



Deeping St Nicholas Primary School

Special Educational Needs Policy

School Aims:

To value each child as an individual, celebrating strengths and developing the potential of other skills;

To measure success in smiles and self - confidence in addition to academic achievement;

To encourage curiosity and a love of learning which continues into adult life;

To have fun!

Date of Policy:

July 2014

Adopted by Governing Body:

September 2014

Signed by Chair of Governors:

Peter Garland

Mission Statement

We are a community dedicated to learning. We support children to develop the skills for life. As learners we will make mistakes and learn from them; always making new mistakes. We will not fault find and blame others. We will listen and ask questions, discussing things openly. We will keep ourselves informed. We will have fun and laugh together. We will spend time becoming emotionally and inter-personally competent.

SEN provision at Deeping St Nicholas Primary School

Principles:

- a child with SEN should have their needs met
- the views of the pupil should be sought and taken into account
- parents have a vital role to play in supporting their child's education
- children with SEN should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum

Objectives:

- Deeping St Nicholas Primary School will manage resources to ensure all children's needs are met through a graduated response
- Pupil's special educational needs will be identified early using tracking data and the necessary provision made
- All those responsible for or involved in SEN provision take into account the views and wishes of the child
- Deeping St Nicholas Primary School and parents will work in partnership in identifying and meeting individual needs
- Provision and progress will be monitored and reviewed regularly at termly IEP meetings using tracking data (or more frequently where necessary)

- Deeping St Nicholas Primary School will involve outside agencies when appropriate, to seek advice and support a child's needs
- Education, Health and Care Plans (formerly called statements) will be reviewed annually in line with the Lincolnshire SEN guidance
- Appropriate training will be provided for those involved in the teaching of SEN, in accordance
- SEN support (formerly School Action or School Action +) meetings will be held at least twice a year
- Deeping St Nicholas Primary School will follow advice and procedures set out in the Lincolnshire SEN handbook and 'Special Educational Needs Criteria for SEN Support (formerly School Action/School Action Plus and Statutory Assessments.)

How the policy will contribute to meeting the objectives:

The effectiveness and appropriateness of the policy will be monitored by the SENCo in conjunction with the SEN representative from the Governing Body annually. The objectives outlined will be monitored and evaluated in order to plan for future improvements and development.

The person who is responsible for co-ordinating the day to day provision for pupils with SEN at the school is known as the SENCo (Special Educational Needs Coordinator). The name of the person responsible for co-ordinating the day to day provision for pupils with SEN (SENCo) at Deeping St Nicholas Primary School is [Anita Bandey](#). The SEN Governor is [Paul Barrett](#).

Role of the SENCo:

- Strategic development of SEN policy/provision (with head teacher, SLT and governing body)
- Day to day responsibility for policy/provision/systems/resources
- Professional guidance to teachers
- Developing effective ways of overcoming Barriers to Learning
- Monitoring provision and progress
- Collaborate with subject leaders
- Managing Teaching Assistants
- Overseeing records/IEPs
- Liaising with parents
- Contributing to INSET
- Liaising with external agencies/making referrals
- Following advice and procedures set out in the Lincolnshire SEN handbook

Information about the identification, assessment and provision for all pupils with special educational needs SEN Funding:

SEN provision is funded largely from the school's overall budget and is allocated largely on the basis of individual need. Support is graduated according to needs, priorities and availability of resources. Additional funding is provided annually by Lincolnshire Local Authority, on the basis of data submitted to them for their audit of SEN arrangements.

The range of actions/provision:

Appropriate arrangements will be determined for each individual pupil but may include one or more of the following:

- Use of assessments to inform differentiated planning
- Differentiated grouping for teaching purposes
- Human resources
- Differentiated curriculum and teaching methods
- Specialist resources
- Specialist teaching strategies e.g. Intervention programme
- Involvement from outside agencies

How pupils with special educational needs are identified and their needs determined and reviewed:**Action by class teacher (Initial concerns):**

- Use tracking systems to identify levels of progress
- Ensure ongoing observation/assessment provides basis of next steps
- Involve parents
- Re-evaluate current teaching strategies/environment/curriculum/outside factors
- Differentiation/grouping of children
- Records should be kept of any interventions used in addition to quality first teaching
- Use of resources, including human resources

SEN Support (Formally School Action):

