



# Crookesbroom Primary Academy

## Special Educational Needs (SEN) Policy

### Introduction

From 1 September 2014 the provisions of the Children and Families Bill, its associated regulations and the Code of Practice will be in force. Disabled children and young people without SEN are not covered by the Bill or this Code of Practice but are covered by provisions elsewhere in legislation, including in the Children Act 1989, the Equality Act 2010 and the Health and Social Care Act 2012. The school has reviewed its policy in light of the new legislation of September 2014 and the policy will be reviewed annually

The Code of Practice 2014 sits alongside a number of associated regulations:

- The Special Educational Needs (Local Offer) Regulations, Clause 30
- Remaining in special school or post-16 institution without an EHC plan

Regulations, Clause 34

- Education (Special Educational Needs) (Assessment and plan), Clauses 36, 37, 44 and 45
- The Approval of Independent Educational Institutions and Special Post-16

Institutions Regulations, Clause 41

- The Special Educational Needs (Personal Budgets and Direct Payments)

Regulations, Clause 49

- The Special Educational Needs (Appeal) Regulations, Clause 51
- The Special Education Needs (Mediation) Regulations, Clause 52
- The Special Educational Needs (Children's Rights to Appeal Pilot scheme)

Order, Clause 54

- The Special Educational Needs (SEN co-ordinators) Regulations, Clause 63
- The Special Educational Needs (Information) Regulations, Clause 65
- Policy statement on regulations (Transitional arrangements), Clause 109

### Aims and Objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;



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- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents are able to have their views taken into account and to play their part in supporting the development of an appropriate curriculum meet their child's educational needs;
- to ensure that our children have a voice in this process and have their views taken into account
- to ensure that 'one team working' happens effectively and all parties are able to contribute to the appropriate planning for individuals at all stages, including the development of the Education and Health Care Plan where this is deemed necessary.

### The Principles of Inclusion in our school

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim for all our children to have full access to the curriculum and learning opportunities on offer, including extracurricular activities and to achieve their full potential. We aim to do this through the removal of barriers to learning and participation.

We want all our children to feel that they are a valued part of our school community.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Some children will need a very personalised approach to learning which may arise as a consequence of having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities within and beyond the classroom setting. Such children may also need additional or different help from that given to other children of the same age both within and outside of the classroom.

Children may have special educational needs throughout their time at school or at any specific time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child

Teachers respond to children's needs through differentiation, with Quality Teaching First being the right of all children. As part of the high quality teaching that we expect from all our staff, differentiation will take into account:



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- provision of support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities as well as social.
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

### What are Special Educational Needs?

\*Children with behavioural difficulties should not automatically be assumed to have special educational needs, though assessment may be necessary to determine if this is the case for individual children.

All children may have special needs at some time in their lives. Children may have Special Educational Needs if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability or medical condition which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
- they are under school age and fall within the definitions above.

### How will Special Educational Needs be identified and what is the process that happens to meet these needs?

All children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. Every child in school is assessed regularly (at least half termly). Their progress and attainment is tracked carefully so that difficulties can be identified and responded to early. We believe that early intervention results in the best outcomes for children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to that provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Co-ordinator (SENCO) will be involved in order to provide advice to the class teacher regarding additional strategies and differentiation techniques that can be used to support the child within the classroom. Should progress be very limited, and the staff and parents feel that the child would benefit from further support beyond the differentiation



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that can be supported at classroom level, at this point the SENCO will then take the lead in developing further intervention strategies that may take place within small groups or on a one to one basis outside of the classroom setting.

We will record the strategies used to support the special needs and the outcomes of these additional interventions will also be carefully tracked and recorded. When the need for additional action beyond that which is classroom based has been identified, a Support Plan will be required and will initially be set by the SENCO and teacher, in consultation with parents and the child. It may be necessary at this point to seek additional support through inclusion in our school nurture group, the Educational Psychology Service, speech and language therapists or specialist outreach support through SPTA Additional Provision. etc. The SENCo will take the lead on initiating this.

A pupil friendly One Page profile and Support Plan is used throughout school so that the children themselves have some input about their targets, thus giving them a voice and becoming part of their own learning plan.

The Support Plan will show the short-term target/s set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. This review will take place each term (or sooner if deemed appropriate) with the child and class teacher and will also involve the SENCo, and parents, as appropriate to individual children. The progress made and new targets are set together and then a copy is then given to parents. Parents are invited to comment on and contribute to the targets.

The approach should centre on a 4 step process for each target-

Assess-Plan- Do- Review, in order that targets can be clearly identified and interventions reviewed for impact and then adapted as necessary.

In most cases, any child that needs the support from outside agencies will be seen in school by external support services. This may lead to additional or different strategies being recommended. External support services will provide information and guidance for the child's new Support Plan. The new strategies within the plan will, wherever possible, be implemented in the child's normal classroom setting. However, for some children they may need time working one to one with an adult or in a small group outside the classroom at some times in order that a more specialised input be delivered effectively.

The school is expected to provide additional resourcing to support the child in the initial stages of SEN provision, and notional funding (£6000 November 2017) for this is identified within the school budget. This includes provision of additional resources, individual and small group work. For the majority of children, their educational needs are expected to be met through the schools resources. If the child continues to demonstrate significant cause for concern, the local authority must conduct an assessment of education, health and care needs and prepare an Education, Health and Care (EHC)



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plan when it considers that it may be necessary for special educational provision to be made for the child or young person through an EHC plan.

At all stages of the process, the parents and child will be fully involved in the process. The main thrust of the Code of Practice 2014 is that joint working, between all agencies involved is established in order that the child's needs can be fully and accurately assessed. Where EHC plans are needed, all agencies will be invited to contribute, along with parents and the child themselves.

