

Special Educational Needs Policy



Introduction

At Uffington C of E Primary school we strive to support all children to enable them to achieve their full potential. We are constantly striving to raise the aspirations and expectations of all children. The curriculum and organisation of the school is designed to allow each pupil to learn at a pace that is appropriate for them within a happy, stimulating educational environment which reflects the Christian values of our school. Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets. In order to do this many steps are taken to support children through their learning journey.

The benefits of our small school mean that all teachers know and understand each and every child as they progress through the school. Each child is an individual and is special and is treated as such from Early Years to Year 6.

This SEN policy reflects the SEND Code of Practice 0-25 2014

Objectives

- To contribute to the Safeguarding and promotion of the welfare and personal care of children and young people.
- To ensure that all pupils receive their education entitlement according to his or her needs, relative to the requirements of the SEND Code of Practice 2014.
- To give each child access to a broad, balanced, relevant, differentiated curriculum, alongside their peers in class; which provides opportunities for them to demonstrate progress.
- To develop effective partnership and close consultation between pupils, staff, parents, governors and outside support agencies.
- To develop, on the part of each child, a sense of personal value and positive attitude towards learning.
- To provide a continuous and systematic cycle of identification, planning, action, review; overseen by a SENCo who will work within the SEN inclusion policy.
- To promote clear effective communication between home and school.
- To provide effective and appropriate support within the school environment for the pupil's individual needs; including providing training and advice for staff working with SEN pupils.

Definition of Special Educational Needs

A child has special educational needs, if he or she has learning difficulties which call for special educational provision to be made e.g.

- Has a significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA.

Difficulties can arise at different stages in a child's development are broadly categorised into four areas in the SEN code of Practice (2014).

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- Communication and Language - this includes children with speech and language communication needs (SLD) and those with an Autism Spectrum Disorder (ASD) including Asperger's syndrome.
- Cognition and learning – this includes children with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children with specific learning difficulties (spLD) such as dyslexia, dyscalculia and dyspraxia.
- Social and emotional and mental health difficulties – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- Sensory and physical needs – this includes children with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD). Children with any of these can be included in our school community.

Special Educational Provision

The purpose of identification is to work out what action our school needs to take, not to fit a pupil into a category. At Uffington School we identify the needs by considering the needs of the whole child which will include not just the special educational needs of the child.

Areas we may consider include:

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a looked after child
- Being a child of serving military personnel

For a child over four, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area.

(1993 Education Act, section 156)

Additional support will vary to match the needs of the child at a given time. The support may be a short term boost or may be necessary for life and may include the following:

- Language needs - Intervention programmes, language development games, home links, Social skills activities and games.
Referral to Speech and Language Therapy (SALT) and / or the Autistic Spectrum Education Team (ASET)
- Cognition needs – differentiated tasks, assessment of needs using school based activities, appropriate programmes of intervention.
Referral to Specialist Teacher Team (STT)

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- Social/emotional needs – Clear boundaries and rules, behaviour plans, SEAL (Social and Emotional Aspects of Learning) and PSHEE (Personal, Social, Health and Economic Education) sessions, buddy bench at playtime.
Referral to Educational Psychologist, behavioural support.
- Sensory/ physical needs – Specialist equipment, adaptations to the classroom and other areas of the school, differentiated activities and tests
Referral to occupational therapy, physiotherapy, ASET, school/ community nurse, child development centre.

Early Identification and Assessment.

It is the responsibility of **all** staff to assist in identifying pupils with special educational needs. The identification procedure involves the use of information from parents / carers, data from previous placements / schools, National Curriculum Key Stage Test Results, screening procedures, half termly assessments and teacher observation.

Early identification of pupils with SEN is a priority. Upon admission to the Foundation Stage, or earlier if appropriate:

- A child's records are requested from their previous setting and a meeting is arranged to discuss needs if appropriate;
- A baseline assessment is conducted to enable the necessary SEN provision to be put in place.

Once the child is in school:

- A range of screening and assessment tools are used to identify needs and pupil progress is monitored through the tracking of data;
- Progress is discussed at termly meetings with the headteacher;
- Meetings are held to share concerns raised by parents / carers and / or teachers.

Inclusion

Our SEN policy reinforces the need for teaching that is inclusive. We adopt a whole-school approach to SEN policy and practice. Pupils identified as having SEN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. The SEN Code of Practice 2014 makes it clear that *all teachers are teachers of pupils with special educational needs*.

