

Special Educational Needs Coordinator (SENCO): Mrs. Vicki Lee
Contact Details: Tel: 0161 764 7298 Email: vicki.lee@greenhillprimary.co.uk

Introduction

This document is a statement of the aims, principles and strategies of provision for children with Special Educational Needs in our school. At Greenhill we ensure that “every teacher is a teacher of every pupil, including Special Educational Needs” in line with the Code of Practice 2014.

Aims

- ✚ To identify all children who need special consideration to support their physical, social, emotional and intellectual development
- ✚ To ensure that pupils with SEN are empowered to prepare themselves for the future by working together towards the removal of barriers and improving provision
- ✚ To ensure appropriate provision is put in place to allow every child full access to a broad and balanced curriculum
- ✚ To value and take into account the views of the child
- ✚ To work in partnership with parents and carers and to ensure that they feel part of their child’s education and development

Objectives

- ✚ To identify and provide for pupils who have Special Educational Needs and Additional Needs within the guidance set out in the Code of Practice 2014
- ✚ To ensure early identification of children with Special Educational Needs
- ✚ To consider the child holistically and ensure each child is treated as an individual
- ✚ To provide a differentiated curriculum which takes into account different learning styles and enables all children to access the National Curriculum
- ✚ To select and use resources to effectively meet the children’s needs
- ✚ To carefully monitor and maintain up to date records of all pupils with SEN
- ✚ To provide support and advice for all staff working with pupils with Special Educational Needs
- ✚ To work with outside agencies in order to provide specialist support and teaching for pupils with SEN
- ✚ To create a working partnership between parents / carers, pupils and school

Identifying Special Educational Needs

For some children, SEN can be identified from an early age. However, for other children, difficulties become evident as they emerge and develop during their school years. As a school, we aim to identify difficulties as early as possible in order to best target the child’s needs.

To help ascertain whether a child has SEN a range of information is considered including: Meetings and discussions with the child’s pre-school setting; Discussions and information received from parents and carers; School Based assessments data; On-going assessments; Observations of pupils; Review meetings with class teachers and Input from specialists, e.g. Speech and Language therapists, Educational Psychologists.

As a school we recognise that there are other factors that may impact on progress and attainment, such as: Disability, Attendance, Punctuality, Health and Welfare, Bereavement, English as an additional language, being a Looked After Child, being in receipt of the Pupil Premium grant and being a child of Serviceman/woman.

However, these factors do not mean that a child has SEN. Only a child who has an identified learning difficulty which requires special educational provision will be identified as having SEN.

There is a single School Based Category of Special Educational Needs Support for all children with SEN. Children’s needs are identified by considering the whole needs of the child, not only special educational needs.

SEN provision is put in place to support pupils who have difficulties; there are 4 areas of need, where children may have difficulties:

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

Where a child's progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEN. When a child is not making adequate progress, targeted interventions will be put in place by the class teacher to address the area of difficulty. If progress is still not made, then the decision may be made to place the child on the SEN Register.

The Graduated Approach

All teachers are responsible for pupils with SEN in their class and it is their duty to ensure that they receive quality first teaching and appropriately differentiated work. For pupils who receive input from teaching or support assistants, it is the class teacher's responsibility to plan and work alongside them and monitor the progress and development of these pupils.

Where a child has SEN, the school will provide support that is 'additional to or different from' that of the rest of the class. Parents /carers and pupils will be consulted and informed of the provision put in place and the impact of the provision will be carefully monitored.

When pupils receive support or provision that is 'additional to or different from' that of the rest of the class, a four stage cycle of 'Assess, Plan, Do, and Review' is followed. This involves:

Assess: A starting point is established based on discussions with class teacher, parents/carers, SENCO and outcomes of assessments carried out.

Plan: Learning outcomes are set and the necessary intervention / provision is put in place. A timescale for review is set – usually 6-8 weeks.

Do: Carry out proposed intervention or put appropriate provision in place.

Review: Review the outcomes and the impact on progress that the intervention or provision has made. Set next steps and plan support accordingly.

Further individual and small group interventions and support will be put in place within the school by the Class Teacher, with advice and support from the SENCo. A SEN Provision Map will record this support and progress towards specific outcomes. The types of support or provision that could be put in place are: Small group intervention led by the class teacher or support assistant, 1:1 intervention, Specialist or modified resources to help support the curriculum or Additional time for the support of areas such as reading.

Where it is identified that, despite the provision put in place the child is still not making progress, then a request for involvement from outside specialist support may be requested. School liaise with outside agencies and advice can be given prior to their involvement directly with the child. Parents will be involved in the completion of passports and referral documentation such as Single Agency Referral or Early Help Assessment Form.

The school will continue to work with the Local Authority and specialists to ascertain the nature of difficulty and provision needs, whilst monitoring and evaluating the impact of support or interventions on the child's progress and learning. When it is judged to be appropriate and the child begins to make good progress, specialist support will gradually be withdrawn and the outcomes monitored. As soon as the additional costs required to provide the appropriate provision and support needed are greater than £6,000 in one three term period, an application will be made to the Local Authority for High Needs Block Funding.

Where a pupil has a Statement or Education, Health and Care Plan, then provision is provided to match the requirements stated. All provision is reviewed throughout the year using the same format of 'Assess,

SPECIAL EDUCATIONAL NEEDS POLICY

Plan, Do, and Review'. In addition to this, the provision and child's needs are formally reviewed through the Annual Review.

If the SEN support provided is having an impact and progress is being shown, then support will be gradually reduced and the outcomes monitored. If progress continues to be maintained without intervention, then the decision may be made to take the child off the SEN register.

Managing Pupils Needs on the SEN Register

It is the SENCO's responsibility to maintain an up to date record and list of all pupils who receive SEN support and for the transfer of relevant information when a child on the Register moves to another school.

The school will have regard to the Special Educational Needs Code of Practice when carrying out its duties to all children with Special Educational Needs and will ensure that parents/carers are notified of a decision by the school that SEN provision is being made for their child.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Provision Maps are put in place and monitored by the Class Teacher, working alongside the SENCO and other agencies, for children with SEN and updated on a regular basis. These are ongoing records towards specific outcomes for the child and records of impact from interventions are included.

Meetings will be held for parents/carers with the Class Teacher to discuss and review provision and progress towards the set outcomes. Pupil Progress Meetings are held termly and the progress and attainment of SEN pupils is rigorously monitored and evaluated.

For children with an Education Health and Care Plan /Statement, or children where outside agencies are involved, an Individual Costed Provision Map will be put in place by the SENCO.

Supporting Pupils and Families

As a school we recognise that the partnership with families is vital in helping pupils with SEN achieve their potential. All parents / carers of children with SEN will be kept fully informed of any decisions made in relation to the SEN support they receive. We value the knowledge parents / carers bring regarding their child and strive to help fulfil the aspirations they have for their child.

The Local Authority local offer in relation to pupils with SEN is published at www.theburydirectory.gov.uk and provides information and links to the support available for parents of children with SEN. Further information is available on the School Website.

Transition

Greenhill recognises that the transition into the Foundation Stage and then on to High School can cause some anxiety and apprehension for both pupils with SEN and their families. At Greenhill we provide an enhanced transition process for pupils with SEN which ensures all information is passed onto the relevant members of staff. This involves close liaison with the previous or next setting and opportunities for staff to visit the children in their current setting. Extra visits are arranged for the child to visit their new setting and a photo transition book is often provided. All transitions are planned around the child's needs and match each individual pupil, taking into account the views of parents / carers, teachers and the child themselves. Records for children who move to other schools are forwarded to their new school.

Information about Year 6 children with SEN is sent to their secondary school during the summer term. This includes National Curriculum levels, SATs results, Education Health Care Plans or Statements of Special Educational Needs, minutes of Review meetings and SEN Support Provision Maps with evidence of outcomes. Where appropriate, meetings are held with the Head of Year and/or SENCO from the secondary schools.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some children may also have special educational needs and may have a statement, or Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice 2014 is followed. The Governing Body is responsible for reviewing how the school could be made more accessible for the disabled and this is set out within the School Accessibility Plan. At present all of the school is accessible to children in wheelchairs.

