match the child's needs. Children with EHCPs or who are being considered for EHCNA will have single support plans.

Requesting an Education, Health and Care needs assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, we will consider requesting an Education, Health and Care needs. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

Partnership with parents/carers

We **must** provide an annual report for parents/carers on their child's progress. We will also go beyond this and provide termly reports for parents/carers on how their child is progressing where a child is on the SEN register.

Where a child is receiving SEN support, we will talk to parents/carers regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the child and the school. The SENDCO and class teacher will meet parents/carers three times each year to discuss the Single Support Plan. It should provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the child.

The school will ensure that it:

- recognises the personal and emotional investment of parents/carers and be aware of their feelings;
- focuses on the child's strengths as well as areas of additional need;
- ensures that parents/carers understand procedures, are offered support and are given documents to discuss before meetings;
- allows sufficient time to explore the parents/carers' views and to plan effectively;

Meetings will, wherever possible, be aligned with the normal cycle of discussions with parents/carers of all children. They will, however, be longer than most parent-teacher meetings.

Child participation

The views of the child should be included in these discussions. This will be through involving the child in all or part of the discussion itself, or gathering their views as part of a One Page Profile.

Education, Health and Care Plans

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents/carers and child
- provide a full description of the child's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child's needs and support the achievement of the agreed outcomes

EHC plans will be used to actively monitor children's progress towards their outcomes and longer term aspirations. They **must** be reviewed by the local authority as a minimum every 12 months. Reviews **must** focus on the child's progress towards achieving the outcomes specified in the EHC plan. The review **must** also consider whether these outcomes and supporting targets remain appropriate.

In most cases, reviews will normally be held at school.

The following requirements apply to reviews where a child attends school:

- The child's parents/carers, a representative of the school, a local authority SEN Officer, a health service representative and a local authority social care representative **must** be invited and given at least two weeks' notice of the date of the meeting. Other individuals relevant to the review should also be invited.
- The school will seek advice and information about the child prior to the meeting from all parties invited, and send any advice and information gathered to all those invited at least two weeks before the meeting.
- The meeting must focus on the child's progress towards achieving the outcomes specified in the EHC plan, and on what changes might need to be made to the support that is provided to help them achieve those outcomes, or whether changes are needed to the outcomes themselves. Children and parents/carers will be supported to engage fully in the review meeting.
- The school will prepare and send a report of the meeting to everyone invited within two weeks of the meeting. The report must set out recommendations on any amendments required to the EHC plan, and should refer to any difference between the school or other recommendations and those of others attending the meeting.

Publishing Information

The governing body **will** publish information on the school's website about the implementation of the governing body's policy for children with SEN and how we manage SEND at Shoscombe. We do not publish the annual SEN report to governors on our website however, as due to small cohorts individual children could be identified. The school's Information on SEN will also link to the Local Authority's Local Offer, so that parents/carers are aware of services that are available to support their children.

Monitoring and Evaluating

The effectiveness of the policy can be assessed by analysing child progress, eliciting the views of staff, parents/carers and child's, and reviewing the record keeping procedures. The SEN Governor will have a key role within this process, alongside the Head Teacher. The policy will be re-visited biannually

This policy should be read in conjunction with the MAT policy on SEN and the Schools SEND information Report

Policy date : March 2019

Review Date: March 2023