The Governing Body will ensure that appropriate provision will be made for all pupils. Uffington Church of England Primary School will have due regard for the Special Needs Code of Practice 2014 when carrying out our duties towards all pupils with SEN, and ensure that parents are notified when SEN provision is being made for their child.

We recognise that all pupils should have access to the full curriculum and our aim is to support pupils with special educational needs in an inclusive setting as far as possible. However, when necessary, children are withdrawn for extra help with specifically tailored tasks or programmes of work. These are designed to meet the varying needs of the individual, and are carefully planned to ensure that their entitlement to the broad and balanced curriculum is not jeopardised.

All our children are fully integrated into the social and pastoral life of the school. Teachers are responsible for monitoring the whole school experience of each child within their class and year group. They are concerned about the learning, personal and social development and general well-being of all our pupils. There is close contact with parents and all discussions are recorded for future reference.

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The SEN Co-ordinator and support staff oversee all aspects of provision for pupils with special educational needs including: identification, assessment, monitoring, provision mapping, classroom support, withdrawal, liaison with pupils, staff, parents and outside agencies, record keeping and administration.

Monitoring and Tracking Special Educational Needs – A Graduated Approach to SEN support

Careful monitoring of the quality of provision we offer all pupils is regularly evaluated through Pupil Progress meetings, SEN reviews, audit of resources including staff, the views of stakeholders including parents, carers and pupils. The governor with responsibility for SEN has a key role in monitoring provision through meetings with the SENCo, learning walks, observations and informal pupil discussions. We aim to promote an active process of continual review and improvement of provision for all pupils.

The role of the class teacher is primarily to provide every child with quality first teaching. All teaching staff have areas of specialism. Staff are expected to make use of this specialist knowledge when making provision for children with SEN.

A child will only be identified as SEN if they do not make adequate progress once they have had all the intervention / adjustments and good quality personalised teaching.

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. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

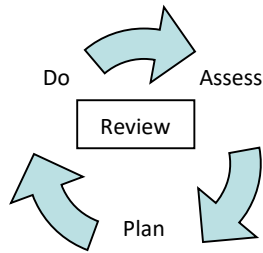
We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

The teachers and SENCo will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials.

For higher levels of need we request more specialist assessments from external agencies.

In accordance with the SEN Code of Practice 2014; a four part process will be implemented when a child is identified as having special needs. We follow the Graduated Approach as follows:

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Assess

An initial concern is shared with parents and the SENCo is involved in regular discussions to review whether support interventions are having the desired impact. Progress is the crucial factor in determining the need for additional support. Progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap from widening
- Ensures full curricular access
- Shows an improvement in self help and social or personal skills
- Shows improvements in a pupil's behaviour

Where there is no progress, more specialist assessment may be necessary from health, social services, specialist teachers or other outside agencies. A parental agreement is sought when professionals are to be involved. Evidence is collected at all stages in the four stage process.

Plan

The parents / carers, class teacher and SENCo agree the outcomes they are seeking from the interventions and support. Progress, development or behaviour will be discussed at termly meetings. Wherever possible the child is involved in the process. Any staff development needs are identified and addressed at this stage. Parents are asked to reinforce the intervention programmes by providing support at home.

Do

The class teacher, with any necessary support from the SENCo, oversees the implementation of interventions and assesses the effective implementation of the programme.

A teaching assistant may deliver the intervention on a daily or weekly basis, under the direction of the class teacher. They follow structured timetables and record the impact after the sessions. Any child participating in a specific intervention programme or 1: 1 programme of work will be assessed before and after the intervention. There is a core expectation that the teacher holds the responsibility for evidencing progress.

On a termly basis, the SENCo, in collaboration with the class teacher, decides the action required to help the with the individual pupil's progress. This will inform the provision map.

The Provision Map

This will be formulated from tracking data, consultation with staff, assessments of pupils and consultation with parents and outside agencies. **All** staff are involved in the implementation of the

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provision map and are encouraged to take ownership of identified groups / individuals they will be responsible for. Teaching Assistant timetables and records are reviewed on a termly basis.

The main methods of provision made by school are:

- Full time education in class, with additional help and support by the class teacher
- Deployment of extra staff to work with the pupil
- Periods of withdrawal to work with adult support in small groups or 1: 1
- In-class support with a teaching assistant
- Support from specialists
- Access to Local Authority support services for advice on strategies, equipment and staff training.
- Provision of alternative learning materials / special equipment
- Provision of additional adult time in devising interventions and monitoring their effectiveness.

