



# Sherborne C of E Primary School – SEND Policy

Created by: John Moore  
January 2, 2017

Date of next review:  
January 2018

Version	Date	Page	Description of Change	Origin of Change
1	02/01/2017	All	Created new SEN Policy	John Moore

## Monitoring and Evaluation

The Headteacher is responsible for updating this policy in line with any new developments in the school and new government guidance. All staff are expected to follow the policy and the Leadership Team will be responsible for ensuring the effectiveness of practice across the school, reporting to the Performance and Standards Committee.

Discussed by the staff: January 2017

Signed: \_\_\_\_\_

Discussed by the Governing Body: January 2017

Signed: \_\_\_\_\_

## Rationale

Sherborne C of E Primary School is committed to ensuring that the necessary provision is made for every pupil in the school's community. The School is passionate about inclusive education for all and welcomes a diversity of culture, religion and intellectual ability, striving to meet the needs of all children aged 4 to 11 with a learning difficulty, disability, disadvantage or special educational need.

The Code of Practice (2014) states that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best;
- Become confident individuals living fulfilling lives;
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

The School believes that all children with a Special Educational Need (SEN) must have their needs recognised and assessed, with appropriate and timely intervention put in place. All staff have due regard to general duties to promote disability equality. The School strives to deliver appropriate curriculum content which:

- Provides suitable learning challenges;
- Meets the children's diverse learning needs;
- Removes the barriers to assessment and learning.

## Objectives

Provision for children with SEN is a whole school matter. In line with the Code of Practice, the School will:

- Expect all staff to provide for the learning needs of all children in their class;
- Identify and address the SEN of the pupils we support;
- Use our best endeavours to ensure that a child with SEN gets the support they need;
- Ensure that children with SEN are offered full access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every children whatever their prior attainment;
- Provide for the individual needs of all children with SEN and ensure their progress is at least in line with their peers;
- Ensure that the needs of children with SEN are identified, assessed, provided for and regularly reviewed;
- Take the views, wishes and feelings of the child into account, and involve them as fully as possible in decision making about their own education;

- Work in partnership with parents to enable them to make an active, empowered and informed contribution to their son/daughter's education;
- Designate a teacher responsible for the coordinating of SEN provision i.e. the SENCO.

### Context

A child is defined as having SEN if he or she has a learning difficulty which calls for a special educational provision, namely provision different from or additional to that normally available to children of the same age. A learning difficulty means that the child has significantly greater difficulty in learning than the majority of children of the same age; or, that the child has a disability which hinders them from making use of educational facilities from those generally provided by schools for children of the same age, within the same area.

The Code of Practice (2014) provides an overview of the range of needs, which is divided into four broad areas. These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs.

The purpose of identification is to work out what action the School needs to take to support children in mainstream education. It is not to fit children into specific categories.

### Implementation of the Policy

The overall aim of this policy is to improve the outcomes for every child with SEN in all the areas outlined in the Special Educational Needs Code of Practice. This will be achieved through:

- Making SEN provision an integral part of each School Development Plan;
- Enabling identified pupils with SEN to reach their full potential;
- Enabling successful transition of SEN pupils from their previous educational establishment and beyond their life in the school.
- Removing barriers to achievement and offering an alternative/personalised curriculum at all key stages to meet the needs of the individual;
- Arranging specialised provision to meet the needs of groups with low-level achievement;
- Enabling all SEN children to join in the activities of the school together with pupils who do not have SEN, as far as is reasonably practical.
- Ensuring the quality of teaching children with SEN and progress made by these children is a core part of the school's monitoring arrangements;

- Supporting the professional development of teaching and support staff in the area of SEN;
- Regular monitoring of the progress and development of all pupils throughout the School;
- Providing high quality teaching that is differentiated and personalised to meet the needs of every individual;
- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs;
- Ensuring that appropriate staffing and funding is in place for pupils with SEN;
- Ensuring that all governors, particularly the SEN Governor, are up-to-date and knowledgeable about the School's SEN provision and inclusion overall;
- Involving the full Governing Body in the future development and monitoring of this policy.

### Staffing and Professional Development

The Leadership Team will take active steps to ensure that its workforce is both aware of and adheres to the aims and stated outcomes that are contained in this policy. This will be reflected in the framework of professional development and staff training.

This policy will be reviewed by the Headteacher and governors every year in accordance with the School's review cycle.

### Appendices

- Appendix 1: Roles and Responsibilities
- Appendix 2: Identification, Assessment, Provision and Review
- Appendix 3: Transition and Admissions Arrangements
- Appendix 4: Access Arrangements
- Appendix 5: Pupil Referral Form (SEN)

## Appendix 1: Roles & Responsibilities

All Local Authority schools must ensure that there is a qualified teacher designated as the Special Educational Needs Coordinator (SENCO) for the school. This teacher must also hold the postgraduate National SENCO award or be working towards it within 3 years of appointment to the role.

