



Providing the keys to success for every child

Whole School Policy on: Special Educational Needs (SEN)

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Kent County Council

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1 Introduction

At Palm Bay Primary School we pride ourselves in offering our pupils a high level of care and support so every child is able to access every aspect of our schools curriculum. Through our SEN/AEN provision we strive to cater for the needs of our pupils who are having difficulties learning and require additional support. This policy is a working document and reflects SEN/AEN provision at this time.

A revised Code of Practice took effect from September 2014, designed to help make effective decisions about children with special and additional needs. In addition there are statutory duties on LEAs, schools and early education settings, introduced by the SEND Code of Practice 2014 and reinforced and expanded by more recent legislation, such as for Community Cohesion and Equality and Diversity.

Section 19 of the Children and Families Act 2014 presents as the legislative foundation on which to build reforms of children's services, underpinning the **Every Child Matters** Agenda. ECM comprises of five areas:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

2 Basic Information About SEN Provision

2.1 Principles and objectives:

We have regard to the definition of SEN stated in the 'Special Educational Needs and Disability Code of Practice: 0 to 25 years' (SEND):-

- xiii) A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- xiv) A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or 5
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.



- xviii) Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.’

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

2.2 Special educational provision means:

Educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.

- We endeavour to monitor all children/pupils who are not making adequate progress in the four broad areas specified in the SEND Code of Practice i.e. communication and interaction, cognition and learning, behaviour, emotional and social development, and sensory and/or physical development.
- We work closely with all parents/carers to listen to their views so as to build on children’s previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum.
- Parent/carer involvement and support is vital to the success of the education of the children and especially those with SEN/AEN
- We believe that all practitioners are teachers of children/pupils with SEN/AEN and differentiate according to the needs of the children in their care.
- Monitoring the progress of all children/pupils is an ongoing process which enables early identification of any children who may require additional or different provision to be made.
- We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children. This policy should therefore be read alongside our policy for equal opportunities.
- Children/pupils with SEN/AEN are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.



- Parents/carers are encouraged to discuss any issues and concerns with the class teacher in the first instance, SENCO, Head Teacher or SEN Governor.

SEN is one aspect under the umbrella of Additional Educational Needs. Other aspects include:

- CiC (Children in Care)
- G&T (Gifted and talented)
- Ethnic Minorities(including Travellers, Asylum seekers, refugees)
- EAL (English as an additional language)
- Vulnerable children (in Primary Education, we understand that as meaning: - children 'at risk' from abuse or neglect and therefore a Child Protection issue;
- children with physical disabilities;
- children living under stress in their home conditions;
- children with serious sensory impairment;
- children with serious emotional , social or behavioural problems, disadvantaged children, for whom the Government has allocated a Pupil Premium to fund appropriate support, for those who are registered as qualifying for Free School Meals over a time span of 6 years).

2.3 Management of SEN/AEN within the school:

- Parents/carers will always be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child.
- Children/pupils who make slower progress will be given carefully differentiated learning opportunities to help them progress with regular and frequent careful monitoring of their progress, which will involve the parents/carers and children in working in partnership with the school.
- All children will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever means necessary to ensure that success is achieved. All teachers take account of the inclusion statement in National Curriculum 2014 – 4.1:
- Teachers should set high expectations for every pupil.
- They should plan stretching work for pupils whose attainment is significantly above the expected standard.
- They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.
- Teachers should use appropriate assessment to set targets which are deliberately ambitious.



- We aim to recognise strengths as well as weaknesses and try to involve all children in the activities of the school.
- Early identification assessment and intervention are recognised as the key to meeting the needs of the individual children.

2.4 Co-ordination of SEN/AEN provision:

The SENCO, (Special Educational Needs Co-ordinator/ Inclusion Manager) for our school is Mrs J. Ross. The SENCO is responsible for:

- overseeing the day-to-day operation of the SEN policy;
- co-ordinating provision for children with SEN;
- ensuring there is liaison with parents/carers and other professionals in respect of children with SEN, including the school Family Liaison Officer;
- managing teaching assistants;
- advising and supporting other practitioners in the school;
- contributing to the CPD of the staff;
- ensuring that appropriate IEPs are in place, that relevant background information about children with SEN is collected, recorded and updated;
- liaising with external agencies including the LEAs and educational psychology services, health and social services, and voluntary bodies;
- ensuring all staff understand they are responsible for children with SEN in their class;
- instigating, co-ordinating and formulating our policy, and that the draft is evaluated and amended from the comments received from all the relevant parties involved;
- ensuring multi-disciplinary/interagency co-operation is in place to ensure provision meets the needs of the children with SEN and that we link with other schools, special schools, voluntary organisations, health and social service departments, and the LEA.

