



Introduction

- This policy outlines the nature and management of Special Educational Needs at the school.
- It reflects the consensus of opinion of the whole teaching staff. It was updated after the new Code of Practice was implemented in January 2002. It has again been updated in 2008, 2012 and 2015.
- The implementation of this policy is the responsibility of the Head Teacher, SENCO and all teaching and support staff.

Linked Policies

This policy should be considered alongside the following policies:

- Accessibility
- Child Protection
- Confidentiality / data protection
- Curriculum
- Disability / Equality
- Marking and feedback
- Teaching and Learning

Statement of Principles

“Every child has an entitlement to personal, social and intellectual development and must be given the opportunity to achieve his/her potential in learning.”

Aims

The objective of the Special Educational Needs Policy is to improve the learning and raise the achievement of all pupils with special educational needs.

The school seeks to develop an inclusive curriculum by:

- Setting suitable learning challenges for all pupils
- Responding to pupils’ diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Seeing every pupil as having individual needs, and the school strives to ensure that everyone feels equally valued within the school community.

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Note on Legislation

Definition of Special Education Needs:

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

Post 16 Institutions often use the term learning difficulties. The term SEN is used in this Code across the 0-25 age range but has the same meaning.

Disabled children and young people:

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

The Equality Act 2010

Our policy aims to meet these difficulties by:

- Identifying pupils with SEN
- Involving pupils in their own target setting and review processes
- Enabling all staff to meet identified pupil needs
- Making the curriculum accessible to all pupils through recognising the need for differentiation and employing a range of teaching and learning styles
- Working closely with parents and outside agencies

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- Catering mainly for SEN pupils in the mainstream class, but recognising that some pupils may require specialised teaching which can better be provided within an individual or small group situation away from the main classroom.

The School's Provision for Special Educational Needs

The Special Educational Needs Co-ordinator (SENCO) is: identified on the school website or please ring the school office for contact details (01652 678387)

The SENCO is responsible for:

- Writing and reviewing the SEN policy.
- Overseeing the day to day implementation of the SEN policy and resources.
- Identifying, monitoring and reviewing pupils' needs with teachers, parents and support staff and with the pupils themselves.
- Maintaining the School's SEN list
- Maintaining all SEN records, including the individual pupil files.
- Co-ordinating provision for pupils with SEN.
- Teaching and assessing individuals and groups of pupils.
- Liaising with colleagues in writing Support Plans (IEPs)
- Monitoring and reviewing Individual Support Plans and EHC (Education, Health and Care) plan targets.
- Organising and attending annual reviews of EHC plans.
- Liaising with parents, outside agencies and other schools.
- Administering submissions for special arrangement for statutory testing.
- Acting as line manager to all permanent and temporary teaching assistants involved with supporting SEN pupils and contributing to their performance management (as appropriate with the HT).
- Managing and contributing to professional development of colleagues in areas of SEN support.
- Advising on all aspects of differentiation, teaching and learning styles and resourcing.
- Advising the Head Teacher and staff on pertinent SEN issues.
- Liaising with the Governing Body, through the governor with responsibility for SEN.
- Deploying SEN staff to ensure effective provision for pupils with SEN.

Class teachers are responsible for:

- Identifying pupils who require extra support in class, raising initial concerns and consulting the SENCO for advice and support (also part of the monitoring role of subject leaders).
- Differentiating activities for all pupils, including more or less able children.
- Contributing to each child's support plan and implementing targets in class.
- Monitoring individual progress.
- Managing teaching assistants and volunteers in their classrooms on a day to day basis.
- Meeting with parents and outside agencies when appropriate.

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Teaching assistants will support the teacher and pupil by;

- Implementing an individual or group of pupils' access to and progress in the curriculum.
- Implementing activities designed to achieve targets on support plans.
- Encouraging and promoting pupil independence.
- Liaising with teachers and the SENCO, giving feedback and suggesting development.
- Working with individuals or groups of pupils (wave 2 or 3 support).

The Governing Body will ensure that:

- The SEN policy is implemented fully.
- The success of the SEN policy is reported annually to the governing body.
- A governor with responsibility for SEN is appointed (currently Jean Grey).

Pupils are taught in mixed ability year groups of up to 30 children. Early action is encouraged for pupils who need further consolidation or support prior to placement on the SEN list. These children will be monitored and kept on a separate list.

Pupils on the SEN list may receive extra support from teaching assistants, in a group or as an individual. If an individual pupil receives one-to-one support through an EHC plan, there may be occasions when that child is helped through group support as part of his/her learning programme.

