



## SEN POLICY DOCUMENT

<b>POLICY TITLE</b>	Special Educational Needs Policy (SEN)
<b>RESPONSIBLE COMMITTEE</b>	EAB
<b>RATIONALE</b>	<ul style="list-style-type: none"><li>• To provide effective procedures for pupils with SEND</li><li>• To create an atmosphere of encouragement, acceptance, respect for achievements and sensitively to individual needs, in which all pupils can thrive by paying attention to these specific areas.</li></ul>
<b>PURPOSES</b>	<ul style="list-style-type: none"><li>• To identify and provide for pupils who have special educational needs and additional needs</li><li>• To work within the guidance provided in the SEND Code of Practice, 2014</li><li>• To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs</li><li>• To provide a Special Educational Needs Co-ordinator (SENCo) who will work with the SEN Inclusion Policy</li><li>• To provide support and advice for all staff working with special educational needs pupils</li></ul>
<b>GUIDELINES</b>	<p><b>COMPLIANCE</b></p> <p>This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (Jan 2015) 3.65 and has been written with reference to the following guidance and documents:</p> <ul style="list-style-type: none"><li>• Equality Act 2010: advice for schools DfE Feb 2013</li><li>• SEND Code of Practice 0-25 (Jan 2015)</li><li>• Schools SEN Information Report Regulations (2014)</li><li>• Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)</li><li>• The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)</li><li>• Safeguarding Policy</li><li>• Teachers Standards 2012</li></ul> <p><b>AIMS</b></p> <p>Our overarching aims are:</p> <ul style="list-style-type: none"><li>• To identify, at an early age, individuals who need extra help and attention.</li><li>• To enable each pupil to reach his or her full potential, both curricular and extracurricular</li><li>• To enable each pupil to partake in, and contribute fully, to school life</li><li>• To meet the individual needs of each child and develop a feeling of self-esteem within the individual by supporting them in various ways: whole class, small groups and individually</li><li>• To foster an atmosphere which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children</li><li>• To monitor closely those with SEND by review and assessment, to enable use to recognise, celebrate and record achievements</li><li>• To provide access to and progression within the curriculum</li></ul>

- To work with parents and other agencies to provide support and opportunities for those children with SEND
- To use a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children
- To assist all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs
- To ensure access to a range of resources to support staff in their teaching of children with SEND
- To include the voice of the child in monitoring and reviewing One Page Profiles

#### **TYPES OF SEN**

SEN is divided into 4 types:

- Communication and interaction-this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- Cognition and Learning-this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- Social, mental and emotional health-this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- Sensory and/or physical needs-this includes children with sensory, multisensory and physical difficulties.

*Behavioural difficulties do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.*

*Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.*

#### **IDENTIFICATION, ASSESSMENT AND REVIEW**

The Code of Practice outlines a graduated response to pupils' needs, recognise that there are continuum of need matched by a continuum of support. This response is seen as action that is **additional to or different from** the provision made as part of the academy's usual differentiated curriculum and strategies. A register is kept of pupils with SEND.

Where concerns are expressed that a pupil may have a special educational need, the class teacher takes every action to assess and address the difficulties.

Reviews of pupils on the SEND register take place three times a year.

#### **A Graduated approach to SEN Support**

At The Vale Primary Academy, we adopt a "high quality teaching" approach. The key characteristics of high quality teaching are:

- High focused lesson design with sharp objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils

- Appropriate use of teacher questioning, modelling and explaining
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils.

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. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutinies and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

#### **Assess**

In identifying a child as needing SEN support the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. The Academy should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

#### **Plan**

Where it is decided to provide a pupil with SEN support, the parents must be formally notified. The teacher and the SENCO should agree, in consultation with the parent and the pupil, 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 and review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the academy's information system.

#### **Do**

The class teacher should remain 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 should still retain responsibility for the pupil. They should 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. The SENCO should support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

#### **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class teacher, working with the SENCO, should revise support and outcomes in consultation with the parent and pupil.

#### **Managing pupils needs on the SEND register**

All children on the SEND register will have a one page profile, which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professionals will all contribute to the one page profile.

The one page profile is designed to be a working document which is updated to reflect the current needs of the child.

Formal review meetings will take place three times a year, where parents and pupils will be involved in reviewing progress and setting new outcomes. Class teachers are responsible for evidencing progress according to the outcomes described in the plan. Class teachers are responsible for maintaining and updating one page profiles. These are then shared with everyone involved with the child. The SENCO reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

#### **Criteria for exiting the SEND register**

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENCO, pupil and parents need to be taken into account. If it is agreed by all to take the pupil off the SEND register then all records will be kept until the pupil leaves the school (and passed onto the next setting). The pupil will continue to be monitored through the schools monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

#### **Supporting Pupils and Families**

Class teachers, in partnership with the SENCO and the Inclusion Team are responsible for ensuring that pupils are able to access assessments carried out within their class. The named SENCO is Mrs P Harris supported by Mrs H Lockett.

### **Roles and Responsibilities**

Provision for pupils with SEND is a matter for the academy as a whole. The EAB, in consultation with the Head of the Academy, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the academy.

The **Head of Academy** is responsible for:

- The management of all aspects of the academy's work, including provision for pupils with special educational needs
- Keeping EAB members informed about SEND issues
- Working closely with the SENCO
- The deployment of all special educational needs personnel within the academy
- Monitoring and reporting to the EAB about the implementation of the academy's SEND policy and the effects of inclusion policies on the academy as a whole

The **Special Educational Needs Co-ordinator** (SENCO) is responsible for:

- Overseeing the day to day operation of the academy's SEND policy
- Co-ordinating the provision for pupils with special educational needs
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other academy staff
- Helping staff to identify pupils with special educational needs
- Carrying out assessments and observations of pupils with specific learning needs
- Supporting class teachers in devising strategies, drawing up one page profiles (OPPs)
- Setting targets appropriate resources and materials for the use with pupils with specific learning needs and on the effective use of materials and personnel in the classroom
- Liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- Maintaining the academy SEND register and records
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information eg. Class-based assessments/records, end of year/national tests
- Contributing to the in-service training of staff
- Liaising with the SENCOs in receiving schools and/or other primary schools to help provided a smooth transition from one school to another

**Class teachers** are responsible for:

- Providing high quality teaching for all children

	<ul style="list-style-type: none"> <li>• Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCO, parents and pupil)</li> <li>• Regular reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.</li> <li>• Retaining responsibility for the child, including working with the child on a daily basis.</li> <li>• Making themselves aware of the school's SEND and procedures for identification, monitoring and supporting pupils with SEND.</li> <li>• Directly liaising with parents of children with SEND.</li> </ul> <p><b>Teaching Assistants</b> should:</p> <ul style="list-style-type: none"> <li>• Be fully aware of the Academy SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.</li> <li>• Use the Academy procedure for giving feedback to teachers about pupils' progress.</li> <li>•</li> </ul> <p>TAs work as part of a team with the SENCO and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing One Page Profiles and monitoring progress.</p>
<p><b>READ IN CONJUNCTION WITH</b></p>	<ul style="list-style-type: none"> <li>• Teaching and Learning Policy</li> <li>• Anti-bullying Policy</li> <li>• Behaviour Policy</li> <li>• Complaints Policy</li> <li>• Data Protection Policy</li> <li>• Essential Restraint and Handling Policy</li> </ul>