Training and Resources

All staff have access to the training provided by the Local Authority in regards to SEN. Where there are specific needs within a class, staff are asked to attend the relevant training and expertise is sought from other practitioners. In-school support and training can be provided by the authority's SEN support team when requested. All support assistants and teaching assistants are trained in the areas they support.

The SENCO attends termly network meetings held by the authority in order to keep up to date with current changes and issues in regards to SEN.

Roles and Responsibilities

The SEN Governor is Mrs. Joan Heffernan. The Governing Body, in co-operation with the Head Teacher will take overall responsibility for developing and implementing the school's SEN Policy. The Governing Body will: Have regard to the provision of the 2014 Code of Practice; Monitor that the necessary provision is made for any pupil who has SEN; Monitor, through the Head Teacher, the implementation of the school's SEN Policy and Review the Special Educational Needs Policy annually and display the Policy on the school website.

The SENCO is responsible for the day to day operation of the school's SEN policy, and coordinating the provision for children with SEN by: -

- ✚ Monitoring SEN through each Key Stage and liaising regularly with all staff.
- ✚ Completing regular audits of children with SEN.
- ✚ Keeping and updating SEN files.
- ✚ Ensuring that all staff are aware of objectives, strategies and guidelines of the policy, are aware of the procedure for identifying, assessing and making provision for children with SEN and carry out their responsibilities for the day to day teaching of SEN children
- ✚ Advising and supporting colleagues on matters relating to SEN.
- ✚ Being involved and contributing to the regular reviews of children with SEN.
- ✚ Liaising with educational, medical, welfare and other support agencies.
- ✚ Liaising with parents and carers.
- ✚ Regularly reviewing, and updating the SEN Policy and SEN Information Report.

The Head Teacher is responsible for the daily management of all aspects of the school's work, including provision for SEN pupils. The Head Teacher liaises between the Governing Body and the SENCO. The Head Teacher is responsible for managing the Pupil Premium Grant and Looked After Children Funding.

The school has close links with Support Services and uses their expertise when required. The Educational Psychologist, Behaviour Outreach team and a representative from the Additional Needs team attend termly planning meetings and casework is allocated. Referrals can be made throughout the school term if necessary and advice is often sought. School is able to make referrals to Speech and Language therapy with consent from parents / carers. Reports and information from school will be given to services such as G.Ps, CAMHS or Child Development Centre if requested.

Storing and Managing Information

All records or information about pupils are stored securely in school. If for any reason, information remains in school, any information relating to a child including advice and information will be kept 25 years after the date of birth of the child and then reviewed. Most information is passed on to the receiving high school or educational institution.

Equal Opportunities

Greenhill aims to be an inclusive school and actively seeks to remove the barriers to learning and participation that can hinder or exclude individual children or groups of children. All children with or without Special Educational Needs receive equality of entitlement to all activities, whether curricular or extra-curricular. Wherever necessary, special provision is made in the way of adult support or supervision, adaptation of existing equipment or purchase of specific equipment.

Dealing with Complaints

If parents of a child with SEN have concerns about progress or provision, they should consult the Class Teacher, in the first instance. If the matter is not resolved then further consultation with the SENCO is appropriate. Consultation with the Head Teacher would be a next step and then if the problem is still unresolved the complaint should be addressed by the SEN Governor, who deals with the complaint following the statutory procedure.

Monitoring and Evaluation of SEND

The Head Teacher and SENCO monitor the day-to-day implementation of this policy. The Governing Body publish the SEN Policy and SEN Information Report on the school website to ensure public accountability. OFSTED inspections include the monitoring of SEN. The Local Authority reviews Education, Health and Care Plans/Statements of Special Educational Needs annually.

Review

The SEN Policy should be reviewed each year to ensure that it up to date; a formal review of the policy should take place every six years or whenever major legislation is updated.