- SENCo is consulted when there is concern that despite differentiation and other strategies used, the child makes little progress and is subject to low attainment/poor behaviour/medical difficulties
- Class teacher/SENCo discuss at termly IEP meeting (or sooner if necessary), to examine existing information and plan next steps and targets
- Interventions may include differentiation of planning/groupings, use of 'Wave 2' interventions within the classroom, that are additional to or different from those provided as part of the school's usual differentiated curriculum
- Class teacher and SENCo will draw up an IEP which should identify no more than 2 to 3 'SMART' targets, and specify how these targets will be achieved
- The IEP should only record what is additional to or different from a differentiated curriculum and should be reviewed termly (or more frequently where targets have been met) with the class teacher and SENCo
- The IEP will be shared with both parent and child and signed to acknowledge their agreement
- The SENCo will follow advice and procedures set out in the Lincolnshire SEN handbook

SEN Support (Formally School Action Plus):

- Triggers to move to SAP may involve little or no progress over a period time, P Levels/NC levels substantially below expected level or serious BESD or serious physical/sensory/communication/interaction difficulties
- Advice may be sought from external agencies
- SENCo/teacher/appropriate subject leader consider range of approaches/resources
- 'Wave 3' interventions may be used
- Class teacher/SENCo discuss at termly IEP meeting (or sooner if necessary), to examine existing information and plan next steps and targets
- Class teacher and SENCo will draw up an IEP which should identify no more than 2 to 3 'SMART' targets, and specify how these targets will be achieved
- The IEP should only record what is additional to or different from a differentiated curriculum and should be reviewed termly (or more frequently where targets have been met) with the class teacher and SENCo
- The IEP will be shared with both parent and child and signed to acknowledge their agreement
- A SEN Support meeting will be held at least twice a year with parents, school staff and any relevant outside agencies to discuss progress against IEP and next steps
- The SENCo will follow advice and procedures set out in the Lincolnshire SEN handbook

Multidisciplinary Assessment (MDA)

If a child continues to cause significant concern and make little or no progress in spite of additional support at SEN Support, it may be necessary for the SENCo, in consultation with parents and the relevant outside agencies, to make a request for a MDA using appropriate procedures from the LA SEN Handbook.

If the request for a MDA is turned down, the child will remain at SEN Support with the appropriate support identified in their IEP.

If the LA decides that an Education Health and Care plan is appropriate, they will receive a specified number of hours of support. An IEP will then be written by the SENCO and class teacher which meets the objectives specified in the statement. The support will then be used to carry out the action on the IEP.

The SENCo must then hold an Annual Review with the parents, class teacher and any other agencies involved, following appropriate procedures from the LA SEN Handbook.

Special Educational Needs Register

After discussions of initial concerns the child will be placed on the school's SEN Register by the SENCo at SEN Support. Children can move up or down the stages depending on their needs and the progress made.

Individual Education Plans:

As indicated above, arrangements which are additional to or different from that which is normally available will be recorded on IEPs, which will achieve the following:

- Raise achievement of pupils with Additional Needs
- Be seen as a working document
- Use a standard format across the school
- Detail specific provision 'additional to' or 'different from' those generally available for all pupil
- Detail targets which are 'extra to' or 'different from' those for most pupils
- Be jargon free
- Be comprehensible to all staff and parents
- Be distributed to all staff as necessary and shared with parents and children
- Promote effective planning
- Help pupils monitor their own progress
- Result in good planning and intervention by staff
- Result in the achievement of specified learning goals for pupils with Additional Needs
- Set no more than 2 or 3 clear 'SMART' targets that are achievable and Measurable

They will focus on:

- Up to two or three key individual targets set to help meet individual needs and specific priorities

They will consist of:

- Short term achievable targets set in partnership with parents and pupil
- Teaching strategies to be used
- Provision to be put in place, which specifies allocation of timings
- When the plan is to be reviewed
- Success and/or exit criteria
- Outcomes (recorded when targets are met or at IEP Review)
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When reviewed the following will be considered:

- Progress made in order to set new targets using tracking data
- Parents' views
- Pupil's views
- Effectiveness of the IEP in meeting child's needs
- Any specific issues that impact on progress
- Any updated information and advice
- Future action, including changes to targets and strategies

As part of the process 'progress' will be defined (where applicable) as:

- Closes the attainment gap between the child and their peers
- 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 pupil's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates improvement in self-help, social or personal skills
- Demonstrates improvements in the pupil's behaviour

Assessment

All children are assessed at the end of each term; six times each year. This could be undertaken more frequently if the individual needs of the child demanded.

Arrangements for providing access for pupils with special educational needs to a balanced and broadly based curriculum (including the National Curriculum).

