

**Twiss Green**

**Community Primary School**

**Special Educational Needs Policy**

**September 2021**

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| Date of Approval: | 10th September 2021 |
| Signed: Chair of Governing Body |  |
| Signed: Acting Head Teacher | **Katy Fuller** |
| To be reviewed by: | September 2022 |

This document describes our school policy in relation to children who have a special educational need;

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally is available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.” (Code of Practice, 2014, pg.94)

**We aim to ensure that:**

* We identify a need at the earliest point and then make effective provision to improve the long term outcomes for the child.
* To regularly assess the progress of all pupils, thus identifying pupils making less than expected progress given their age and individual circumstances.
* To identify pupils with special educational needs and disabilities and ensure that their needs are met through early intervention.
* To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
* The aims of education for pupils with difficulties and disabilities are the same as for all pupils. Good special needs practice is good practice for all pupils.
* It is the responsibility of all teachers to identify and meet the SEN of pupils across all curriculum areas and all aspects of teaching and learning.
* To acknowledge and draw on parent knowledge and expertise in relation to their child and to involve parents in the planning of their child’s SEN provision.
* To encourage pupils to express their views and fully involve them in decisions which affect their education.
* To promote effective partnership and involve outside agencies when appropriate.

The first response to a pupil making less than expected progress should be high quality teaching targeted at a child’s area of need. We recognise that it is the teacher’s responsibility to meet the needs of all children through Quality First Teaching, through their classroom organisation, teaching materials, teaching style and differentiation. Where progress continues to be less than expected, the class teacher, working with the SENCo, assess whether the child may have a special educational need.

“Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.” (Code of Practice, 2014, pg.96)

“The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.” (Code of Practice, 2014, pg.97)

The school is committed to the early identification of special needs and adopts a graduated response to meeting special educational need in line with the Code of Practice 2014; assess, plan, do, and review. Our guiding principle is one of inclusion for children with special educational needs and/or other disabilities. We want to identify and break down possible barriers to learning.

Roles and responsibilities / Co-ordination of Provision

Provision for pupils with special educational needs is the responsibility of the school as a whole.

### Governing Body

The governing body must ensure that there is a qualified teacher designated as SENCo for the school.

The governing body must publish information about the implementation of the governing body’s policy for pupils with SEN on the school website. This information should be updated annually. Guidance upon this information can be found in the Code of Practice 2014, pg. 106-107.

The SEN Governor meets annually with the SENCO to discuss SEN provision within school but the governing body as a whole is responsible for making provision for pupils with special educational needs. The governing body, in co-operation with the Headteacher, determines the school’s general policy and approach to provision for children with SEN, establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school’s work.

**The Headteacher**

The Headteacher has responsibility for the day-to-day management of all aspects of the school’s work, including provision for pupils with SEN. The Headteacher keeps the governing body fully informed and works closely with the school’s SEN Lead.

### The School Staff

* Identify initial needs through their own observation and assessment, or through parental concerns.
* Liaise with parents regarding concerns.
* Supported by the SENCo, class teachers aim to contact parents of pupils with SEN half-termly or termly; “to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school.” (Code of practice 2014, pg. 104) A record of the outcomes, action and support agreed through the discussion should be given to the parents. This record may be a copy of the provision map (containing information of the pupil concerned only).
* Keep detailed provision maps, outlining targets, strategies and progress made during the time of intervention.
* Complete all necessary paperwork e.g supporting the SENCo to complete Educational Psychologist, Speech and Language, Orthoptist referrals, class provision maps.
* Monitor progress of all pupils and identify pupils who are making less than expected progress
* Liaise with the SENCo

**Responsibilities of the SENCo**:

* The operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
* Providing professional guidance to colleagues
* Working closely with staff, parents and other agencies
* Liaising with the relevant Designated Teacher where a looked after pupil has SEN
* Advising on the graduated approach to providing SEN support
* Advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
* Liaising with parents of pupils with SEN
* Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent and voluntary bodies
* Being a key point of contact with external agencies, especially the local authority and its support services
* Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
* Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
* Ensuring that the school keeps the records of all pupils with SEN up to date

(Code of Practice 2014, pgs 108-109)

# Liaising with parent/s carers

* Supported by the SENCo, class teachers aim to meet with parents of pupils with SEN half-termly or termly; “to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school.” (Code of practice 2014, pg. 104)
* A record of the outcomes, action and support agreed through the discussion should be given to the parents. This record may be a copy of the provision map.

**Statutory Assessment**

If a pupil demonstrates significant cause for concern, the school may request an Education, Health and Care needs assessment involving consultation with parents, gaining consent, gathering evidence and submitting the application to the Local Authority. Whilst the EHC assessment is being carried out, the pupil will continue to receive support. Assessment could lead to an Education, Health and Care Plan.

#### Pupil participation

Pupils with special educational needs often have a unique insight into their own needs and have their own views about what sort of help they would like to enable them to make the most of their education. They will be encouraged to participate in the decision-making processes at a level appropriate to their chronological age and cognitive development, including the setting and evaluation of learning targets.

#### Arrangements for partnership with parents

The school will ensure liaison with parents of children receiving SEN support. Partnership with parents plays a key role in enabling pupils with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child’s needs and the best ways of supporting them. All parents of pupils with SEN will be treated as partners and encouraged to play an active and valued role in their child’s education. Parents are invited to attend all reviews.

The school may provide information about the Parent Partnership Service to all parents of pupils with SEN.

Regular attendance at LA SEN network meetings ensures the sharing of good practice with other schools.

##### Accessibility

The school access plan is designed to take account of the need to improve the physical / intellectual access to the school and its curriculum for disabled pupils.

**Complaints**

The complaint procedure for special educational needs mirrors the school’s other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily, they should a) discuss the problem with the SENDCo b) discuss the problem with the Headteacher c) the Headteacher may refer the matter to the Governing Body. Parents are informed about Information Advice and Support Services and how to make representations to the LA.

##### Success Criteria

The success of the education offered to children with SEN will be judged against the aims set out above. The policy will be reviewed annually.

Written October 2014

Reviewed October 2015, 2016, 2017, 2018, 2019, 2020