Review

Three times across the year, the impact and quality of support is reviewed by the child's parents / carers, the class teacher and the SENCo. When possible the child will be included in this evaluation of progress. Parents are informed about the impact of support and the next steps. Targets are set and the cycle repeated until progress is evident.

Education, Health Care Plans

Education Health Care Plans are used to actively monitor children's progress towards their outcomes and longer term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child and their parents/carers, and will take account of their views, wishes and feelings. The review will focus on the child's progress towards achieving the outcomes specified in the EHC plan. The review will also consider whether these outcomes and supporting targets remain appropriate. The SENCo will organise these reviews and invite:

- The child's parents / carers
- The child if appropriate
- The relevant teacher(s) and support staff
- A representative of the Local Authority
- Any other person the Local Authority considers appropriate
- Any outside agencies involved with the child

Before the meeting we will:

- Give notice to all parties at least two weeks before the meeting and seek advice and information about the child
- Send out any advice or information gathered to all those invited at least two weeks before the meeting.
- We will prepare and send out a report of the meeting to everyone invited within two weeks after the meeting
- Where a child is looked after by the Local Authority, we will endeavour to synchronise EHC plan reviews with social care reviews.

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Where the SENCO makes a referral for an EHC Plan to the LA, the child will have demonstrated significant cause for concern. Parents will have been consulted as part of an on-going dialogue. The EHCP pathway will be followed and schools will carry out the recommendations that are agreed to.

Individual Education Plans

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- The short-term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Outcomes (to be recorded when the IEP is reviewed).

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon two – four individual targets that match the child's needs and have been discussed with the child and the parents / carers.

The IEP will be reviewed three times a year and the views of parents / carers on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

Criteria for exiting the SEN register

After gathering evidence, and through discussion with staff, parents / carers and the child, we may consider that the child no longer needs individual targets and that they should be removed from the SEN register.

The child may still be part of group work or interventions, and, as such, will continue to be monitored on the schools provision map.

Supporting pupils and families

Parents and families can access the Local Authority Local Offer at www.lincolnshire.gov.uk/parents/support-and...d.../the-local-offer/

The school's Local Offer can be accessed at <http://www.uffingtonprimary.co.uk/page/?title=Special+Educational+Needs&pid=74>

Links with External Agencies/Organisations

The school actively seeks to promote positive links with a range of outside agencies. When it is considered necessary, colleagues from the following support services may be involved with SEN pupils:

- Educational psychologists
- Medical services
- Speech therapists
- Physiotherapists
- Hearing impairment services

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- Visual impairment services
- Occupational therapists
- Outreach Support
- Primary Mainstream Support Team
- Parent Partnership
- Autistic Spectrum Education Team (ASET)
- Practical Family Support
- Working Together Team (WTT)
- Behaviour outreach support service (BOSS)
- Early Help

In addition, important links are in place with the following organisations:

- The Local Authority
- Specialist Services
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- Social Services
- Parent Teachers' Association
- The Somes Trust

Admission Arrangements

The Local Authority determines our admission arrangements in consultation with the Governors of the School (Refer to School's Admission Policy). The admission arrangements are the same for all pupils, including those with special educational needs.

We plan careful transition from class to class, across key stages and to another school. Arrangements for transition between educational settings and schools include:

- Liaison with previous settings / schools to meet the pupils and staff
- Liaison with future placements to meet the pupils and staff
- Transition meetings
- Parental visits
- Induction days
- Shared records and passports.
- Pen portraits – containing information compiled by the child.
- Discussion with outside agency specialists regarding pupils with special educational needs transferring to us
- Extra visits to experience different times of the day and activities
- When necessary, we draw on the expertise of colleagues in special schools / units or professionals who have worked with the child.

Partnership with Parents and Carers

Uffington Church of England Primary School firmly believes in developing a strong partnership with parents and carers and that this will enable children and young people with SEN to achieve their potential. As set out in the Code of Practice 2014, children and their families are at the centre of the education process. The school recognises that parents and carers have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership. Depending on age and maturity, SEN pupils will also be encouraged to participate in the decision-

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making processes affecting them. We aim to build positive relationships where all stakeholders can express their needs and expectations with confidence.