Every Child Matters

The SEN Policy supports the 5 outcomes for Every Child Matters in the following ways:

- **Being healthy** – Encouragement and opportunity to take part in regular exercise regardless of any physical difficulties that a child may have. Encouraging a healthy mind through reflective activities which consider and challenge stereotypes and recognise that we are all individuals with both strengths and weaknesses.
- **Staying safe** – Providing equal opportunities for learners of all abilities to achieve. Resources are provided by external agencies and used effectively for children and families experiencing difficulties.
- **Enjoying and achieving** – Creating an inclusive community that inspires and celebrates the achievements of all, including children with learning difficulties and disabilities. Learners take part in setting their own goals and targets and are able to track their progress, providing parents and carers with information about their child's progress and achievements.
- **Making a positive contribution** – Encourage children to understand the impact that their attitudes can have on their learning and promote positive attitudes to learning by raising the value of enjoyment and achievement. Emphasising the importance of the child's views by encouraging them to have a leading voice in setting their own targets.
- **Achieving economic well-being** – Promote the view that everyone's contribution is valued and that each child can achieve and contribute to the community in a variety of ways regardless of any disabilities. To raise children's aspirations by recognising individual skills and talents.

Differentiation of the Curriculum:

Deeping St Nicholas Primary School will ensure that we aim to meet the key principles in the following ways:

a) Setting suitable learning challenges:

- Choosing knowledge, skills and understanding from previous key stages so that individuals can make progress and show what they can achieve, focusing on key aspects where there are time constraints
- Identifying any gaps in pupils learning and making arrangements to deal with them

- Providing a much greater degree of differentiation in planning work to fit in with the programmes of study
 - Where pupils attainments are significantly low, we will plan a differentiated curriculum to meet their needs
- b) Responding to pupils' diverse learning needs:
- We will set high expectations and provide opportunities for all pupils to achieve
 - We recognise that pupils bring to school different experiences, interests and strengths and that consideration of these will be reflected in planning
 - We will plan a variety of approaches to teaching and learning so that all pupils can take part in lessons fully and effectively
 - We will respond to pupils' diverse needs by
 - i) creating effective learning environments
 - ii) securing their motivation and concentration
 - iii) providing equality of opportunity through teaching approaches
 - iv) using appropriate assessment approaches
 - v) setting targets for learning
- c) Overcoming potential 'Barriers to Learning' and assessment
- Curriculum planning and assessment will take into account the type and extent of difficulty that is experienced by the child
 - Where appropriate, pupils will have access to specialist equipment, teaching approaches or alternative or adapted activities, as advised by external specialists
 - Specific action will be taken to provide access to learning by:
 - i) providing for pupils who need help with communication, language and literacy
 - ii) planning, where necessary, to develop pupils' understanding through the use of all available senses and experiences
 - iii) planning for pupils' full participation in learning and in physical and practical activities
 - iv) helping pupils to manage their behaviour, to take part in learning effectively and safely
 - v) helping individuals to manage their emotions and to take part in learning.

How the governing body evaluate the success of the education which is provided at the school for pupils with special educational needs.

The school will continuously monitor and evaluate the effectiveness of the SEN policy in meeting the needs of pupils with Special Educational Needs.

Complaints procedure

Complaints about any aspect of the SEN policy will be dealt with in the same way as any other complaint against the school (Refer to Complaints Policy)
 SEN professional development

The professional development of all staff involved in meeting the needs of pupils with SEN is ongoing and continuous. A range of training opportunities are provided which include:

- The SENCo or SLT may organise professional development sessions and one – off sessions on relevant subjects provided by external agencies. These courses are tailored specifically to the needs of the school and reflect the changing needs and priorities of the school
- Attendance at courses organised by CfBT
- Other courses which are relevant to the School Improvement Plan or individual need as a result of Performance Management.

Involvement of Parents and Pupils

The role played by the parents of pupils with Special Educational Needs
All parents of children at Deeping St Nicholas Primary School, regardless of special educational needs, will be treated as partners. They should be supported so as to be able to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their children’s education
- have knowledge of their child’s entitlement within the SEN framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision. IEPs will be shared with parents at Parent Consultation Evenings.

