



Special Educational Needs Policy



This policy complies with the statutory requirement laid out in the SEND Code of practice 0 to 25 (July 2014).

MISSION STATEMENT

Sherborne Abbey Primary School seeks to provide a high quality academic education for all pupils according to their needs, and to develop attitudes of mutual respect and responsibility. It aims to give high priority to the spiritual development of the whole school community in a Christian environment. We have high aspirations for all children identified as having SEN in our school.

We therefore intend . . .

- ❖ To have regard to the Code of Practice on the identification and assessment of special educational needs.
- ❖ To work in partnership with the child, parent/carers, all staff, governors and outside agencies.
- ❖ That class teachers will use a range of differentiation to provide effective learning opportunities for all pupils.
- ❖ Where a child is identified as not making adequate progress, provision that is additional to, or different from, that provided as part of the school's usual differentiated curriculum will be given.
- ❖ To recognise the importance of early identification and if the child's difficulties prove less responsive to the provision made by the school, then an early start can be made in considering the additional help the child may need.
- ❖ Where a child is identified as having special educational needs a Provision Map and SEN support plan will be drawn up tailored to each individual child's needs. Realistic targets will be set and the plans will be reviewed and evaluated regularly and involve the child, parent, teacher and all support services.
- ❖ Enhance self-esteem by setting appropriate targets and by using the rewards to celebrate them.

- ❖ To use a variety of complementary approaches to support the class teacher and child - differentiation, 1-1, group, whole class, within the class or withdrawal when appropriate.
- ❖ To include the child within the class, wherever and whenever possible.
- ❖ Endeavour to use all resources appropriately and efficiently.
- ❖ Make full use of all the support agencies that have been made available through the LA.

Code of Practice

The Code of Practice offers guidance designed to help schools make provision for pupils with special educational needs following Identification and Assessment of Special Educational Needs.

The following pages set out the model of Assessment and Provision that Sherborne Abbey Primary School will provide in line with the new Code of Practice.

Areas of Need

Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The areas of need are:-

- ❖ communication and interaction
- ❖ cognition and learning
- ❖ emotional, social and mental development
- ❖ sensory and/or physical

Identification and Assessment

"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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b)

Whether or not a child has SEN will therefore depend both on the individual and on local circumstances. It may be entirely consistent with the law for a child to be said to have special educational needs in one school but not in another."(Excellence for all Children, DfEE, October 1997).

Therefore the importance of early identification, assessment and provision for any child who may have special educational needs cannot be over emphasised. The earlier action is taken, the more responsive the child is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular child. If a difficulty proves transient the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

Any of the following may trigger a concern.

- ❖ Parents/carer
- ❖ Child
- ❖ Class teacher assessment
- ❖ Response/ length of time on SEN register
- ❖ Any of the support services mentioned later
- ❖ Records - transferred from another school
- ❖ Base line assessments
- ❖ SAT results
- ❖ In-house testing and assessment
- ❖ Records of achievement
- ❖ Pupil tracking

In identifying children who may have special educational needs we can measure children's progress by referring to:

- ❖ their performance monitored by the teacher as part of ongoing observation and assessment
- ❖ the outcomes from baseline assessment results
- ❖ their progress against the objectives specified in the National Literacy and Numeracy Strategy Frameworks
- ❖ their performance against the age related expectations within the National Curriculum
- ❖ standardised screening or assessment tools.

English as an Additional Language

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Lack of competence in English must not be equated with learning difficulties as understood in the Code of Practice. We would look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. Advice would be sought when necessary.

SEN support - the waves of intervention



School Model of Assessment and Provision

A graduated approach:

Wave 1 - Quality First Teaching The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied. Parent's evenings are used to monitor and assess the progress being made by children.

Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties the key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways ie:-

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour

Wave 2

If a child's progress is inadequate the class teacher will provide interventions that are **additional to or different from** those provided as part of the usual differentiated curriculum offer and strategies. This is known as **Wave 2 support**.

The triggers for intervention could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- ❖ makes little or no progress when teaching approaches are targeted particularly in a child's identified areas of weakness
- ❖ shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- ❖ presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques usually employed in the school
- ❖ has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- ❖ has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

If short term targeted interventions at Wave 2 do not result in a child making progress and closing the gap with peers then they may need to progress to Wave 3.

Wave 3 - SEN Support

Where it is determined that a pupil does require SEN support, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four - part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons

with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Wave 3 intervention would mean that the student is deemed to be a 'SEN support' student. They will be placed on the SEN register. This will be reviewed termly.