Partnership with families is promoted through:

- Contacting and notifying parents / carers as early as possible when a child is experiencing learning or behavioural problems
- Formal and informal meetings with staff
- Communication by telephone or letter
- SEN review meetings (all parents / carers are given a copy of the Individual Education Plan)
- Annual review meetings
- Parents' evenings and open afternoons
- Curriculum information meetings

Supporting pupils at school with medical conditions

- At Uffington primary we recognise 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 (SEN) and may have a statement or Educational, 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.
- There are arrangements in place in school to support pupils with medical conditions. All staff and external agencies involved, parents and children may be involved in meetings to draw up an Individual Health Care plan. All staff involved will be aware of monitoring the child and reporting to the head teacher or SENCo.

The school's Policy for supporting Children with Medical Conditions can be accessed at <http://www.uffingtonprimary.co.uk/page/default.asp?pid=74>

Training and Resources

- The school receives funding for special needs within as part of its annual budget allocation. It is the responsibility of the governing body to determine how funding is allocated to ensure the best possible provision for children with special educational needs.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Where a child has a specific need, the school is committed to procuring specialist training to ensure that the best possible provision can be put in place.
- All teachers and support staff undertake induction on taking up a post and this includes information to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENCo attends regular network meetings in order to keep up to date with local and national information relating to SEND.

Roles and Responsibilities

Key Staff

Headteacher – Mrs Helen Simms

SENCo and Senior teacher – Miss Shanie Waters with National Award for SEN

Special Education Needs Governor – Mr Colin Newman

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Designated teacher with responsibility for Safeguarding - Mrs Helen Simms
Designated governor with responsibility for Safeguarding – Mrs Laura Lovell
Designated teacher with responsibility for children in receipt of Pupil Premium / Looked After Children - Mrs Helen Simms
Designated teacher with responsibility for children with Medical Conditions – Miss Shanie Waters

The Role of the SENCo

The SENCo plays a crucial role in the school's SEN provision. This involves working with the head teacher and Governing Body to determine the strategic development of the policy.

The SENCo will maintain the records and ensure access to them. The profile of individual pupils will include:

- Information from previous schools / settings
- Information from parents / carers
- Information of progress and behaviour
- Targets – past and present
- Information from health / social services
- Information from other agencies
- Statement information and annual reviews

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring provision is of a high standard
- Ensuring that SEN pupils are fully involved in school activities
- Having regard to the Code of Practice 2014 when carrying out responsibilities
- Being involved in developing and reviewing the SEN policy
- Reporting to parents on the school's SEN policy including the allocation of resources from the school's devolved / delegated budget

Storing and managing information

The SENCo is in charge of storing SEN files on in electronic and paper format. Individual records are confidential and, as such, are dealt with in line with the school's Confidentiality Policy and Policy on Record Keeping for Parents and Children. All records are transferred when a child moves school.

Accessibility

In line with the school's Equality and Diversity Strategy, we endeavour to meet the statutory requirements of the Equality Act 2010 by planning to increase, over time, the accessibility of our school for disabled pupils, and to implement this plan.

We endeavour to identify and remove barriers to learning, improving access to both the buildings and the curriculum as a whole, including extra-curricular activities and educational visits. In recent years, we have improved the disabled access to the school buildings and have worked with families and outside agencies to improve provision for children with specific medical conditions and sensory impairment.

Dealing with complaints

These will be dealt with under the school's normal Complaints Procedure which is available from the school office or website. The SEN Code of Practice outlines additional measures the Local Authority must set up for preventing and resolving disagreements. These will be explained to parents if required.

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Evaluating SEN Provision and Policy

A nominated governor for Special Education Needs links the SEN Co-ordinator with the Governing Body. On a termly basis, the SEN governor and SENCo meet so that information on SEN can be communicated to governors. The outcomes of monitoring the effectiveness of SEN provision will inform the School Development Plan.

Monitoring and Review

This policy is monitored on a day-to-day basis by the Special Educational Needs Co-ordinator and the Headteacher, who report to the Governors about the effectiveness of the policy on request.

The Special Educational Needs Policy is the Governors' responsibility and they review its effectiveness annually through discussion with the Headteacher.

Policy compiled by:- S. Waters (SEN Co-ordinator)	Policy Date: - December 2014
Approved by Governors:- December 2014	Review Date:- December 2015
Reviewed by the Curriculum and Standards Committee	November 2021
Next Review	November 2022

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