2.5 The role of the Governing Body:

- The Governor with responsibility for SEN is Mrs L. Drake.
- The Governing Body should:
 - ensure that provision is made for pupils who have SEN;
 - ensure that teachers are aware of the importance of identifying, and providing for those children with SEN;
 - consult the LEA and the Governing Bodies of other schools, when necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;



- ensure that a pupil with SEN joins with all pupils in the activities of the school;
- report to parents/carers on the implementation of the school's policy for pupils with SEN;
- have regard to the Code of Practice (2014) when carrying out its duties to pupils with SEN;
- ensure that parents/carers are notified of the decision of any extra provision being made for their child;
- be involved in developing and monitoring the policy;
- ensure SEN provision is an integral part of the School Improvement Plan.

2.6 Admissions:

- Provision for children with SEN is a matter for the school as a whole.
- We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs.
- All children with SEN play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary the parents/carers are always informed.
- Pupils with statements are admitted into school and fully integrated unless it would be incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

2.7 Specialisms:

- The school has experience in supporting children with a variety of needs e.g. Autism Spectrum, challenging behaviour, speech and language, literacy and mathematics support, social skills.
- There is a vast range of additional materials available.
- Small groups of children are able to use a number of work spaces around the school for supported work.
- The school also has a designated area for working with small groups of children, undertaking activities such as play therapy and nurture group activities.

3 Identification, Assessment and Review

3.1 Resources:

When additional or different action is needed to help pupils make adequate progress, the resources and materials already available in school will usually be enough to ensure



this. If additional or specialist resources are needed these will be accessed by the SENCO. Advice and access may be sought at LIFT (Local Inclusion Forum Team) meetings or via the KFSF (Kent Family Support Framework) which gives access to multi-agency support. In addition, advice may be sought from the Speech and Language Service, Occupational Therapy, School Nursing Team or CAMHS (Child and Adolescent Mental Health Service).

3.2 Identification and Assessment:

- We are committed to the early identification and intervention of children who may have SEN.
- More detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum. We obtain information from parents/carers and any other records from the previous schools the children may have attended.
- The graduated response, adopted in the school, recognises that there is a continuum of needs. This is recommended in the SEND Code of Practice and is in line with the LEA policy.
- Within class the class teacher will differentiate the work to meet the children's needs. If this is not meeting a child's needs, further steps will be undertaken. Any interventions will be identified on the Class Provision Map and progress monitored throughout. The effectiveness of interventions will be monitored via Pupil Progress Meetings which take place, under the direction of the Key Stage Managers, three times per year. The SENCO will be involved in these meetings.
- SEN Support - If adequate progress is not made after a substantial period of intervention and review, the teacher, in consultation with the SENCO, parents/carers may conclude that further support and advice is needed. Additional differentiation within the class setting including small group work with the class teacher and / or a supporting adult. Additional very small group work (maximum of 1:4) or 1:1 supported work with a designated teacher as appropriate.
- An Individual Education Plan (IEP) will be drawn up in consultation with the staff, parents/carers and the child to support their learning.
- The IEP is continually under review to ensure that the appropriate targets set provide success for the child and progress is made.
- In a very few cases it may be necessary for the school to consider, in consultation with the parents/carers and any outside agencies involved, whether a statutory assessment may be necessary. We use the LEA guidance to help make any such decisions. If, in rare cases, the child's needs are considered to be severe and complex, an EHC (Education, Health and Care Plan) may be completed for application to the LEA for the issue of a Statement of Educational Needs.



3.3 Review:

- The SEN Policy is subject to a regular cycle of monitoring evaluation and review.
- The SEN Policy should also be read alongside the Behaviour and Equal Opportunities Policy as they are directly linked.
- The SENCO ensures that all appropriate records are kept and available when needed. These are always available for parents/carers to see and can be a source of invaluable information for teachers in other classes/the next school/further educational establishments.

3.4 Curriculum entitlement:

- All children are entitled to a broad, balanced and relevant curriculum, including the National Curriculum. Progress is continually monitored using a range of assessments including: observations/level descriptions in the National Curriculum at the end of the Key Stage/objectives of the National Literacy strategy and National Numeracy strategy/standardised tests.
- All information gained is used to support planning in order to aid progress.

