

PERRYFIELDS PRIMARY **SCHOOL**

Special Educational Needs (SEN) **Policy**

Perryfields



Primary

Special Educational Needs (SEN) Policy

'Inclusion is not optional. It's an essential part of better and more just societies.' Centre for Studies on Inclusive Education.

At Perryfields Primary School, we aim to ensure that, through a whole school approach, we address barriers to learning that our pupils may face. We are committed to the process of inclusion and endeavour to provide full access to the national curriculum for all. We seek to identify the needs of our pupils and respond with a range of teaching strategies and to deliver an engaging curriculum in a supportive learning environment. We endeavour to provide support that allows our pupils to be happy, healthy and fulfil their potential.

Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each pupil;
- to ensure that the special educational needs of pupils are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for pupils special educational needs;
- to enable all pupils to have full access to all elements of the school curriculum.

Definitions

The Special Educational Needs (SEN) Code of Practice (2015) states that:

"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."

"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 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."

There are four broad areas of need outlined in the SEN Code of Practice (2015):

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

Provision is made for pupils whose needs fall into one or more of these categories.

A pupil will not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she is taught or will be taught.

Inclusion

In planning and teaching the National Curriculum, teachers are required to have due regard to the following principles.

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Through appropriate curricular provision, we respect the fact that pupils:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to pupil needs by:

- providing support for pupils who need help with communication, language and literacy;
- planning to develop pupil understanding through the use of all available senses and experiences;
- planning for full participation in learning, and in physical and practical activities;
- helping pupils to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Admission Arrangements

The governing Board has decided that pupils with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

Responsibilities

SEN provision is the responsibility of the Inclusion Manager. Responsibilities include:

- co-ordinating the provision for and managing the response to pupils' special needs;
- supporting and advising colleagues;
- maintaining the school's SEN register;
- contributing to and managing the records of pupils with SEN;
- managing the school-based assessment and completing the documentation required by outside agencies and the LA;
- acting as the link with parents;
- maintaining resources and a range of teaching materials to enable appropriate provision to be made;
- acting as link with external agencies and other support agencies;
- monitoring and evaluating the special educational needs provision and reporting to the governing Board;
- managing a range of resources, human and material, linked to pupils with SEN.

Although the Inclusion Manger will over-see the management of the school's SEN provision, everyone in school will be involved in the Access and Inclusion policy and practice in some way.

Assessment, Monitoring and evaluation

In accordance with the SEN Code of Practice (2015) the process for responding to pupils identified as needing additional support, follows the four-step cycle called the Graduated Response;

ASSESS – The pupil will be assessed thoroughly to identify the key area of need and 'next steps' targets will be produced.

PLAN - Provision needed to support the pupil to achieve their 'next steps' targets will be carefully planned to scaffold the pupil's learning towards their goal. This may be in the form of: intervention; curriculum adaptations; resourcing and additional support. If the support is through intervention (individual or small group work over and above what is offered to the class), this is delivered by skilled teachers/ teaching assistants.

DO – The support planned is put in place and monitored over a period of time leading to review.

REVIEW – Following the additional support, the pupil's targets will be reviewed in order to consider next steps.

The above is in addition to the school's procedures for assessment.

Class Teachers keep a file containing details of any pupil on the SEN Register, together with their support plans. They also have access to SEN details online through SIMS and ProvisionMap. It is their responsibility to keep themselves, and other adults who work in the class, up to date with the SEN needs of pupils in their class. Master copies of all SEN information are held by the Inclusion Manager.

Teaching and Learning

Pupils needs are met using three levels of intervention, described as 'waves of support', which support access to the curriculum.

Wave 1 describes quality inclusive teaching, which takes into account the learning needs of all the pupils in the classroom. It includes providing differentiated work and creating an inclusive learning environment.

Wave 2 describes specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.

Wave 3 describes targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable pupils to achieve their potential.

The Wave 2 and Wave 3 intervention groups are in addition to personalised programmes created by school staff and the outside agencies that we work closely with.

Partnerships

Working together is the key to success and we aim to do this by:

- Termly progress meetings with Headteacher, Access and Inclusion Manager and class teachers.
- 1/2 Termly progress discussions and evidence of progress scrutiny by the Senior Leadership Team, which includes the Inclusion Manager.
- Termly meetings between parents and the Inclusion Manager for those pupils receiving Wave 3 interventions.
- 'Open-door' policy with teachers, Inclusion Manager and Head Teacher.
- Facilitating meetings with outside agencies.
- Brokering appropriate support from SEN support providers.
- Personalised communication/support when appropriate.
- Annual Reviews (for pupils with Education Health and Care Plans).

Further support for parents is available from:

http://www.sandwell.gov.uk/info/200326/special_educational_needs_and_disabilities_send/340/special_educational_needs_in_schools

Transition

Whether it is joining us from a setting, leaving us to join a new one or simply moving from one class to another, we understand the added impact these changes can have on pupils with SEN. As a result, the following measures are implemented, along with personalised transition programmes, when required.

- Visits to and discussions with staff at existing/new settings/outside agencies.
- Transition visits, supported by a transition booklet, existing and new staff/outside agencies.
- Facilitating meetings between parents and new settings.
- Pupil-led sharing of information - 'Things I Want You To Know About Me'.

Complaints Procedure

- Any complaints should, in the first instance, be directed to the class teachers, who will inform the Head Teacher and Inclusion Manager.
- In the event of the situation not being resolved, complaints should be referred to the Inclusion Manager, then the Head Teacher and the school's 'Complaints Procedure' should be acted on if necessary.

Named contacts for SEN:

Inclusion Manager: Mrs. Kirsty Jinks

Head Teacher: Mrs. Terry Jones

SEN Governor: Mr Matt Knott

Signed by:

Chair of Curriculum Committee:

Headteacher: