



ST MICHAEL & ALL ANGELS C OF E PRIMARY SCHOOL

SEN Policy

Date Approved	Sept 20
Date for Review* <small>(*subject to any relevant changes in legislation or other appropriate guidelines)</small>	September 2021
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Author	Head Teacher / SEN Leader
Delegated Responsibility	G Freeman/FGB

Approved by:	R Evans
	R Evans
	Chair of Governors

School's Vision

Psalm 147:4 God counts the stars and calls them all by name

The aim of our Church school is to develop the full potential of each child spiritually, socially and academically in a safe, inclusive environment which is grounded within the ethos of the Christian Faith.

This policy is grounded within our school mission statement, and underpins our commitment to providing a safe, inclusive environment for all stakeholders which reflects our Christian values

Legislative Compliance

This policy complies with the guidance given in **Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 64)**. It has been written as guidance for staff, parents, 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) September 2014

Ofsted Section 5 Inspection Framework September 2019

Ofsted SEN Review 2010 "A Statement is not enough"

Equality Act 2010

Education Bill 2011

Children and Families Act 2014

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum.
- Special educational needs may be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" - often caused by a poor early experience of learning - and special educational needs.

Aims and Objectives of this Policy

The aims of this policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention leads to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil's needs, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

How we give support in our school

- All learners will have access to quality first teaching.
- A detailed whole-school provision map which outlines and monitors all additional intervention across the school will be kept, outlining support given to and progress made by learners.

Identification and Assessment

Children's needs should be identified and met as early as possible through :

- the analysis of data including entry profiles, Foundation Stage Profile scores, reading ages, other whole-school pupil progress data
- classroom-based assessment and monitoring arrangements
- following up parental concerns
- tracking individual children's progress over time
- liaison with feeder nurseries on transfer
- information from previous schools
- information from other services
- maintaining a provision map for learners which is updated termly
- undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs
- involving an external agency where it is suspected that a special educational need is significant

Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- intervention groups
- other small group withdrawal
- individual class support / individual withdrawal
- further differentiation of resources

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observation by the SENCO and/or senior leaders
- ongoing assessment of progress made by intervention groups
- scrutiny of planning
- teacher interviews with the SENCO
- informal feedback from all staff
- pupil progress tracking using assessment data (whole-school processes)
- monitoring IEPs and IEP targets, evaluating the impact of IEPs on pupils' progress
- attendance records
- regular meetings about pupils' progress between the SENCO/teacher and the head teacher
- head teacher's report to governors

SEN Support

- pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e they have a special educational need as defined by the SEN Code of Practice 2014
- in keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map
- on very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan
- where a pupil is in receipt of High Needs Funding and/or an Education Health and Care Plan, a decision will be made as to whether a short-term Individual Education Plan is required
- our approach to IEPs, which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:

Our IEPs;

- are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as a working document which can be constantly refined and amended
- will only record that which is *additional to* or *different from* the differentiated curriculum plan which is in place as part of the provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning - they will not simply be "more literacy" or "more maths"

- will be accessible to all those involved in their implementation - pupils should have an understanding and "ownership of the targets"
- will be based on informed assessment and will include the input of outside agencies where appropriate
- have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly
- will be time-limited - at least termly reviews involving the class teacher, in consultation with the SENCO, parent/carer and child. There will be an agreed "where to next?"
- will have approximately three short / medium term SMART targets set for or by the pupil
- will state what the learner is going to learn - not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period
- Targets for an IEP will be arrived at through :
 - discussion between teacher, headteacher and SENCO
 - discussion, wherever possible, with parents/carers and pupil
 - discussion with another professional (if necessary, i.e educational psychologist)

Statement of Special Educational Needs or Education Health and Care Plan

- Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review.
- Our school will comply with all local arrangements and procedures when applying for an Education Health and Care Plan
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local LCC policy and guidance - particularly with regard to the timescales set out within the process.

Management of Inclusion within our school

The head teacher and the governing body have delegated responsibility for the ongoing implementation of this Policy to the Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the head and the governor with responsibility for SEN on the ongoing effectiveness of this policy.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners - specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Special Educational Needs Coordinator

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision maps for vulnerable learners
- identifying on this provision map a staged list of pupils with special educational needs - those in receipt of additional SEN support from the schools devolved budget, those in

receipt of High Needs funding, pupil premium children and those with statements of Special Educational Need or Education Health and Care Plans

- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- liaising with parents of children with SEN, in conjunction with class teachers
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention that a pupil may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for 'vulnerable' Year 6 pupils
- monitoring the school's system for ensuring that Individual Education Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see section below on Individual Education Plans).
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map (SENCO to ensure that these meetings occur).
- liaising sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress
- attending area SENCO network meetings and training as appropriate
- liaising with the school's SEN Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).
- liaising closely with a range of outside agencies to support vulnerable learners

Class Teacher

- liaising with the SENCO to agree :
 - which pupils are underachieving and need to have their additional interventions monitored - but do not have special educational needs
 - which pupils require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Education Plan to address a special educational need (this would include pupils with statements/EHC Plans)
- securing good provision and good outcomes for all groups of vulnerable learners by :
 - providing differentiated teaching and learning opportunities
 - ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies". (SEN Code of Practice 2013)

- ensuring effective deployment of resources - including teaching assistant support - to maximise outcomes for all groups of vulnerable learners
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of a schedule of continuous professional development.

Next review: September 2021