The above is a graduated response of action and intervention when a child is identified as having special educational needs, but must not be regarded as steps on the way to an Education Health Care Plan (please see explanation below), as some children will require less, rather than more help if the interventions work successfully.

The interventions are a means of matching special educational provision to the child's needs, and are therefore part of the continuous and systematic cycle of planning, action and review within our school to enable all children to learn and progress. Advice and support may be requested from the Educational Psychology Service and a Consultation Request may be made.

Following consultation, advice would be taken as to future and further action. It may be deemed appropriate to request a statutory assessment.

Education Health Care Plan (EHCP)

A child will be brought to the LA's attention as possibly requiring an assessment through:-

- a request for an assessment by the school
- a request for an assessment by the parent or
- a referral by another agency e.g. health authority, social services.

At Abbey School if, after we have taken action to meet the learning difficulties of a child, the child's needs remain so substantial that they cannot be met effectively within the resources normally available to the school or setting then we would make a request to the LA for an assessment.

When a child is brought to the attention of the LA by a request for an Education Health Care Plan, the LA must decide within six weeks whether to carry out such an assessment.

In considering whether an Education Health Care Plan is necessary, the LA will pay particular attention to:

- evidence that the school has responded appropriately to the requirements of the National Curriculum.
- evidence provided by the child's school, parents and other professionals where they have been involved with the child, as to the nature, extent and cause of the child's learning difficulties
- evidence of action already taken by the child's school to meet and overcome these difficulties
- evidence of the rate and style of the child's progress
- evidence that where some progress has been made, it has only been as the result of much additional effort and instruction at a sustained level not unusually commensurate with provision through schools.

When an Education Health Care Plan is made teachers, social care and health care professionals will monitor and informally review progress during the course of the year using both the normal curriculum and pastoral monitoring arrangements for all pupils.

All Education Health Care Plans must be reviewed at least annually, but if a child's special educational needs change, a review is held as soon as possible to ensure that the provision specified in the statement is still appropriate.

Coming off the SEN register

A child will be removed from the SEN register if it is deemed that they have made sufficient progress over a period of time and are able to access the curriculum successfully and making progress in line with their peers. For some children it is possible that they will dip in and out of additional support throughout their school experience; parents will be consulted at each stage if support is provided or when it will cease.

A child with an EHC plan will follow the statutory guidance for ceasing an EHC plan as set out in the Code of Practice. The ceasing of an EHC plan is determined by the local authority where a child no longer requires the special educational provision as specified in the EHC plan.

However, a child's progress will continue to be monitored by using the school's tracking systems.

Provision maps and SEN support plans

Identification of children requiring extra support takes place between staff at the beginning of a school year. An audit is produced and intervention is agreed.

Children on the SEN register have a provision map and SEN support plan. These are discussed at parent meetings and the parents and child's views are added to the support plan. The provision, targets and support plan are reviewed termly.

The support plan will focus on up to three individual targets and will include information about:

- ❖ the short term targets set for or by the pupil
- ❖ the provision to be put in place
- ❖ when the plan is to be reviewed
- ❖ outcomes (to be recorded when support plan is reviewed)

Class Special Needs Folder

This is kept by the class teacher in the classroom and highlights children who need additional support/help over and above what the class teacher would normally be doing in meeting the needs within class. It contains Provision maps and SEN support plans and any other relevant information on individual children.

The SENCO will hold details of all SEN records for individual pupils.

All data including data stored electronically, is subject to Data Protection Law.

During the year children's needs change. They may cease to need support, and so an appropriate comment can be added.

The Role of the Support Team

SENCO
2 x HLTA

11 x Teaching assistants
Specialist S & L teacher for 1 day a fortnight

The agreed role of the special needs team is to support the work of class teachers by offering specific and general support to children who are experiencing learning difficulties in either the long or short term.

The SEN nominated Governor, meets regularly with the SENCO to discuss SEN issues. The team will have regard to the Code of Practice. We will work closely with parents meeting as and when necessary.

We will coordinate the writing of Provision maps and support plans and all contributions of those involved. We will regularly test and set new targets (long and short term) when appropriate and work with the named children within the class, a group or 1-1 as appropriate. We will plan reviews at least three times a year with the parents, child and class teacher.