The SENCO is responsible for:

### **Children**

- Using baseline data to identify and monitor all children with SEN;
- Informing teaching staff of children's SEN and the provision needed;
- Maintaining the school provision map;
- Ensuring the correct provision is in place for all children with SEN;
- Monitoring, evaluating and reviewing the curriculum that is in place for all children with SEN;
- Ensuring that access arrangements are in place, when required, for external examinations;
- Coordinating smooth transition from feeder pre-schools, nurseries and child-minders, and to secondary education establishments, attending and organising meetings where appropriate;
- Conducting Annual Reviews and monitoring the progress of children with Education Health Care plans;
- Liaising with parents of pupils with SEN through parents' evenings and interim meetings where appropriate;
- Leading the provision of Wave 1, Wave 2 and Wave 3 interventions.

### **Staff**

- Overseeing and leading the Team Around the Child meetings;
- Liaising with staff and the school governor with responsibility for SEN;
- Working collaboratively with the Intervention Lead to ensure the correct provision is in place for all children;
- Acting upon 'referrals' from staff;
- Arranging and delivering appropriate whole school CPD on Inclusive Education.

### **Other Responsibilities**

To liaise with outside agencies and county support services where necessary. These include the Hearing and Visual Impairment Team, Speech and Language Therapy Service and the Child and Young People Service. In addition the SENCO may liaise with Social Services, Health services, the Early Help Team, Family Support workers, the Educational Welfare Officer and Educational Psychologists.

Teachers are responsible for:

- Meeting the individual needs of the children in their classes by regularly checking and acting upon information provided during Team Around the Child meetings;
- Working on children's individual target, at least weekly;
- Ensuring that schemes of work are appropriate for the needs of all children that they teach;
- Using differentiation appropriately in all lessons, following advice from the SENCO and outside agencies;
- Setting achievable, but aspirational, targets for individual children and evaluating the success of these targets;
- Contributing to the Annual Review of children with Education, Health and Care Plans;
- Referring children who are having difficulties to the SENCO;
- Attending training sessions provided by the SENCO.

The SENCO has the responsibility to ensure the implementation of the SEN Policy. The appointed governor for SEN plays a vital role in ensuring that SEN stays on the governor's agenda and will make every effort to ensure that the necessary special arrangements are made for pupils with SEN.

The current SENCO at Sherborne C of E Primary School is: Mr John Moore – Headteacher. If you have any concerns about your child's educational needs, please do not hesitate to contact him at the school address.

## Appendix 2: Identification, Assessment, Provision & Review

Where a child is identified with SEN, Sherborne C of E Primary School will take action to remove barriers to achievement and put effective SEN provision in place. This takes place in the form of a four-part cycle known as the Graduated Response.

### The Graduated Response

#### **Assess**

Sherborne C of E Primary School has a clear and structured approach to identifying and responding to Special Educational Needs. As a school, we recognise the importance of identifying children's additional needs and we strive to identify these at the earliest point possible, with consequent follow-up of effective provision to improve long-term outcomes. The School will carry out baseline testing with all children on entry to the school and assess each child's current skills and levels of attainment. Those who do not yet meet age-related expectations from the previous year will receive 1:1 intervention from the SENCO and/or Intervention Lead to accurately assess the child's starting point on entry to the school.

The SENCO and class teachers make regular assessments of progress for all children. These seek to identify children making less than expected progress related to age and individual circumstance. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline;
- Fails to match or better the School's expectation of their progress;
- Fails to close the attainment gap between the child and their peers;
- Widens the attainment gap.

It can also include measures of progress in areas other than attainment, such as behavioural, emotional and social skills.

Any child who does not make expected progress over the term (approximately six weeks) will be reviewed during a Team Around the Child meeting. This meeting will be attended by the SENCO, class teacher and Intervention Lead. During the meeting, one or more targets are set for the child to work on over the next term to enable them to 'catch up'. These targets will be worked on with the class teacher and the Intervention Lead, either 1:1 or in a small group.

The School uses a referral system (see Appendix 5) for staff to highlight concerns. The SENCO will fully investigate all referrals through additional diagnostic either in-house or through using outside support agencies.

Sherborne C of E Primary School has a very proactive approach to assessing Special Educational Needs and wider issues relating to Mental Health difficulties and behavioural, social and emotional disorders.

## **Plan**

Once a child has been identified as requiring additional support, parents/carers will be formally notified of the intervention and support in place. Parents/carers will also be notified of a child being placed or removed from the SEN register.

All children who are placed on the SEN register will have a Special Educational Needs plan drawn up to outline their specific needs and to inform staff of how to differentiate their lessons to provide quality first teaching and inclusive education for the individual. It is school policy that staff read and adhere to the advice contained in these documents. There are three different types of plan:

1. My Plan – this involves the early identification of additional needs associated with learning, health, emotional wellbeing, social inclusion, care and communication. As soon as a child is identified with additional needs, the class teacher will meet with his/her parents/carers to complete a plan that identifies the needs, outcomes and actions needed to address the needs identified. My plan uses the 'My Profile' to inform the outcomes and ways in which they could be met that would best suit the individual child. My Plan is reviewed every six weeks during Team Around the Child meetings to monitor progress and to look at what is working and not working in order to make adjustments to enable outcomes to be met.
2. My Plan+ - where needs have been identified which require assessment and intervention from different agencies, a multiagency framework is written to ensure that all assessments and support planning is brought together into one single plan. The My Plan+ format is used to record this. Information from the My Plan + will be needed to inform the constructing of an Education, Health and Care Plan should that be appropriate.
3. Education, Health and Care Plan (EHCP) – some children and young people with significant educational needs may require a higher level of support through a statutory Education, Health and Care Plan.

## **Do**

All teachers are teachers of SEN and therefore will remain responsible for working with children on a daily basis, with support and advice from the SENCO.

In addition, the SENCO will provide in-class support where required.

The SENCO will support all staff and children within the school to ensure Inclusive Education for All.

## **Review**

The effectiveness of support and intervention is reviewed throughout the year. At the end of each intervention, impact will be measured through academic progress, attendance and parental, child and staff feedback. Where a child continues to make less than expected progress, despite evidence based support, the school will consider involving specialist agencies. Permission from parents/carers will be sought before any specialists are contacted.

If your child is on the SEN register, you will have the opportunity for direct contact related to your son/daughter's progress, with the class teacher and/or the SENCO, at least three times per year. This contact can include annual parents' evening, official letters, feedback related to SEN targets, annual reports, learning assessments, phone calls home and individual meetings where requested.

If at any time a parent has concerns about their child, the SENCO would welcome a phone call to discuss this further.

## **Education, Health and Care Plans (EHCPs)**

As a parent you have the right to request an Education, Health and Care Needs Assessment if you believe that, despite the School taking relevant and purposeful action to identify, assess and meet the needs of your child, they have still not made expected progress. If you would like to request an Education Health Care Needs Assessment, please contact the SENCO to discuss this further.

The following people have the specific right to ask the Local Authority to conduct an Education Health Care Needs Assessment for a young person aged between 0-25:

- The young person's parent
- The young person over the age of 16 but below the age of 25,
- A person acting on behalf of a school or post 16 institution (preferably with the knowledge of the parents and young person).

### Appendix 3: Admission Arrangements

Children with SEN are admitted within the normal admissions procedure of the school. Parents and pupils are invited to view the school along with all other parents on a Prospective Parents Evening, or on a private inspection through appointment.

The Equality act 2010 prohibits school from discriminating against disabled children in respect of admissions related to their disability. The school admissions Code of Practice requires that a child with SEN be treated fairly. Admissions:

- Must consider applications from parents of children who have SEN, but do not have an Education Health Care Plan;
- Must not refuse to admit a child who has SEN because they do not feel able to meet their needs;
- Must not refuse to admit a child on the grounds that they do not have an Education Health Care Plan.

Facilities are provided at Sherborne C of E Primary School to assist accessibility for all children. This is laid out in the school Accessibility plan.

#### Appendix 4: Access Arrangements at Sherborne C of E Primary School

Access arrangements are agreed for individuals before official assessments take place. They allow children with special educational needs, disabilities and temporary injuries to:

- Access assessments;
- Show what they know and can do without changing the demands of the assessment.

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a child who is disabled within the meaning of the Equality Act 2010, would be at substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage.

The SENCO uses key diagnostic testing and history of need to apply to awarding bodies to enable individuals' access arrangements for external exams. All exam access arrangements follow regulations and are applied for in conjunction with Access Arrangements Online.

The SENCO with support from all teaching and support will determine and implement appropriate access arrangements at Sherborne C of E Primary School.

## Appendix 5: Pupil Referral Form (SEN)

<b>Name of child</b>		<b>Class/year group</b>
<b>Attached documents</b>	<input type="checkbox"/> Pupil's 'My Profile' <input type="checkbox"/> Evidence of quality-first teaching (QFT) <input type="checkbox"/> Teacher-parent / teacher-child discussion notes <input type="checkbox"/> Data tracking of progress <input type="checkbox"/> Other observations	
<b>Area(s) of concern (including evidence)</b>		
<b>What has been done to date (including impact)</b>		
<b>What needs to happen next and why</b>		
<b>Any other comments?</b>		
<b>Date of referral</b>		
<b>Teacher's name</b>		<b>Signature</b>