



## **SPECIAL EDUCATIONAL NEEDS (SEN) POLICY**

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Committee responsible	Curriculum
Authorisation	Ryan Fensham-Brown

## SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

**Definition** (taken from the SEN Code of Practice 2014)

***“Children and young people with SEN have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age.”***

Our vision is to realise and maximise the full potential of each individual, including those with special educational needs. All class teachers have the skills to deliver a broad and varied curriculum which includes provision for SEN children where needed.

The National Curriculum (2014) is our starting point for planning that meets the needs of all individuals. When planning, teachers set suitable learning challenges and respond to children’s diverse learning needs. A minority of our children may have barriers to learning which impede their progress. These barriers and specific needs are identified and provision made.

Children may have special educational needs either throughout or at any time during their school career. Where this is the case, teachers take account of this and make provision, where necessary, to support individuals or groups of children, thus enabling them to participate successfully in curriculum and assessment activities.

### 1. Aims

The aims of this policy are:

- To promote inclusion, ensuring that every child has an equal opportunity to participate in school life irrespective of disability or SEN. This is in line with the Equality Act 2010 with which the school complies by setting and regularly reviewing objectives
- To ensure that the special educational needs of children are identified, assessed and provided for
- To raise achievements of children with SEN
- To build partnerships with parents and where appropriate, other professionals, to provide an effective education for all
- To identify the roles and responsibilities of all staff in providing for children’s special educational needs
- To respect and value each child as an individual; to recognise particular strengths and learning styles
- To promote pupil and parent participation in target setting and discussion.

## **2. Achieving the aims of the policy**

- The Headteacher is responsible for delegating the effective management of SEN provision, including providing support and time to enable the SENCo (Special Educational Needs Coordinator) to fulfil the duties set out in this policy.
- The SENCo is responsible for managing the procedures identified in the Code of Practice, liaising with colleagues, parents and external agencies, maintaining our SEN register and overseeing records on all pupils with SEN.
- Class teachers are responsible for assessing, planning and providing differentiated access to the curriculum.
- Class teachers will monitor progress regularly with the SENCo and set appropriate targets. It is the class teacher's responsibility to alert the SENCo of any concerns about pupils.
- The class teacher will ensure that targets are set, shared and reviewed with the child and their parents.
- Teaching Assistants are employed by the school and may support individuals or groups of children. Teaching Assistants are supported and directed by the class teacher in their work with SEN pupils, providing feedback on the progress of individuals' progress and informing future target setting.
- The class teacher is responsible for providing Teaching Assistants a coherent timetable of intervention for specific children with SEN.
- The SEN Governor meets with the SENCo to discuss and monitor school procedures and SEN issues. The SEN Governor subsequently reports back to the Governing Body.

## **3. Special Educational Needs provision at Hanslope School**

The school accepts the Code of Practice (2014) definition of SEN.

The school will flexibly employ the threshold criteria for SEN as provided by Milton Keynes LA.

In accordance with the Code of Practice 2014, and the new guidance for education and training settings on taking a graduated approach to identifying and supporting pupils and students with SEN (to replace School Action and School Action Plus), the school uses a staged model to respond to children's special educational needs.

The school uses guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care in accordance with the accessibility plan which the school's governing body has written in compliance with the Equality Act 2010.

#### **4. Access to the curriculum**

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning intentions, differentiated tasks and assessment for learning informs their day to day planning for the next steps.

Targets set for pupils with SEN employ a 'small steps' approach. A small number of realistic, achievable and measurable targets help to ensure that all children can experience success and progression.

Teaching Assistants will be deployed to support the needs of individual pupils where appropriate.

Appropriate reasonable adjustments are made in all aspects of our provision, including extra-curricular activities, to ensure that pupils with SEN have maximum access to the curriculum. The school liaises with parents to ensure the most beneficial outcomes or approaches for pupils.

#### **5. Identification, assessment and review**

At Hanslope School a termly programme of assessment enables early identification of a pupil's individual needs.

Early intervention is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist active help and participation.

The assessment of SEN is informed by information from:-

- Analysis of pupil outcomes at the end of the Early Years Foundation stage
- Regular summative assessments
- Formal end of year assessments
- Informal assessment in the form of classroom observation
- Existing medical, academic and pastoral records
- Parental views

#### **6. Procedures**

Class teachers initially identify any child giving cause for concern to the SENCo. At this time, the class teacher may complete a Record of Concern form, detailing the nature of the difficulty and establishing an individual file for the child. The SENCo will informally discuss strategies for intervention with the class teacher. A review date is agreed and set. If the expected progress is not seen within the agreed timescale, the child will then access intervention through SEN support.