The objectives are:

1. To help children to cope with broad-based curriculum and to make progress through the National Curriculum by:-
 - a) testing, assessing and reviewing the needs of the individual child at least twice a year
 - b) setting achievable targets in a 'small steps' approach
 - c) working in partnership with child, parent, staff and any relevant outside agency
 - d) giving access to appropriate resources and encouraging independent use
 - e) giving support in the classroom with a variety of tasks where appropriate
 - f) providing additional encouragement and praise to promote self-esteem, motivation and concentration
 - g) by using a system of awards (praise, stickers, certificates, special mentions, Records of Achievement, etc)

The role of the SENCO

- ❖ overseeing the day-to-day operation of the school's SEN policy
- ❖ coordinating provision for children with special educational needs
- ❖ liaising with and advising teachers
- ❖ managing learning support assistants
- ❖ overseeing the records of all children with special educational needs
- ❖ liaising with parents of children with special educational needs
- ❖ contributing to the in-service training of staff
- ❖ liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- ❖ attend appropriate training to support the role, to disseminate to staff and to use the school development plan to implement new developments

- ❖ work closely with the nominated Special Needs Governor
- ❖ monitor, evaluate and review the special needs budget in relation to provision for individual needs and deployment of support staff.

Training and resources

Training needs are identified through a process of analysis of need of both staff and pupils as and when required. The SENCO will provide information on specific needs for new staff. Additional training may also be arranged to support specific medical needs and will be arranged in conjunction with medical professionals.

Roles and Responsibilities

- The person responsible for overseeing the provision for children with SEN is Ann-Marie Kampf, (Headteacher)
- The person co-ordinating the day to day provision of education for pupils with SEN is Jason Howells [SENCO]
- The governor with oversight of the arrangements for SEN is Lesley McCreadie.

The governor responsible for SEN together with the SENCO/Headteacher monitors the most efficient use of the SEN budget. She reports back to the governing body and parents on the effectiveness of the policy.

The SEN Register

The school maintains a SEN register which contains details of all children identified as having special needs. This is confidential. The register is continually being revised and updated.

Admission arrangements

Please refer to the information contained in our school prospectus.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Access and Integration

Our aim is for all children to have access to a broad and balanced curriculum, meeting their educational, emotional, social and spiritual needs. All will have access to all National Curriculum subjects at the appropriate stage and programme of study. All children within Sherborne Abbey Primary are encouraged to be involved in the wider aspects of school life where individual skills and prowess can boost self-esteem and gain respect from peers. (See Accessibility Policy)

Supporting children with medical conditions

Sherborne Abbey Primary School will work within the statutory guidance, Supporting Pupils at School with Medical Conditions (DfE April 2014). We will comply with the duties specified under the Equality Act 2010. We recognise that provisions relating to disability must be treated favourably and that we

are expected to make reasonable adjustments in order to accommodate children who are disabled or have medical conditions. (See the school's policy on "Supporting children at school with medical conditions")

Building adaptations/special facilities

Sherborne Abbey Primary is built on one level with easy access for wheelchair users. The school has a wide disabled toilet for pupil/adult use.

We are fortunate to have a newly developed 'rainbow room' where group work or 1:1, counselling, parental interviews/consultations can take place and which the support services can use.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint. (See Complaints policy on school website)

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

Working in partnerships with parents

Sherborne Abbey Primary School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Links with other schools

The school works in partnership with the other schools in the Sherborne pyramid. This enables the schools to build a bank of joint resources and to share

advice, training and development activities and expertise.

Transition arrangements

Sherborne Abbey Primary School is committed to ensuring that parents have confidence in the arrangements for children on entry to our school, in the year to year progression and at the point of exit and transition to the next school. Staff will discuss these arrangements with parents and agree the information that should be passed to the next phase of education. (See our local offer for more details.)

Links with other agencies and voluntary organisations

Sherborne Abbey Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following:

- Dorset Education Psychology Service
- Behaviour Support Service
- Speech and Language Service
- SENSS (Special Educational Needs Specialist Services)
- CAMHS (Child and Adolescent Mental Health)
- OT and physiotherapy services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

Review of SEN Policy

This policy will be reviewed annually by the Governor's Staffing & Curriculum Committee after consultation with the Headteacher, the SENCO and the Governor responsible for Special Educational Needs. The policy, including any alterations or additions, will then be put forward for approval to a meeting of the Governing body of the school.

Adopted: December 2014

To be Reviewed: 8/12/17

Next review date: December 2019

Glossary of Terms

- SEN – Special Educational Needs
- SENCO – Special Educational Needs Coordinator
- Waves of Intervention – a three tiered model of support SEN students receive.
 - Wave 1 – inclusive quality first teaching for all
 - Wave 2 – Additional in class interventions
 - Wave 3 – Highly personalised interventions.
- LA – local authority in our case Dorset County Council

**Sherborne Abbey CE VC
Primary School**

EHC – Education, Health and Care Plan. This document replaces a child’s ‘Statement’. It is a collaborative document between school, health and social care. If you child has a statement already it will be reviewed and potentially changed into a statement within three years