



Special Educational Needs Policy

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Special Education Needs and Inclusion Policy

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument 2013 Special Needs (Information Regulations) Clause 64**. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) DfES 2013

Ofsted Section 5 Inspection Framework 2012

Ofsted SEN Review 2010 "A statement is not enough"

Equality Act 2010

Education Bill 2011

Children and Families Bill 2013

Aims

- To ensure that all children have access to a broad and balanced curriculum, differentiated where appropriate, to ensure that they reach their full potential.
- To ensure that all pupils with Special Educational Needs (SEN) and/or disabilities have their needs identified.
- To ensure that all pupils with SEN and/or disabilities are able to fully access the curriculum by removing their barriers to learning.
- To ensure that all pupils with SEN and/or disabilities are included in all aspects of school life.

Objectives

- To identify the needs of pupils with SEN and/or disabilities as early as possible.
- To make appropriate provision to overcome all barriers to learning.
- To monitor the progress of SEN pupils effectively.
- To ensure pupils with SEN and/or disabilities reach their full potential.
- To ensure pupils with SEN and/or disabilities have full access to the National Curriculum.
- To seek the support of outside agencies when the needs of a pupils cannot be met by school alone.
- To involve parents at all stages of the graduated approach and support them in understanding procedures and practices.
- To ensure the views of pupils are taken into account when identifying their needs and removing their barriers to learning.

Admissions arrangements

Admission arrangements for SEN pupils will be the same as for all others. SEN paperwork must be passed to the SENCO as soon as possible. A transition meeting may be set up between the feeding school and the SENCO in order to facilitate the transfer of important information and to make the adequate arrangements, in advance (where possible) of pupils attending.

The graduated approach to SEN

The SEN code of practice outlines the graduated approach which schools must take to supporting pupils with SEN.

Identification

- All available data must be considered by identifying pupils with SEN. In cases of a very low attainment or very slow progress, this may indicate that a pupil has SEN and that special educational provision may be required. Other vulnerable groups that pupils may fall into i.e. child protection, LAC (Looked After Children), EAL (English as a Foreign Language), FSM (Free School Meals) etc, must be considered.
- Teaching staff are responsible for raising concerns about pupils with the SENCO. Opportunities to do this are during weekly staff meetings. However, concerns can be raised at any time if an urgent review of provision is required.
- The SENCO will then monitor the pupils' needs and investigate further diagnostic testing.

Early years action/school action (EYA/SA)

- Once all parties agree that special educational provision within school is to be made, the pupil will be placed on the SEN list at EYA or SA.
- An Individual Educational Plan must be agreed at this stage with parents and then reviewed termly.

Early years action plus/school action plus (EYA+/SA+)

- If sufficient progress at SA is not made, the SENCO will discuss with parents and staff, the need to move to SA+ in order to involve external professionals.
- Once an external professional becomes involved, their advice should be reflected, where possible, within the IEP targets agreed.

Statutory assessment

- If the school is unable to fully meet the needs of a pupil or the pupil is giving significant cause for concern, following all other possible/recommended actions, then a request for statutory assessment may need to be considered.
- The SENCO is responsible for preparing and submitting the statutory assessment paperwork. Sometimes a request is made by parents, in which case, school will await the request for further evidence.

Individual Education Plans

- An IEP is a planning, teaching and reviewing tool for SEN pupils.

- Parents should be involved in the formulation and review state of the IEP. This can be done through a letter home, inviting parents to attend IEP review meetings. IEPs can also be discussed at parents' evenings.
- IEP targets must be Specific, Measurable, Attainable, Relevant and Time-bound.
- Targets for pupils on EYA+ or SA+ should reflect the advice of outside professionals.
- The IEP should set out what additional provision is being made, when and how it is provided and by whom.
- A copy of an IEP must be provided to parents.
- It is the class teacher's responsibility to share IEP targets with the pupil.
- IEPs will be reviewed once per term and outcomes of interventions recorded.
- The Inclusion SENCO must monitor and sign IEPs.
- The IEP is a working document and should be made accessible to all concerned.

Storage and communication of information

- SEN files will be stored in the central files.
- The SENCO is responsible for storing information confidentially.
- Information will be shared with relevant members of staff where appropriate.
- Parents will be offered a private room for meetings regarding confidential discussions of SEN pupils.

Transfers of SEN files

- Copies of SEN files must be transferred safely to the receiving school when a pupil leaves. The school records must be stored in a locked cabinet for 25 years.

Roles and responsibilities

The responsibilities of the SENCO include:

- Overseeing the day to day operation of the school's SEN policy.
- Coordinating provision for children with SEN.
- Liaising with and advising other members of staff.
- Managing Teaching Assistants.
- Storing and organising SEN information on pupils.
- Maintaining the SEN list for the school and contributing to the termly provision map for pupils on SA+.
- Attending termly progress meetings with staff.
- Liaising with parents of pupils with SEN.
- Contributing to the in-service training of staff.
- Liaising with external agencies.
- Liaising with school governors.
- Liaising with other schools.

The governing Body

A governor is named annually to monitor SEN provision and policy throughout the school.

The role of the Governing Body is to:

- Ensure that the necessary provision is made for any pupil who has SEN and/or disabilities.

- Ensure staff in school are aware of the importance of identifying and providing for, those pupils with SEN and/or disabilities.
- Report annually to parents on the number of pupils with SEN and the effectiveness of the school's system for identification, assessment, provision, monitoring and record keeping, involvement with outside agencies and resource allocation via the school web site.
- Ensure that pupils with SEN and/or disabilities have been made known to relevant members of staff in school.
- Ensure that pupils with SEN and/or disabilities have access to all areas of the curriculum.

The Headteacher

The Headteacher is also SENCO.

The Headteacher has overall responsibility and will keep the Governing Body informed.

Class Teachers

Class teachers are responsible for:

- Working together to develop and review procedures for identifying, assessing and making provision for pupils with SEN and/or disabilities.
- Reporting concerns to the SENCO.
- Liaising with parents regarding IEPs.
- Differentiating work appropriately for pupils with SEN and/or disabilities.
- Ensuring all pupils are able to contribute during lessons and are included in activities.
- Reporting training needs to the SENCO.
- Ensuring Teaching Assistants have a copy of relevant IEPs or a summary of IEP targets for pupils they are working with.

Teaching Assistants

Teaching Assistants are responsible for:

- Delivering programmes of work for pupils who require additional support.
- Giving feedback to the class teacher about progress of individual pupils working in their group.

Parental Involvement

Parents will be able to provide very valuable information regarding the needs and abilities of pupils. They may also be able to provide valuable support at home and should be made aware of how school are supporting their children. Their views should be obtained when determining IEP targets and reviewing the progress made.

The school must make every effort to inform parents about:

- The identified needs of their child.
- The programmes of work being delivered to their child in school.
- How parents could support their child at home.
- The agencies that are involved and their advice.

Parents are invited to parents' evenings to discuss progress. If they are unable to attend, a copy of the IEP will be sent home with a letter inviting them to come in again to offer their views.

Parental complaints

- Initial concerns may be reported to the class teacher.
- If the concern is not resolved, a complaint should then be made to the Headteacher/SENCO.
- If the action taken by the Headteacher does not resolve the concern, the complaint should then be made to the Chair of Governors.
- If the Chair cannot resolve the issue then the complaint will be passed to the Governing Body Complaints Committee.
- If the action taken by the Governing Body does not resolve the concern, the complaint should then be made to the Local Authority.

Evaluation/monitoring of the SEN policy

The SEN policy will be reviewed every two years.