3.5 Inclusion:

We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

3.6 Evaluation procedures:

- The Head teacher, SENCO and Governing Body, will on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEND Policy need to be made.
- The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.
- We continually review and report on the effectiveness of the policy. This includes the numbers of children identified and their progress, the levels of parental/ carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.
- The SENCO and Key Stage Co-ordinators monitor classroom practice, analyse pupil tracking data and test results and identify value added data for pupils with SEN. The Assessment Co-ordinator is also involved in this process.
- SEN is part of our school self-evaluation arrangements/is a priority in the School Improvement Plan.



3.7 Procedures for concerns:

We endeavour to do our best for all children but if there are any concerns we encourage those concerned to approach the class teacher in the first instance, the SENCO, the Head teacher or the SEN Governor and a response will be made as soon as possible.

3.8 Foundation Stage

- Staff liaise with childcare providers and parents/carers prior to admitting a child and any special needs are discussed. If a child has been identified in its Early Years setting as requiring additional support this is discussed in depth and any special arrangements, staffing, resources or amendments are made prior to the child joining our setting.
- Whilst in the Foundation Stage, a child is closely monitored through observation and any concerns recorded. The SENCO is informed of any concerns with regard to a child's progress or behaviour.

4 Staffing Policies and Partnership With External Agencies.

4.1 Professional development for staff:

- We have a plan for all staff and the SENCO to be involved with further training in line with the priorities identified in the School Improvement Plan.
- We have regular staff meetings where SEN issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation.
- The SENCO attends relevant training and disseminates the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development.
- There is an induction procedure for NQTs and new staff into the school's policy and procedures for SEN.

4.2 Support services available:

- Advice and support from outside agencies is available if requested by the school. The LIFT (Local Inclusion Forum Team) process provides access to additional advice and support from a range of professionals, including the Specialist Teaching service. The KFSF (Kent Family Support Framework) process may also be a route to access additional support, although the Speech and language Service, Occupational Health, School Nursing and CAHMS are able to be referred into directly as single agencies.



- We have links with various voluntary agencies that the school can contact and is available as a support for parents/carers, if applicable. The FLO (Family Liaison Officer) is integral in the accessing of these resources.
- We believe that effective action on behalf of children with SEN depends upon close co-operation between the school and other professionals, e.g. the LEA, SEN support services, health services, social services, etc.
- Records of all children are sent to the receiving educational establishment for their attention. The SENCO endeavours to discuss with receiving staff any children identified as needing additional or different provision to enable continuity of support.

4.3 Partnership with parents/carers:

- The school is committed to involving parents/carers whenever it is practically possible. This is a commitment to all parents/carers but is especially important in the case of those whose children are identified with SEN. We include all, in social events, curriculum workshops and informal meetings.
- The school is committed to having regard to: -
 - the views, wishes and feelings of the child and the child's parents/carers;
 - the importance of the child and the child's parents/carers, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions;
 - the need to support the child and the child's parents/carers, in order to facilitate the development of the child and to help them achieve the best possible educational and other outcomes, preparing them effectively for their transition to secondary school;
- Parents/carers are notified early if we have any concerns and there is always a willingness to listen to issues brought forward for discussion.
- We share information with parents/carers in informal conversations and individual meetings such as Parent Consultation sessions, twice yearly, to discuss progress and to be involved in discussing targets with appropriate intervention strategies to help the child both in school and at home.
- We promote a culture of co-operation between parents/carers, schools, LEAs and others. This is important in enabling anyone with SEN to achieve their full potential.
- We respect the differing perspectives of all parties concerned with children with SEN and seek constructive ways of reconciling different viewpoints.
- We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers.

Through the application of these principle's, the school should be able to support:

- the participation of children and their parents/carers in decision- making



- the early identification of children's needs and early intervention to support them
- greater choice and control for parents/carers over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children with SEN
- a focus on inclusive practice and removing barriers to learning.

4.4 Pupil participation:

Further to section 4.3 and in line with the SEND Code of Practice;

- Children, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them. The views of the children in school are given due weight according to their age, maturity and capability.
- Pupils participate where possible, and appropriate, in setting targets and contributing to their IEPs, discussing their choices, assessment of needs and in the review procedures.

4.5 Transfer arrangements:

- We have procedures in place to ensure that transfer arrangements take place with ease and are perceived in a positive light, by all our pupils. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils.
- Records of all children are sent to the receiving educational establishment for their attention. The SENCO attends a Transition meeting in the Summer Term to discuss, with receiving staff, any children identified as needing additional or different provision to enable continuity of support.

5 Policy Review

Policy prepared by Mrs T. Castle (Acting SENCO) – review and acceptance date as per front cover.

This policy will be reviewed annually during Term 1.

The next review of this policy is due: Autumn Term 1, 2015.