



Osmotherley Primary School Policy Document

Special Educational Needs (SEN)

Version 1.0

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Introduction

Abbreviations used in the policy.

- ESW: Educational Social Worker
- IEP: Individual Educational Plan
- SEN: Special Educational Needs
- SENCO: Special Educational Needs Co-ordinator.
- SMART: Specific, Measured, Achievable, Realistic, Time-bound

A copy of this policy is available for all parents who request one from the school office.

A child is classed as having Special Educational Needs if he or she has been identified as having a learning, behavioural, emotional or physical difficulty which calls for Special Educational provision to be made for him or her.

A child has a difficulty if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a difficulty which either prevents or hinders the child from making use of educational facilities of a kind provided for children of a similar age in schools within the area of the local authority
- Is under five and falls within the definitions above or would do so if special educational provision were not made for the child
- Has a physical impairment, including auditory and sensory, which is a barrier to normal communication and learning situations

A child with behavioural or emotional difficulties is one whose behaviour or responses is outside the accepted norm across the federation

A child must not be regarded as having a learning difficulty solely because the home language is different from the language in which he or she is taught.

Aims of the policy

All children to:

1. Be happy and feel secure.
2. Be included.
3. Achieve the very best of which they are capable.
4. Have access to a broad balanced and relevant curriculum.
5. Demonstrate personal development and growth.
6. Make good progress.
7. Experience wider activities leading to greater independence.
8. Make effective independent decisions.

All staff to:

9. Be well equipped to identify and meet needs.
10. Identify children's needs early.

11. Plan effective interventions.
12. Evaluate and revise interventions regularly.

All parents/carers to:

13. Be kept informed at all times.
14. To have the opportunity to be fully involved.

OBJECTIVES

Be happy and feel secure.

- Provide a secure and caring environment.
- Use positive and supportive language.
- Use praise to celebrate achievement.
- Set suitable learning challenges.
- Provide opportunities for parents and children to celebrate achievement together (eg. home-school book).
- Ensure that children unable to attend school because of medical needs are kept informed about school social events and are able to participate wherever possible.
- Encourage and facilitate liaison with peers, eg. through visits and video links.

Be included

- All children to be given a sense of belonging whatever their social, ethnic or cultural background or medical needs.
- Children to be fully included by compensating for their needs.
- Wherever possible children with sensory impairments to be given access to all areas of the curriculum.
- Wherever possible children with physical disabilities to experience a broad and balanced curriculum.
- Provide a range of resources to suit particular individual or group needs e.g. roller ball mouse, speech games, Braille.
- Differentiate within class teaching to enable all children to achieve their full potential.
- All children to continue to have access to as much education as their medical condition allows so that they are able to maintain the momentum of their education and to keep up with their studies.

Achieve the very best of which they are capable.

- Maintain class sizes by having a teaching SENCO
- All teaching staff carry the SENCO role in their own class.
- Use effective assessment and monitoring (Baseline assessment in early years, observational assessment, parental views, Sats tests, Nelson Reading tests).
- Provide high quality learning opportunities and materials.
- Use positive and supportive language with pupils.
- Intervene early to promote progress
- Make effective use of outside agencies.
- Liaise effectively with parents and carers.

- Supply the appropriate education provider with information about a pupil's capabilities, educational progress and programmes of work.

Have access to a broad balanced and relevant curriculum

- Plan differentially and set targets for individuals and groups .
- Provide support in an effective manner.
- Involve parents by providing formal and informal information.

Demonstrate personal development and growth.

- Use praise and positive language to reinforce all aspects of personal development eg. learning to curb a temper, eating with a knife and fork .
- Celebrate all achievements.
- Involve parents in celebrating success and achievement.
- Recognise and celebrate personal achievements as a whole school.
- Personal development targets to be included on IEPs wherever appropriate.
- Use effective personal and social assessments and record sheets to show development and growth.

Make good progress

- Set SMART targets which are reviewed regularly.
- Use appropriate teaching styles to meet the needs of the children.
- Encourage parents to be involved.
- Celebrate achievement in all areas.

Experience wider activities leading to greater independence.

- Children to work in a variety of different groups and with the opportunity to work with partners and friends of all abilities.
- Appropriate use of support staff.
- Children to have individual responsibilities in school/classroom.

Make effective independent decisions.

- All children to be given the opportunity to make choices regarding certain activities – guide them by making sensitive suggestions.
- Increase children's responsibilities in school where they can feel secure in their decisions.

Be well equipped to identify and meet needs.

- Liaise regularly with parents and keep up to date with home situations/health etc.
- Early years staff to be given information regarding interpreting the Reception Baselines with regard to SEN.
- Each member of teaching staff to be given a guidance file containing articles, notes etc. to be built up to help with identification of particular difficulties and with ideas for teaching activities. This will be continually updated.
- Effective communication with SENCO and outside agencies to keep up to date with new developments.

Identify children's needs early.

- Early years staff to gain early information from parents, pre-school staff.
- Early years' staff and SENCO to liaise with School Health, nursery staff about difficulties pre-school.
- Use of Nursery Profile, Early Years Foundation Stage Profile to highlight areas of weakness at an early stage.
- Regular communications with parents, to ensure any concerns are noted, discussed and addressed.
- Notify ESW if a pupil is, or is likely to be, away from school due to medical needs for more than 15 days.

Plan effective interventions.

- All IEP targets to be SMART targets.
- All planned interventions to be known to all staff working with the child eg. Teaching Assistants.
- Parents/carers to be seen as partners working alongside teachers to create an effective learning intervention.
- Good communication with parents, outside agencies and SENCO.
- Where appropriate children to discuss their future targets and celebrate in their own achievements.
- Provision of work and materials for children who are absent from school because of medical needs.

Evaluate and revise interventions regularly.

- Good communication between Teacher and Teaching Assistants to ensure information about targets/children's progress is monitored.
- Interventions to be reviewed and evaluated on a termly or half termly basis. Future planning to be based on this information.
- Progress to be regularly shared and discussed with parents/carers.
- Children to be involved where appropriate in discussing and evaluating their progress.
- Good communication and co-operation between the home school, the home and the hospital and home teaching service.

Parents/carers to be kept informed at all times.

- Class teacher to keep parents/carers fully informed from the initial concern.
- Information to be exchanged in a sensitive way.

Parents/carers to have the opportunity to be fully involved.

- Parents/carers and teachers to work in partnership when setting targets for IEPs.
- Where possible to work in partnership with the federation and outside agencies to meet the targets on the IEP.
- To jointly celebrate success however small.
- To understand and be involved at all stages of SEN according to the new Code of Practice and the LA SEN Policy 2014.

Placing children on the federation's register of Special Education Needs.

When a child is identified by the class teacher as having difficulty accessing the curriculum and the teacher has ongoing concerns, they will discuss this with the SENCO. Intervention programmes such as Active Literacy, ELS, will be considered along with high quality differentiated work targeted at meeting the child's needs. This may require support from a teaching assistant. The child's progress will be closely monitored and there will be close liaison with parents to discuss learning targets. The child may have an Individual Education Programme with clearly defined targets.

- Where, after discussion with relevant staff, parents/carers, outside agencies and the child as appropriate, it is decided that additional provision is required, the SENCO will organise external specialist advice and support. Their advice will be added to an IEP and relevant CPD will be undertaken as appropriate. The SENCO takes lead responsibility for information gathering and for co-ordinating SEN provision.
- If progress continues to be very limited, despite all efforts of both the federation and external agencies, the LA will, in extreme cases, consider the need for statutory assessment and the preparation of an Education and Health Care Plan. This will be completed by the federation, parents and the external agencies and professionals involved with the child. Information will be supplied to the LA to be ratified and then a CANdo matrix will be completed to generate funding. When confirmed, the LA will closely monitor progress through an Annual Review and liaison with parents, the federation and agencies involved with the child.
- In cases of long term absence, including cases of medical need, the federation will inform ESW to ensure that children are not at home without access to education for more than 15 working days. The named person will liaise with health professionals and the federation will follow the statutory guidelines contained in the document 'Access to Education for Children and Young People with Medical Needs.'

When a child is identified as having SEN the Class Teacher and SENCO will:

- Ensure that the child's parents/carers are aware of the local authority's Parent Partnership Service.
- Ensure that parents are kept informed from the start of any SEN provision and notify any changes.
- Use information arising from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child.
- Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class.
- Use the assessment process to allow the child to show what they know, understand and can do and celebrate their strengths, as well as to identify any learning difficulties.
- Ensure that ongoing observation and assessment provide regular feedback to teachers and parents/carers about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning.
- Involve parents in developing and implementing a joint learning approach at home and in school.

Provision

Quality first teaching in the classroom with fully differentiated planning is the first method used to address needs. Where this Wave 1 support does not succeed in ensuring appropriate progress, Wave 2 support will be given, usually in the form of small group support and intervention programmes. More intensive Wave 3 support, often given 1:1, will follow where appropriate.

What is adequate progress for children with SEN?

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the child and their year group.
- Prevents the attainment gap growing wider.
- Is similar to that of children starting from the same attainment baseline, but less than that of the majority of children.
- Matches or betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.
- Demonstrates that a higher level of independence is achieved.

Transition Arrangements for Y6 pupils identified as SEN

With the assistance of the class teacher and parents/carers, the child will be supported in creating an Inclusion Passport to take with them to secondary school. The Headteacher will also arrange a transition review early in the Autumn term for any Y6 pupil with SEN, liaising with parents, the child as appropriate, secondary school SENCO and outside agencies as necessary. Additional transition visits should also be arranged as appropriate to the child's level of need.

The Role of the Governing Body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

The governing body does its best 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. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the federation's policy for children with special educational needs. The governing body ensures that parents are notified of a decision by the federation that SEN provision is being made for their child.

The 'responsible person' in this school is the Headteacher.

The governing body has identified a governor to ensure that all governors are aware of the federation's SEN provision, including the deployment of funding, equipment and personnel.

This policy is supported by the SEN Guidance File and SEN Code of Practice. This is to be read in conjunction with the LA SEN Policy 2014. A summary of provision for SEND is included at the end of the school policy.

Links to other policies/guidance documents

Early Years Curriculum

Policy and practice for Children in Public Care

Teaching and Learning

Behaviour and Attendance

Child Protection

Admissions (**Admissions policy should take note of the SEN Disability Act.**)

Inclusion

Access to Education for Children and Young People with Medical Needs

Equalities Scheme 2013-2016

Mount Grace Federation : Special Educational Needs provision		
	North Yorkshire 'offer'	Schools' 'offer'
Inclusion Quality Mark	Many North Yorkshire schools have used our Inclusion Quality Mark (IQM) to evaluate how successfully they include all learners, including those with SEND. The IQM allows schools to show how they are benefiting different groups of learners, and how their outcomes are improving as a result of their work. A full list of North Yorkshire schools currently holding the IQM is available.	<ul style="list-style-type: none"> • Statement on Equality and Inclusion
Universal Provision	High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies. The school must have a named governor who holds the school to account for making good provision for pupils with SEND.	<ul style="list-style-type: none"> • Quality first teaching • Differentiated work matched to ability • Dyslexia friendly classrooms • Targeted support • Named governor who meets with Senco termly
Recording Provision	Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map or an individual education plan. This should include:-• details of any strategies being used to support your child in class;• details of any extra support or interventions for your child;• your child's learning targets;• the next date when your child's progress will be reviewed.	<ul style="list-style-type: none"> • Individual inclusion passport for SEND pupils • Close liaison with parents and outside agencies • Review meetings with parents • Views of parents and child recorded • Minutes circulated after review meetings • Annual review held for statemented pupils along with interim reviews to monitor progress
Interventions	Schools use a range of interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you:-• what interventions your child is receiving and what are the intended learning outcomes;• when during the week any interventions will be delivered and for how many weeks;• who will be delivering the interventions (usually a well trained teaching assistant) and where (e.g. in class or outside the classroom)• how the interventions will relate to and support	<ul style="list-style-type: none"> • Individual learning programme of support eg handwriting, phonics, reading, physical support-exercises • Targeted support eg Springboard Maths to catch up • Reading support ;1 to 1; use of Active Literacy Kit • Close liaison with parents

	learning in the classroom; • how they will be monitored closely to make sure they are helping your child to make accelerated progress.	
Extra Adult Support	There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons.	<ul style="list-style-type: none"> • Targeted use of TA in class with individuals or small groups • Support from class teacher
Expected progress	All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets, and overall progress with National Curriculum levels.	<ul style="list-style-type: none"> • Regular meetings at least termly to review progress • Analysis of test results and progress measured • Targets set and reviewed; shared with pupils and parents

Support from other agencies	The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions, Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent.	<ul style="list-style-type: none"> • Referral to EMS as appropriate • Advice requests from health professionals • Meetings/liason with parents and EMS staff • Detailed assessment of child's needs sent to parents and EMS
On-going communication with parents	Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests . This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most	<ul style="list-style-type: none"> • Review meetings at least termly with Senco and outside agencies • Home/school book • Reading record • Inclusion passport; all information shared with parents • Levels of attainment and targets shared • Written reports after review meetings • Senco liaison between outside agencies and parents as appropriate

	<p>appropriate targets are set to ensure progress. You should be informed about the National Curriculum levels at which your child is working. If you are not sure what these mean, don't be afraid to ask.</p> <p>On-going communication with school may include:-</p> <ul style="list-style-type: none"> • regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes; • more regular meetings to update you on your child's progress and whether the support is working; • clear information about the impact of any interventions; • guidance for you to support your child's learning at home. 	
Inclusion Passports	<p>Many schools use inclusion passports. This is a document that summarises the support that has been given to a pupil over a period of time, and the difference that this support has made. You may like to ask your child's school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.</p>	<ul style="list-style-type: none"> • Inclusion Passport used to give details of child's learning needs; includes child's views • IP shared with parents and EMS
Parent Partnership	<p>A Parent Partnership Co-ordinator can be contacted through North Yorkshire's education offices or on 0845 034 9469. The Parent Partnership Coordinators can offer impartial advice and support which could include making a home visit to listen to any concerns you may have, or attending meetings with you. They may also be able to put you in touch with other organisations or parent support groups.</p>	<ul style="list-style-type: none"> • Advice, leaflets given to parents by Senco
Statutory Assessment	<p>For a very few children more help will be needed than is normally available through the school's own resources. Schools, parents and other agencies may decide that it is necessary to request a statutory assessment through the local authority. Your school, or a Parent Partnership Co-ordinator can talk to you about this in more detail.</p>	<ul style="list-style-type: none"> • Advice and support given to parents by Senco • Contact with Local Authority • Liaison with outside agencies • Evidence collected and submitted to LA
Key contacts	<p>All mainstream schools have a SENCo. They, along with your child's class teacher, will be able to discuss your child's needs with you, the support for learning that the school is providing to meet their needs, and what expectations the school has for your child's progress.</p>	<ul style="list-style-type: none"> • Senco role taken by Head Teacher • Senco has up to date information to be shared with parents