To make communications effective professionals should:

- acknowledge and draw on parental knowledge and expertise in relation to their child and focus on the children’s strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well in advance of meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers; recognise the need for flexibility in the timing and structure of meetings

The role of the pupil with Special Educational Needs

The pupil’s views will always be ascertained, but this may not be through direct discussion with the pupil. To participate in decision making children need information and support so that they can work towards:

- Knowing the targets that they are working towards and the support that they will be given
- Understanding the importance of the information
- Expressing their feelings
- Participating in discussions
- Indicating choices

Adults need to:

- Give information and support
- Provide an appropriate and supportive environment
- Learn how to listen to children
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Children should be enabled/encouraged to participate in all decision-making processes in education including, the setting of learning targets, contributing to Children and Young People's Service discussions about choices of schools, contributing to the assessment of their needs, SAP meetings, annual reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued.

Transitional Arrangements**Links with Early Years Providers**

Deeping St Nicholas Primary School has developed close links with many Early Years providers from which children transfer to our school.

If a child transferring into our school has been identified to have additional needs, and has been placed at EY SEN Support, the SENCo at the Early Years setting will often pass on information to the SENCo at SPCEDES to ensure awareness of the child's additional needs. Where a child has very specific needs, the SENCo at Deeping St Nicholas Primary School may be invited to meetings in the Early Years setting so that any necessary arrangements/resources can be organised before the child starts school to ensure a successful transition.

Links with secondary schools

For those children transferring to Secondary School, the Deeping St Nicholas Primary School SENCo will meet with the relevant Secondary School SENCo in order to ensure that all relevant information, to include IEPs and working records are passed on ensuring a smooth transition.

For those Year 6 children who have a statement, Education, Health and Care Plan the Review will be held in the Autumn term of their final primary year in order to identify the most suitable secondary placement to meet their needs.

A LA representative will be invited to the meeting to offer advice.

Liaison is undertaken with receiving and sending to schools prior to transfer. Contact is co-ordinated by the SENCo.

Links with outside agencies

Agency advice may be sought by the SENCo for a child at any point on the SEN register. The SENCo will consult with parents prior to any outside agency involvement in order to gain parental approval. Once consent is given, advice will be sought from the relevant agency to make a more specialist assessment of the child's needs. Once any assessments have been made, any relevant recommendations will be acted upon by the SENCo and Class Teacher.

The main source of outside agency support comes from the Educational Psychologist, assigned to the school by the County Council's Children and Young People's Service, which provides support for schools at SEN Support

and for those children with an Education Health and Care plan through a consultation framework. Informed parental permission is required before such consultations can take place. Children and Young People's Service support the school by providing; support for the SENCo – direct involvement, e.g. assessment, with pupils SEN Support, support in preparing referrals for statutory assessment, attendance at statutory reviews (if specifically requested), and advice on the professional development for staff.

The CAF procedure

When more than two agencies are involved with a child, and concerns have been raised about the child's progress or additional needs, a CAF form may be completed by one of the agencies or school, in agreement with the parents. This is an opportunity for all parties involved to discuss how best to support the child and family and next steps. If the request for a CAF is successful, the Head Teacher or SENCo would represent the school or become lead professional during the procedure.

Policy Review

This policy is to be reviewed and updated annually. The SENCo will also report annually to the Governing Body concerning the effectiveness of the policy.

Glossary of SEN Terminology

Annual Review – An annual review held on the anniversary of the Education, Health and Care Plan, to discuss the progress of the child and review the impact of the plan and any changes that may need to be made.

ARM – Area Referral Meeting – A panel meeting held by members of the Additional Needs team from the Local Authority to review school requests for statutory assessments to be made of a child. They decide whether to go ahead with the request or to issue a 'note in lieu' which means that the request is declined and the child remains at 'SEN Support.

BESD – Behaviour, Emotional and Social Difficulties

CAF – Common Assessment Framework – A form completed with a parent which is logged at Children's Services, which may lead to 'Team Around the Child' Meetings in order to assess how best to meet a child's needs who may need outside agency involvement. (Two or more agencies)

IEP – Individual Education Plan – A plan which outlines specific targets, actions

and outcomes in order to meet a child's needs, who is on the SEN Register.

LA – Local Authority

MDA – Multi-Disciplinary Assessment – Also known as Statutory Assessment (see description)

P- Levels – Assessment levels used in the Early Years Curriculum

PIVATS – An assessment tool which breaks National Curriculum levels into smaller steps.

Quality First Teaching – Teaching aimed at those children meeting age related expectations or above.

SEN Support – this was formally School Action or School Action Plus

SEN – Special Educational Needs – Educational or medical needs which Cannot be met routinely in the classroom by normal measures.

SENCo – Special Educational Needs Co-ordinator – Member of staff responsible for co-ordinating provision for pupils with SEN.