



Thorns Community



Infant School

Park Hill Thorns Primary Federation

Successful, confident learners. Responsible, compassionate individuals.

Special Educational Needs Policy

Written: June 2014

Reviewed: January 2024

Next Review: January 2025

Rationale

Legally, a child is defined as having special educational needs if s/he has a learning difficulty that calls for special educational provision. A learning difficulty means either that the child has significantly greater difficulty in learning than most children of the same age, or that a child has disability that prevents them accessing the normal curriculum in schools in their area unless special provision is made for them.

The children who need special educational provision therefore includes children who have:

- Physical disabilities
- Hearing, visual or multi-sensory impairments
- Speech, Language and Communication needs
- Autism Spectrum Condition
- Learning difficulties (including specific, severe and moderate)
- Social, emotional and mental health needs

It is estimated that up to 20% of children may need special educational help at some stage in their school careers, but only a very small percentage will need the protection in law of an Educational Health Care plan.

The SEN Code of Practice identifies key principles:

- A child with SEN should have their needs met
- Children with SEN should be offered full access to a broad, balanced and relevant education
- Children's needs will normally be met in mainstream schools
- The views of the child should be sought and taken into account
- Parents have a vital role to play in supporting their child's education

At Park Hill/Thorns Federation, we are committed to ensuring that our policies, plans and practices are inclusive to all within our school community. Therefore our curriculum offers all pupils the full range of learning experiences to promote achievement, progress and the personal development of each child. This document is a statement of the aims, principles and strategies for the teaching and learning and management of SEN.

Aims

- To recognise that all children can have special needs at any time in their school career
- To recognise that all children have intelligence and can experience success in learning providing that the work they are asked to do is adapted to their specific needs
- To ensure that children with a special educational need receive adequate recognition and help
- To ensure that children with a special educational need are able to have access to a broad and balanced curriculum
- To ensure class teachers plan for provision and inclusion of special educational needs within their lessons
- To ensure that assessment is used rationally and to the benefit of the children, so it becomes an integral part of their education
- To view parents as co-educators and fully involve them in any Personal Learning Plans (PLPs) and reviews
- To ensure that achievement and progress is recognised and rewarded.

Identification and Assessment of SEN

The SEN Code of Practice (2014) clearly sets out the stages, which must be followed, in managing SEN. Initial identification of learning or emotional difficulty lies with the child's class teacher, unless the child has transferred from another school or educational establishment with records of special needs provision or the child has physical, medical or sensory difficulties. This establishes a clear analysis of the child's needs drawing on:

- Teacher's assessment and experience of the pupil - pupil progress, attainment and behaviour;
- Any barriers to learning
- Children's development in comparison to their peers
- The views of child and parents
- The strategy sheets for specific learning difficulties

This will lead to the child's learning being differentiated accordingly (Quality First Teaching). The SEN coordinator is consulted and the child's progress monitored. SEN pre-referral checklists will be used to record provision and impact and the child may be placed on the SENCO's monitoring register.

Please note that a child must not be regarded as having a learning difficulty solely because the language of the home is different from the language in which s/he will be taught.

School Support (K)

The child is put on the school's register for SEN and a plan of action is discussed with parents and the class teacher alongside the SENCo at a Personal Learning Plan Meeting (PLP). The child's needs are identified and desired outcomes to be worked towards. To address these needs specific strategies are put in place. These are identified on the PLP as well as any interventions, all of which are closely monitored and adapted as necessary. Children will attend and contribute to this meeting as appropriate to their needs and abilities. Children will have a set of targets necessary to address their needs and interventions will be put in place and monitored so that progress is being made against these targets. Parents will be informed in writing when a child is placed on the SEN register.

Outside agency support will be used to assess children and provide specialised advice as to how best support children in school. The SENCo may request further assessment support from the speech and language team, SEND Supported or from the Integrated Disability Service specialism teams (IDS) for the child. The school may refer children to the Educational Psychologist as well to provide further investigation and assessment. Parental consent is always sought.

Education, Health and Care Plans (EHC)

If a child has received school support and outside agency support with limited impact, then the school can make a request to the Local Authority for an assessment to provide an Education Health Care Plan. This is usually with the agreement of the Educational Psychologist. If the Local Authority agrees to go ahead with an assessment they will gather reports from all the professionals involved and then a plan will be written and agreed. The plan will be monitored and Reviewed. In addition an annual review is required to which all professionals working with the child, the parents and the child contribute and attend. Only

following an annual review can changes to the EHC document be made. If children have an EHCP, they will continue to have termly Personal Learning Plans which will help work towards their EHCP targets. With parental agreement, these meetings may be held during the day so that 1:1 Teaching Assistants can be involved.

SEN and the National Curriculum

The school has a responsibility to provide a broad and balanced curriculum for all our pupils. The national curriculum is the starting point for planning a school curriculum that meets the specific needs of individuals and groups of individuals.

In order to provide all pupils with relevant and appropriately challenging work, the National Curriculum Programmes of Study can be modified as necessary. In developing a more inclusive curriculum we:

- Aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible
- Plan approaches to teaching and learning so that all pupils can take part in lessons fully and effectively
- Support individuals or groups to overcome potential barriers to learning.

In most cases a child's needs will be met through greater adaptation of tasks and materials by the teacher; the use of additional resources and the support of teaching assistants. A smaller number of pupils may need access to specialist equipment and approaches or to alternative or adapted activities.

Classroom Management and Organisation

The learning environment will be managed in such a way as to facilitate different learning needs with regard to SEN. Teachers think about the five stages of a lesson (lesson starts, periods of instruction, independent work, group work and the last five minutes) and the needs of children during these stages when organising and managing classes.

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All classrooms will have a visual timetable and teachers aim to maintain a distraction-free environment around the front of classrooms to support children's focus. Teachers will think carefully about seating arrangements and choose positions in class that support the needs of individual children considering: hearing and visual needs; the use of additional adults; friendship or supportive partnerships and access needs.

Adaptation

Teachers will adapt the curriculum by:

- Task
- Outcome
- Teacher / adult support
- Questioning
- Resources

Record Keeping and Assessment

Regular assessments are made of children's work in order to establish the level of attainment and to inform future planning. Record keeping and assessment procedures are defined in the Schools Assessment and Feedback on Learning Policies.

Staff Involvement

All school staff work to implement the policy in aspects of planning, practice and review. Staff are committed to inclusion and the Code of Practice is fully implemented.

Parent Partnership

We strive to make parents feel confident, comfortable and equal partners in the education of their children. We encourage open, positive and regular contacts with parents and information is communicated in a variety of ways. Both schools run parent coffee mornings led by Learning Mentors to offer support for parents of children on the SEN register. This policy is consistent with other school policies and practices. Information about Warwickshire Parent Partnership Service (known as SENDIAS) is available for parents on the school websites.

Involvement of Children

We encourage all the children to be committed to and take responsibility for their own learning as well as recognising and celebrating all successes. Children contribute to the drawing up of targets for their own learning programme and their views are used in decision making.

Management of SEN

This policy was drawn up by the SENCo in both schools in consultation with the Executive Head teacher, SEN Governor and staff.

The school purchases visits each year by a named educational psychologist. The Educational Psychologist is also involved in some annual reviews for EHCPs.

Time is provided during the week for the SENCo to have non-contact time to fulfil her role.

Duties of the Special Educational Needs Co-ordinator (SENCo) - Miss Lizzy Biggs (Park Hill) and Mrs Rachel Sheridan (Thorns)

The SENCo is responsible for the oversight and co-ordination of the school's provision for SEN. This will include the following:

- Day to day running of the school's SEN policy
- Overseeing the identification of pupils needing intervention and the differing levels of provision put in place including those children with EHCPs.
- Working with and advising colleagues
- Updating and overseeing the records of pupils with SEN
- Working with parents of SEN children
- Working with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies.

- Maintaining and updating a register of SEN children
- Organising and chairing at least one PLP meeting for each child every year and assisting with the writing PLPs

The SENCo will:

- Attend relevant training
- Deliver relevant training to staff
- Keep colleagues informed regarding SEN issues
- Disseminate information from outside agencies to colleagues
- Keep colleagues up to date regarding new regulations that affect pupils with SEN
- Arrange for visiting speakers / workshops when required.
- Monitor programmes and interventions

Confidentiality

The SENCo will ensure the confidentiality of the following:

- Any medical records of children with SEN
- Assessments or reports from outside agencies
- Information from parents of children with SEN

Resources and budget

Resources will be made available to facilitate access to the national curriculum for any child with SEN. This may be in the form of equipment or materials or additional personnel. Non-curricular needs will be considered, pastoral care arrangements and any medical requirements that the child may have. The two SENCOs work alongside the School Business Manager and Executive Headteacher to allocate the school's notional SEN budget; create costed IEPs for individual children and ensure that Higher Needs Funding is used appropriately.

Access for Disabled Pupils and Other Facilities

The learning environment is continually under review and highlighted in the Federation Learning Improvement Plan. An Accessibility Plan for both schools is in place.

- Both schools have ramp access to all main entrances including the Reception classrooms.
- Acoustic tiles have been fitted to four classrooms and two nurture rooms at Park Hill and to the whole Reception area and two classrooms at Thorns
- Anti-glare film has been fitted to one classroom in each year group and to the hall at Park Hill and to one classroom at Thorns

Diversity

In accordance with the School's Diversity Policy all children must be given full access to all areas of the curriculum and facilities of the school. Staff will endeavour to help all children to reach their full potential irrespective of race, gender, age or ability. Information around adaptations and support for children will also be shared with staff at The Hub at Park Hill as they are members of the school team.

Admissions, Attendance, Discipline and Exclusion

The school is committed to ensuring that all processes are fairly applied in line with LA criteria and guidelines.

Duties of the Governing Body

The duties of the Governing Body are to comply with Part III of the Education Act 1993. The Designated Governor is Mrs Sue Casey. The responsibilities of the SEN Governor are:

- Becoming informed about relevant documents and legislation eg school SEN Policy, LA Policy/guidelines on SEN, the Code of Practice for the Identification and Assessment of SEN, school SEN Action Plan
- Knowing the number of children identified as receiving support through School Support, Outside Agency Support or EHC Plans in the school and, in summary, the progress made by pupils receiving these different degrees of intervention
- Knowing whether appropriate resources from the school budget are allocated for this part of the school's work, understanding how the school's notional SEN income is being spent and how priorities are decided
- Arranging regular meetings with the SEN Co-ordinator (SENCo)
- Being a point of contact on the Governing Body for parents of SEN children if necessary, once the normal contact between the parents and teachers, including the head teacher have been established
- Reporting on the school's provision and making recommendations where necessary to the governors.

SEN in other Policies

This policy should be read in conjunction with several other policies which contain references to SEN; notably the Learning, Teaching and curriculum policy, Equality policy and Assessment policy.

Appendix 1: Flow chart for identification of SEND