### What is an Education and Health Care Plan and how will this be developed?

The SEN Code of practice 2014 established the need for all professionals working with a child and family to be involved in developing an Education and Health Care Plan, with a view to ensuring a holistic approach to meeting the child's needs. For most children with a special educational need, their needs can be met in mainstream school without the need for an Education and Health Care Plan. However, for some children, whose needs are deemed to be more complex, then this will be necessary. The plan will be undertaken using the agreed Local Authority format and will draw together all aspects of the child's life, to ensure that their needs are effectively identified and met by all professionals. The EHC should be person-centred in its planning. Joint delivery of the EHC plan is key- all agencies involved with the child and family are responsible for the delivery of identified actions relevant to them. It will be reviewed at least annually, though this can be done more frequently in response to an urgent need or significant new development.

### What is The Local Offer?

The local offer is the summary of the full range of services available for children and families of children with special educational needs. This includes voluntary groups and community based support that parents can choose to access with their child. The school will provide information on The Local Offer, which can be accessed by the school website or through the SENCo or Inclusion team.

The local offer should be collaborative, accessible, comprehensive and transparent.

### What must be included in the Local Offer?

- Support available to all children and young people with SEN from universal services such as schools
- Targeted services for children and young people with SEN who require additional short term support over and above that provided routinely as part of universal service
- Specialist services for children and young people with SEN who require specialised, longer term support
- Mainstream schools and colleges, including academies and free schools, must use their best endeavours to secure the special educational provision called for by a child's or young person's needs



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- The local authority must set out in their local offer a description in broad terms of the special educational provision early years providers, schools, and the full range of post-16 providers and other institutions are expected to provide from their own budgets to support children and young people with SEN
- The local authorities arrangements for providing top-up funding for children and young people
- Information about how to request an EHC assessment for an EHC plan.

### Who is responsible for Special Educational Needs in our School?

In our school the SENCO: Miss Ingram

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs

### The role of the class teacher

Provides Quality First teaching for all pupils

Builds a positive working relationship with the pupil, parents and all agencies involved with the child

Undertakes planning to ensure access to the curriculum for all pupils, including those who have additional barriers to learning

Keeps detailed records of pupil's progress and attainment for all pupils, including those with SEN

Is fully involved in the Assess- Plan-Do-Review cycle of provision for SEN pupils

Communicates concerns to the SENCo and inclusion team and seeks support from them for SEN children

Is involved in meetings and joint team working linked to provision of appropriate support for individuals

Communicates effectively with all agencies involved, completing assessments as requested by other agencies and SENCo



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Acts upon advice given and continues to engage in continuing professional development in order to provide Quality First Teaching and remove barriers to learning for all children.

### The Role of the Governing Body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body ensures that parents are notified of a decision by the school that SEN provision is being made for their child.

The EAB has identified members to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in the school is the Head of Academy Mrs (Lisa Hillyer) who delegates the responsibility to the SENCO.

The Head of Academy ensures that all those who involved in teaching or supporting a pupil with a EHC Plan are aware of the nature of the plan and the targets identified.

The AAB members are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

### Resources

The SENCO is responsible for the operational management of the specified special needs provision within the school, including the provision for children with EHC Plans, working in conjunction with the Head of Academy to deliver this within the schools budget

The Head of Academy informs the Education Advisory Board of how the funding allocated to support special educational needs has been employed.

### Training for staff

The SENCo and all members of the school team attend relevant training. This good practice is shared with all staff at meetings and training days.

Staff working with pupils with specific needs will access training as appropriate.

All staff will update training in line with statutory requirements such as Team Teach, first aid and specific conditions related to pupils in their care.



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### Assessment

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

The class teacher and the SENCO/ Inclusion team assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The SENCO works closely with parents, teachers and outside agencies (where appropriate) to plan an appropriate programme of support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The Delta Academy Trust seeks a range of advice before development of an EHC Plan. The needs of the child are considered to be paramount in this.

### Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. The teachers differentiate work when appropriate and use assessment of the learning outcomes to inform the next stage of learning.

Support plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children with special needs have identified tasks to undertake. Children with special needs have a Support Plan. A Support Plan should only record that which is ADDITIONAL to or DIFFERENT FROM the differentiated curriculum plan that is part of everyday provision.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we require the children to work in small groups, or in a one-to-one situation outside the classroom or within our Nurture Group.



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### Partnership with Parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents.

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. The policy is available on the website. Our Teaching and Learning AAB members are responsible for monitoring the progress of all groups of learners including those with special needs.

We have regular meetings to share the progress of special needs children with their parents. Sometimes there may be a number of meetings in quick succession, but at other times these may be less frequent than this is dependent on the child's needs and progress. We inform the parents 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. Joint working and person – centred planning is at the heart of our work and provision for SEN pupils.

### Pupil Participation

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work from the Foundation Stage onwards recognises the importance of children developing social skills as well as educational skills.

Children are involved at an appropriate level in setting targets in their Support Plans. Children are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

### Monitoring and Evaluation

The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and Head of Academy with regular summaries of the impact of the policy on the practice of the school. The Head of Academy reports each term to the teaching and learning board and through the Head of Academy's report.

The SENCO is involved in supporting teachers involved in drawing up Support Plans for children. The SENCO and hold regular meetings to review the work of the school in this area..

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

The Local Authority monitors the SEN policy and resources through audits and requests information regarding finances and management procedures. Information from this report is given back to the school in the form of a report and forms discussions with the LA monitoring team.