Some children may already have a Statement of their educational needs, when they join the school at Foundation Stage. These will be converted to EHCs as and when the LA begin their conversion programme.

## **7. SEN Support (formally School Action/School Action Plus)**

The class teacher devises interventions additional to, or different from, those provided by the school's usual curriculum. These interventions are documented on the year group's provision map. Targets are shared with the children and parents. The class teacher will plan future interventions for the child in collaboration with the SENCo and Teaching Assistants as appropriate

## **8. Statutory Assessment**

For those children with a Statement of Special Educational Needs, the Headteacher, SENCo and class teacher will work collaboratively to implement, monitor and review objectives. An Annual Review will be held with all professionals involved with the particular child.

From 2014, for children requiring Statutory Assessment, an Education Health and Care (EHC) plan can be applied for from the LA. During the assessment, progress made by a child continues to be monitored and reviewed termly with additional meetings as necessary. If an EHC has been issued, it is maintained and reviewed on an annual basis with short and long term objectives.

## **9. Admission Arrangements for pupils with SEN or disabilities**

Hanslope School endeavours to ensure a successful transition for pupils with SEN or disabilities. Annual meetings with the SEN staff at our local feeder school and our local secondary schools help facilitate a smooth transition for pupils entering Key Stage 2 or moving on to secondary school.

In the case of new pupils with SEN or disability entering the school, the SENCo is informed of the pupil's needs and will, along with the class teacher, monitor their transition process, ensuring they are able to access the curriculum as effectively as possible. Where necessary, appropriate resources will be sourced or purchased to cater for a new pupil's specific needs.

The SENCo will ensure that new pupils with an EHC or Statement of Special Educational Needs will have their specific transition needs met accordingly to minimise disruption to their educational provision. All teachers involved with the child will be familiar with their specific

objectives as set out on their EHC or Statement of Special Educational Needs.

Hanslope School has full wheelchair access and disabled toilet facilities. High visibility paint has been used to facilitate access to and movement around outside areas for children with visual impairment. Further alterations to the premises are undertaken should this be necessary for a particular child's needs. All accessibility arrangements will be made in compliance with the school's Accessibility Plan which can be located on the school website; a hard copy is also available on request.

## **10. Partnership with parents**

The Code of Practice (2014) has emphasised the importance of working in partnership with parents which is essential to the success of this policy. At all stages of the process, the school will keep parents fully informed and involved in the monitoring and reviewing process. We will take account of the wishes, feelings and knowledge of parents at every stage.

Our partnership with parents is facilitated through:

- Always sharing the process of decision making
- Sharing of targets
- Consulting parents about appropriate outside interventions.
- Holding regular meetings to discuss progress against agreed objectives.
- Holding half termly SEN surgeries for parents to 'drop in' and voice any concerns, worries or questions relating to their child.

## **11. Professional support and links with other agencies – Partnership working.**

The LA provides support from the following services which may be called upon by the school:

Special Educational Needs and Disability Information Advice and Support Service (formally known as Parent Partnership),  
Specialist Teaching Teams  
Children and Family Practices  
Integrated Support and Social Care including Hearing and Sight impairment specialist teachers  
Behaviour Support Team  
Educational Psychology Service  
Ethnic Minority Achievement Network (EMA)  
Speech and Language Therapy Service  
Child and Adolescent Mental Health Services (CAMHS)  
SEN Casework Team

The SENCo and class teacher, in conjunction with the Headteacher and Assessment Coordinator will monitor and review a child's progress and will integrate the support of outside agencies, with the parents' permission, as necessary.

## **12. Professional Development and Training.**

Staff are given the opportunity to attend relevant courses and training to continue to develop their professional expertise in the identification and management of a variety of SEN.

The SEN Governor is encouraged to participate in any training opportunities that are available to support the school's SEN Policy.

## **13. Allocation of Resources**

The Headteacher is responsible for the management of the specified resourcing for Special Needs provision within the school, including the provision for children with statements of SEN. Funds are delegated to the SENCo annually for the purchase of additional/specific resources.

The Headteacher informs the Governing Body of how the funding is allocated to support Special Educational Needs. This may be in the form of deployment of Support staff or in respect of physical resources.

We support children in small groups or in one to one situations where this is appropriate. ICT may be used to overcome barriers to learning.

## **14. Monitoring and evaluation.**

The SENCo undertakes a range of monitoring tasks to evaluate provision which is reported to the Headteacher and Governing Body.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings.