



# SIR JOHN LILLIE PRIMARY SCHOOL

## SPECIAL EDUCATIONAL NEEDS POLICY

# SEN POLICY

## 1. INTRODUCTION

This document outlines the Sir John Lillie Primary School ("SJL") Special Education Needs ("SEN") Policy. This policy is based on the Special Educational and Disability Needs Code of Practice: September 2014 (COP). Where possible, wording will be used in line with the Code of Practice to ensure consistency. The focus is on inclusive practice and removing barriers to learning. This policy is reviewed on an annual basis or as circumstances require.

*'All children and young people are entitled to an education that enables them to make progress so that they can: achieve their best, become confident individuals living fulfilling lives and make a successful transition in to adulthood, whether into employment, further education or training' (COP 6.1).*

At SJL we will use our best endeavours to make sure that a child with SEN gets the support they need, this means doing everything we can to meet the children's needs.

## 2. AIMS AND OBJECTIVES

At SJL there are clear aims and objectives for the SEN programme:

- To ensure all children are taught a broad balanced curriculum through inclusive teaching which promotes high standards of achievement, addresses different learning styles and supports their development as independent learners.
- To ensure the learning environment is one which values an individual's contribution, celebrates the success of all the learners and aims to promote a positive self-image.
- To enable staff to identify and address specific educational needs in line with the Code of Practice 2014.
- To clarify the roles and responsibilities of staff and parents/carers.
- To ensure staff work in consultation with parents/carers, listening to their views and informing them of progress at all stages of identifying and addressing a child's special education needs.
- To ensure that all children have an active involvement in the learning process, according to their age and level of understanding, e.g. target setting, expressing their views, evaluating their own progress or attending review meetings.

## 3. DEFINING SPECIAL EDUCATIONAL 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 him or her.*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

- *Has a significant greater difficulty in learning than the majority of others of the same age, or*
- *Has a disability which prevents or hinders him or her from making use of facilities of a kind generally for others of the same age in mainstream schools*
- *Is under compulsory school age and has special educational needs (if he or she is likely to fall within the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them)'. (COP: 15)*

For many of these children these difficulties are temporary and can be accommodated by carefully planned work that accommodates their specific needs (intervention programmes). For other children their needs may be more significant and require longer term support and possibly specialist advice and involvement in order for the child to develop their learning as effectively as possible.

Barriers to learning may be created by:

### Communication and interaction

- Speech and language difficulties
- Difficulty with social rules of communication
- Autism

### Cognition and learning

- Learning difficulties where children learn at a slower pace than their peers
- Including moderate learning difficulties (MLD), severe learning difficulties (SLD), Specific learning difficulties e.g. dyslexia

### Social, emotional and mental health difficulties

- Withdrawn or isolated, challenging, disruptive or disturbing behaviours which may reflect underlying mental health difficulties, low mood or anxiety.
- Disorders such as ADHD (attention deficit hyperactive disorder), attachment disorders

### Sensory and/or physical needs

- Children have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority
- Vision impairment, hearing impairment or multisensory impairment

Children may have needs that cut across two or more of these areas.

## 4. IDENTIFICATION, ASSESSMENT & SUPPORT ARRANGEMENTS

The school will regularly assess the progress and attainment of pupils, including attainment on entry to school. This will identify pupils making less than expected progress:

- Significantly slower than that of their peers
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Slow progress may be an indication of learning difficulties. This also includes progress in other areas for example, wider development of social and emotional needs.

Evidence and information is gathered through; progress data, observations of behaviour, conversations with the class teacher, the parents' views, the child's views and the views of any other professionals who work with the child, including outside agencies. Where staff feel a child has special educational needs, parents will be notified and further support and strategies will be implemented.

Early identification is key to insuring children achieve well and meet desired outcomes.

## SEN Support

### The graduated approach

SEN support is a four-part cycle (revisited-refined-revisited-refined) this is used to gain a deep understanding of the child's needs and what support is effective in achieving good outcomes for the child.

### Assess – Plan – Do - Review

Assess: Information is gathered and reviewed regularly

Plan: Interventions and/ or SEN support is planned

Do: Support and interventions are carried out

Review: Interventions/support is consistently, regularly and rigorously evaluated for effective impact.

### Involving parents and children

Parents and children are involved in each step of this process. It is essential that parents attend parent consultation afternoons and/or arrange meetings with the class teacher and SENCo to discuss their child's special educational needs. It is vital parents work closely with the school and outside agencies to ensure their child's outcomes are achieved and they are effectively supported at school and home. Parents have a huge part to play and we will always be available to discuss strategies for home support, as well as discuss and agree aspirations for children. Children's views are highly valued and we use a range of strategies to gain their views: pupil conferencing, class/group discussions, children's leadership team & questionnaires.

High quality teaching and adaption of the curriculum within class is crucial to ensuring all children can access the curriculum. Lessons are monitored to ensure that this is consistent and highly effective.

### Outside Agencies

Some children require more specialised support. At this stage the class teacher, in consultation with the SENCO may decide that adequate progress has not been made and that the advice of outside agencies would be beneficial. The Educational Psychologist, Behaviour Support Team, Occupational Health, Autism Outreach or other professionals may be consulted at this point, and advice and guidance sought. Multi-agency working is essential to ensuring best possible outcomes for pupils. Where possible, outcome targets are always set in consultation with specialist professionals.

### Assessment

Meetings with the SENCO and class teacher take place at the start of each term to set outcome targets, plan support and intervention strategies (where possible) for groups or individual pupils. This data is then reviewed at the end of each term to consider the pupil's progress from a range of assessment processes.

All children with Special Educational Needs working at the National Curriculum standard will be assessed using Target Tracker (please see assessment policy). Teachers will assess the children by highlighting the statements that are appropriate to that child's attainment level. For example; the child might be in Year 5 but working at the age related standard of Year 2. The teacher will start by highlighting the Year 2 statements and then working up the year group statements. A data score is then given on Target Tracker demonstrating at what standard and Year group in the curriculum that child is at.

For those children who are working below the National Curriculum Standard, they will be assessed on Target Tracker using the Pre Key Stage Standards for Literacy and Maths. These standards have statements that teachers will highlight. A data score is then given on Target Tracker which is recorded as months with B (beginning) W (working within) and S (secure). Next to it will also be the P Level score e.g. 40 - 60 W (P7). On a rare occasion that a child is unable to access the Pre Key Stage Standards we will use the Engagement Model to Assess a child's severe Special Educational Needs.

Where appropriate children with Special Educational Needs will be assessed on the 4 areas of the SEN code of practise:

1) Learning and Cognition 2) Communication and Interaction 3) Sensory and Physical 4) Social, Emotional and Mental Health. This is done through outcome targets.

Teachers with the support of the SENCO or outside professionals will set Outcome Targets each term which will be assessed on a 1-5 rating scale. In some instances, other tracking systems may be advised for children with Special Educational Needs this will be on an individual basis.

### **Outcome Targets**

Where required children with SEN are set outcome targets. Support is in place for a specific amount of time, targets are set and progress monitored and reviewed at the end of the set time. These targets are shared with all teaching staff/support staff involved with that child, the child and the parents.

Targets need to be

- Specific
- Measurable
- Attainable
- Realistic
- Time bonding

### **Education Health Care Plans (EHCP)**

Children with severe difficulties may qualify for an EHCP. If, despite all actions and support being implemented the child has not made the expected progress, an education health care plan (EHCP) may be sought. These require an application to the local authority for further support and funding.

Details of the child's progress and specific needs are submitted, with details of how the child has been supported at school level and what the impact has been. The case is then reviewed at the Special Needs Panel or by managers in the local authority.

If successful, an EHCP will be awarded. This will include: the views and aspirations of the child and their parents, details of the child's needs, the outcomes and what provision is required. The SENCO will organise staffing and resources to support the implementation of the EHCP recommendations in consultation with the Head Teacher and the class teacher. These will be reviewed annually during an annual review meeting and details sent to the Local Authority.

### **Contingency / Interim Funding**

Short term contingency funding is available in some circumstances for periods up to one year. This needs to be applied for through the local authority.

## **5. ROLES AND RESPONSIBILITIES**

### **Governors**

The governing body has a responsibility to ensure provision is made for pupils' Special Education Needs and that all staff are aware of the importance of identifying pupils' individual needs and providing for them (statutory and non-statutory).

The Governing body must ensure that the school has a policy for SEN and to monitor the quality of SEN provision.

## Headteacher

The Headteacher has overall responsibility to ensure children's needs are being met and that the SEN resources are being effectively deployed with the maximum benefit to the children eligible. The Headteacher is responsible for child protection issues.

## SEN Coordinator (SENCO)

The SEN Coordinator ("SENCo") is responsible for implementing the SEN policy in the school. Their key responsibilities are:

- Overseeing the day-to-day operation of the school's SEN policy.
- Advising and supporting teaching and non-teaching staff in meeting the needs of the children with SEN.
- Communicates to all staff the procedures for identifying and supporting children with SEN and advising on the graduated approach to providing SEN support.
- Works with the class teacher and the support staff to set outcome targets.
- Organises and runs all SEN review meetings to discuss children with continuing concerns.
- Liaises with other professionals and outside agencies.
- Meets with parents/carers to discuss concerns and any plan of action.
- Supports colleagues to complete any relevant documentation.
- Runs staff meetings and INSET each term on SEN.
- Acts as line manager to the Learning Support Assistants ("LSA") and intervention staff.
- Maintains the school's SEN register and oversees the records on all the pupils with SEN.
- Co-ordinates all provision for children with SEN and completes the provision map and timetables.
- Rigorously monitors the effectiveness of provision and interventions.

## Teaching Staff

All staff should be aware of the contents of this policy and the school procedure for identifying, assessing and making provision for pupils with SEN.

They are responsible for ensuring SEN support and all actions in the SEN support plans are in place, they are responsible for setting outcome targets, reviewing and amending targets (in consultation with appropriate staff where necessary). They are also responsible for contributing to any consultation with outside agencies, the Headteacher or SENCo for any children in their class and acting on any advice given. They are responsible for keeping SEN records on all children with SEN in their class, and this should include any record of meeting with parents/carers, or outside agencies and the dates.

## Support staff

Teaching Assistants and support staff may be involved in delivering intervention programmes to support children identified with SEN. Targets are set at the beginning of the programme and are reviewed at the end of the period. Impact reports are written. Sessions are rigorously monitored, observed and staff will attend regular pupil progress meetings.

## Learning Support Assistants

An LSA supports a child with an EHCP as directed by the class teacher in consultation with the SENCo following guidance from the EHCP document as well as other professionals. They work on the identified actions in the SEN support plan / EHCP document as well as target outcomes using strategies and guidance to ensure inclusive practise. The class teacher will adapt the work with support from the LSA. The LSA will feedback to the class teacher regularly. They will share observations through agreed means (conversations,

diary etc.). They will attend review meetings with the child's parents/carer and have the opportunity to read, write and discuss all relevant reports with the class teacher or SENCo which will be kept in the class SEN information folder. They are responsible for ensuring this is up to date and all actions completed as directed by the SENCO.

## **6. FACILITIES AND RESOURCES**

We aim to ensure that there are sufficient resources available for all SEN provision at SJL. There is an annual budget allocated to special educational needs to ensure the children's needs are catered for. We will endeavour to provide all required support for pupils with SEN, however it must be noted that the school does not control how much money is provided to them by the local authority for EHCP or by the government in the school budget.