Where a pupil's needs require more than the normal differentiation planned and delivered in class i.e. additional to and different from, an individual support plan will be drawn up, which sets out individual targets for the child in identified areas of the curriculum.

Support Plans work from a positive starting point of what the pupil is able to do, and will have small, achievable steps built into it to ensure success.

Arrangements are made for pupils with SEN taking statutory tests. These include a reader, extra time and help with recording, in line with government assessment policy.

When children leave the school, SEN records are sent on to the new school. For Year 6 pupils, the SENCO liaises with the receiving school's SENCO to ensure continuity of support. The SENCO of the receiving school is invited to transition Review meetings ahead of pupil transfer.

Once pupils have been identified as having SEN, the staged process as set out in the Code of Practice is put in place.

Each class has a 'Class SEN file' which contains a list of children in that class on the SEN list and those being monitored, a copy of each child's support plan and any other relevant information pertaining to the child.

Any child causing concerns that do not require further intervention at the time is placed on the 'monitor list (i.e. 'Children causing concern'). This also lists children who were formerly on the SEN list at 'School Action'.

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Identification and Assessment

Pupils are assessed on entry to the school through the normal testing procedures. If their needs have been identified at the pre-school stage through COPPS or Portage support, liaison will be made with the appropriate agencies.

If a teacher refers a child on to the SEN list, information is collected and recorded regarding concerns and suspected problems, any action already taken and strategies adopted in class as part of early SEN intervention. Individual targets will be drawn up on a Support Plan.

The SEN pupil files include the LEA's 'gold SENR sheets', which record actions undertaken for a child from his/her point of entry on the SEN list. This is filled in by the SENCO, SEN LSA, class teachers or the HT.

Parents are involved prior to placement on the SEN list so all procedures can be explained, and agreement reached regarding future support. Parents are then regularly updated on their child's progress, and involved in supporting the child at home with individual targets. We encourage an active partnership through an on-going dialogue with parents. We inform them of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Individual Support Plans are reviewed regularly with the pupils, their teachers, teaching assistants and parents.

Outside agencies may become involved in providing further advice and support as appropriate to the pupil's needs. These could include:

- Educational Psychology Service
- Speech and Language Therapy Service
- Emotional and Behavioural Support Service
- Sensory Impaired Service
- Social Services/Child Protection
- School Medical Service
- Child and Adolescent Mental Health Service
- Family GPs
- Autism Outreach/Social Communication Team
- Educational Welfare Officer
- Physiotherapy Service

If a child is recommended for statutory assessment as a result of a Review meeting, all professionals involved and the SENCO will complete the appropriate paperwork and submit it to SEN services in Lincoln. A pupil who has an Education and Health Care plan will then receive additional funding to meet their individual needs.

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Triggers for SEN concerns include:

- Lack of progress in acquiring literacy or numeracy skills
- Marked high ability in numeracy, literacy or reasoning
- Poor short term memory
- Difficulties with following instructions, or sequencing events or tasks
- Poor listening and attention skills
- Short concentration and high level of distractibility
- Poor gross or fine motor control
- Clumsiness/lack of co-ordination
- Visual or hearing problems
- Speech and language difficulties
- Communication problems
- Behavioural problems
- Delayed physical development
- Low self esteem
- Attention seeking behaviour
- Aggression
- Withdrawn or isolated behaviour
- Over-anxiety
- Lethargy
- Neglected appearance
- Toileting problems
- Obsessive behaviour/nervous tics/habits
- Attendance problems
- Child protection issues
- Family problems – family break ups, bereavement, etc.

Contact is made with the school nurse or community doctor if any medical issue arises. This is always carried out with parental consent. More complex medical/behavioural concerns are referred by GPs to the Child and Adolescent Mental Health Service (CAMHS).

The class teachers and SENCO carry out a range of assessment activities and standardised assessments with all children for screening and monitoring purposes.

Updates on SEN are given when requested to the governing body.

The Head Teacher, SENCO, link governor and teaching staff will review this policy annually in the summer term as part of the annual SEN review.

Every four years the policy will be brought to the governing body for renewal.

However, in the event of changing legislation or recommendations concerning best practice this review will be brought forward.

Any amendments will be presented to the Governing Body for approval.

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Policy Information:

Date adopted by the governing body: July 2016

Policy Written by: Magnus Smedley (Headteacher)

Policy Review Date: July 2021

Signed:

Chair of governors:

Headteacher:
