

**ST. MARY & ST. MARGARET'S
CE (AIDED) PRIMARY SCHOOL**



SEN POLICY

May 2023

Policy on Special Educational Needs (SEN)

School Values

Our School Values set the ethos in which this policy is grounded:

We believe that St Mary and St Margaret's CE Primary School exists to enable every child to realise his or her potential to the fullest possible extent, whatever his or her particular needs and abilities. We aim to help all children to be the best they can be by 'living life in all its fullness' (John 10:10).

To this end, we promote our agreed School Values:

- *Growing as a child of God*
- *Loving learning*
- *Caring*
- *Achieving*
- *Personal development*

1 Introduction

- 1.1 This policy was reviewed and updated in line with the revised Code of Practice (2015).
- 1.2 This school provides a broad and balanced curriculum for all children. Development Matters, The Early Years Foundation Stage and National Curriculum are our starting points for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.
- 1.3 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.
- 1.4 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.
- 1.5 The Equality Act (2010) identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all (and not only) children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

2 Aims and objectives

- 2.1 The aims and objectives of this policy are:
 - to create an environment that meets the special educational needs of each child;
 - to ensure that the special educational needs of children 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 children's special educational needs;
 - to enable all children to have full access to all elements of the school curriculum;

- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

3 Educational inclusion

3.1 In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

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

3.2 Teachers respond to children's needs by:

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

4 Special educational needs

4.1 Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

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 them.

A child 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*

(SEN Code of practice 2015)

4.2 Many of the children who join our school have already been in early education. In many cases, children join us with their needs already assessed. All children are assessed when they enter our school so that we can build upon their prior learning. We use this information, along with that from previous settings, to provide starting points for the development of an appropriate curriculum for all our children.

4.3 If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called 'Early Support' in our school. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them

for additional information. The Special Educational Needs Coordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.

- 4.4 If the Early Support interventions identify that support is needed from outside agencies, we will consult parents prior to any assessment or support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those used at Early Support. This enhanced level of support is called 'SEN Support'. External support services will provide information which is then recorded on an individual 'My Support Plan'. The new strategies in the plan will, wherever possible, be implemented within the child's normal classroom setting.
- 4.5 If the child continues to demonstrate significant cause for concern in attainment and/or progress, despite significant intervention over a period of time, a request for statutory assessment will be made to the LA in which the child resides. A range of written evidence about the child will support the request. This may result in the award of an Education Health and Care Plan (EHCP) that gives details of the outcomes and provision for an individual child .
- 4.6 In our school, the SENCO:
- manages the day-to-day operation of the policy;
 - co-ordinates the provision for and manages the responses to children's special needs;
 - supports and advises colleagues;
 - oversees the records of all children with special educational needs;
 - acts as the link with parents;
 - acts as the link with external agencies and other support agencies;
 - monitors and evaluates the special educational needs provision, and reports to the governing body;
 - manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
 - contributes to the professional development of all staff.
 - Manages performance of staff directly supporting a child with SEN

5 The role of the governing body

- 5.1 The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.
- 5.2 The governing body aims to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children.
- 5.3 The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the SENCO. The SENCO ensures that all those who teach a pupil with an EHCP are aware of the nature of the outcomes and requirements of the statutory assessments.
- 5.4 The SEN Governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

6 Allocation of resources

- 6.1 The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHC plans.
- 6.2 The headteacher informs the governing body of how the funding allocated to support special educational needs has been used.

- 6.3 The headteacher and the SENCO meet regularly to agree on how to use funds directly related to SEN provision.

7 Assessment

- 7.1 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation to support their child.
- 7.2 The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.
- 7.3 The SENCO works closely with parents and teachers to plan an appropriate programme of support.
- 7.4 The assessment of children reflects, as far as possible, their participation in the whole curriculum of the school. The class teacher and the SENCO can break down assessments into smaller steps in order to aid progress and provide detailed and accurate indicators of progress and attainment.
- 7.5 The LA seeks a range of advice before carrying out a statutory assessment. The needs of the child are considered to be paramount in this.

8 Access to the curriculum

- 8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:
- understand the relevance and purpose of learning activities;
 - experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 8.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear outcomes; activities and teaching strategies are adapted appropriately, and a range of assessments are used to inform the next stage of learning.
- 8.3 My Support Plans, which identify additional intervention and support beyond that of everyday classroom practice, feature significantly by detailing the provision that we make in the school. These are reviewed termly and shared with parents.
- 8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

9 Partnership with parents

- 9.1 The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with special educational needs.
- 9.2 The school website contains details of our policy for special educational needs and our Local Offer (SEN Information Report), including details of the arrangements made for children in our school.
- 9.3 We have regular opportunities to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

10 Pupil participation

- 10.1 In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Early Years Foundation Stage recognises the importance of children developing personally and socially as well as educational skills and Characteristics of Effective Learning.
- 10.2 Children are involved at an appropriate level in reviewing their support plans and in review meetings. Children are encouraged to make judgements about their own performance against outcomes set. We recognise success here as we do in any other aspect of school life.
- 11 Safeguarding
- 11.1 All staff are responsible for the safeguarding of all children. Keeping Children Safe in Education (2022) states staff should be particularly aware of that a child who:
- is disabled or has certain health conditions and has specific additional needs
 - has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
 - has a mental health need
- 11.2 In line with KCSIE 2022 the following also apply:
- 11.3 The Governing body ensures there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. This policy forms part of a set of policies that set out how children are safeguarded.
- 11.4 If a child leaves or arrives at school during the year, in order to safeguard any vulnerabilities they may have, their SEN records are transferred and the SENDCo ensures that appropriate staff are aware of and receive relevant information.
- 11.5 The Governing body ensures that children are taught about how to keep themselves and others safe, including online. It is recognised that effective education is tailored to the specific needs and vulnerabilities of individual children, including children with special educational needs or disabilities.
- 11.6 Where a parent/carer expresses their intention to remove a child from school with a view to educating at home, school will work together with LA and other key professionals to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision is made, to ensure the parents/carers have considered what is in the best interests of their child. This is particularly important where a child has special educational needs or a disability.
- 11.7 Whilst **any** report of sexual violence or sexual harassment is taken seriously, staff are fully aware that children with special educational needs and disabilities (SEND) are also three times more likely to be abused than their peers. Therefore, staff are fully aware of the need to ensure that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

11.8 The SENDCo is also a member of the senior leadership team and is aware of their role within the framework to support the mental health of children who may have a special educational need and the staff who support and work with them.

11.9 The SENDCo will liaise with the virtual school, where appropriate, to support children who are looked after by a Local Authority and also have a special educational need.

11.10 The Governing body ensures the child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in children with SEN or a disability. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or a deputy) and the SENCO.

School carefully considers whether extra pastoral support and attention for these children is needed, along with ensuring any appropriate support for communication is in place.

12 Monitoring and review

12.1 The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

12.2 The SENCO is involved in supporting teachers involved in drawing up My Support Plans for children. The SENCO and Senior Leadership Team (supported by outside agencies where appropriate) hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold regular meetings.

12.3 The governing body regularly reviews this policy.

Signed:

Date: May 2023