

# Special Educational Needs (SEN) Policy



**Inspire to Aspire**  
**Life in all its fullness**

## St Nicholas and St Laurence CE VA Primary School

**Approved by:** Full Governing Body

**Date:** 8<sup>th</sup> December 2021

**Next review** Autumn term 2022  
**due by:**

## **Legislative Compliance**

This policy complies with the guidance given in Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65). It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- SEND Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010
- Children and Families Act 2014

This policy will explain how St Nicholas and St Laurence CE VA Primary School will identify and support pupils with Special Educational Needs (SEN) and disabilities.

It was reviewed in the Autumn Term of 2021 and shared with parents, staff and governors.

## **School Information**

The Headteacher, Mr Wayne Roberts, has overall responsibility for SEN in our school.

The designated teacher (SENCO) responsible for coordinating SEN provision is Miss Samantha Loader. She can be contacted through the school office.

The designated Governor for SEN is Ms Natasha Hardy. She can be contacted through the school office.

*"At St Nicholas and St Laurence CE VA Primary School we will work in partnership with parents to put children at the heart of all we do. They will receive, within a caring Christian environment, the highest quality education that will ensure they reach their full potential and prepare them for a future life."*

## **Philosophy and Values**

*"All children are entitled to an education that enables them to make progress so that they:*

- *Achieve their best*
- *Become confident individuals living fulfilling lives, and*
- *Make a successful transition into adulthood."* (SEND C Of P)

St Nicholas and St Laurence CE VA Primary School has high aspirations for all children identified as having SEND in our school. We strive to ensure that all children achieve their best, that they become confident individuals living fulfilling lives, and make a successful transition into adulthood. We aim to provide every child with equality of opportunity and encourage each individual to realise their full potential. High quality teaching that is differentiated and personalised will meet the needs of the majority of children. Some children need educational provision that is additional to or different from this.

*"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."* (SEND C of P)

*"A child of compulsory school age or a young person has a learning difficulty or disability if they: Have a significantly greater difficulty in learning than the majority of others of the same age, or Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools."*

## **Aims at our school**

- To create an environment that meets the needs of each child.
- To create an inclusive, accepting and encouraging atmosphere where children can thrive
- To ensure that the SEN of children are identified, assessed and provided for.
- To enable all children to have full access to all elements of the school curriculum, taking on a cycle of assess-plan-do-review.
- To ensure that all learners make the best possible progress.

- To ensure that parents are informed of their child's needs and that there is effective communication between parents and school.
- To ensure that learners express their views and are fully involved in decision making.

### **Roles and Responsibilities**

The Governing body will exercise their duty and have regard to the Children and Families Act 2014 and the Equality Act 2010. This will include ensuring that information pertinent to the SEN policy are published. Responsibility for co-ordinating the day to day SEN provision for children at our school is held by the SENCO (Miss S Loader), working closely with senior leaders, governors, staff, parents and external agencies.

Roles of the SENCO include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

### **Admission Arrangements**

Children with SEN will be admitted to the school in line with the school's agreed admissions policy.

### **Identification and Assessment**

The SEND Code of Practice: 0-25 (2014) identifies SEND under four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Children may have needs in more than one category and we aim to ensure that individual support plans match personal learning requirements.

### **Stage 1**

High quality teaching, differentiated for individual children, is the first step in responding to children who have or may have learning needs. This is known as a 'graduated response'. We regularly review the quality of teaching for all children, including those at risk of underachievement. Where a child appears not to be making progress either generally or in a specific aspect of learning, then it may be necessary to present different opportunities or use alternative approaches to learning. Class provision maps show additional support put in place for each class. Where it is clear that additional intervention is not resulting in progress it is possible that a child may have SEN.

*“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children. Some children need educational provision that is additional or different from this. This is special educational provision under section 21 of the Children and Families Act 2014.”*

*“Special educational provision is underpinned by high quality teaching and is compromised by anything less.” (COP)*

## **Stage 2**

Prior to a child being placed on the SEN register (at SEN support), the class teacher and the parents will have discussed their concerns and the process of information gathering will have begun. At this stage the teacher will:

- Discuss their concern with the SENCO and review strategies already being used.
- Consult the child’s parents and the child for further information.
- Identify specific concerns and collect relevant evidence to support these.
- Monitor and review the child’s progress.

Where a child is identified as having SEN, the school adopts a process of “Assess-Plan-Do-Review”. The principle is firmly embedded in working closely with parents/carers and children to agree, action and monitor individual progress over time so that SEN for all children are addressed appropriately, effectively and with good outcomes.

Teachers who identify a child working with SEN will:

- Inform the SENCO.
- Review their initial concerns.
- Place the child on the SEN register (at SEN support), identifying their specific need.
- Create a progress plan, involving the child and parents, outlining strengths, needs, outcomes, targets and provision. This will be reviewed termly meetings with the SENCo, class teacher and parents.
- Keep children informed of their targets.

The SENCO will keep records of children with SEN and monitor impact of provision put in place.

Children showing signs of making good progress after a period of support/intervention may be taken off the SEN register. Good progress can be defined as progress which:

- Closes the gap between the child and their peers.
- Prevents the gap growing wider.
- Matches or betters the child’s previous rate of progress.
- Ensures full access to the curriculum.
- Demonstrated and improvement in social/personal skills.

## **Stage 3**

If the provision put in place does not enable the child to make satisfactory progress the SENCO, together with the class teacher, may need to seek advice and support from specialists/outside agencies. Detailed evidence of the child’s progress will be collected in this case and parents kept fully informed of action being taken.

## **Statutory Assessment of SEN**

SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. If a child is still making little or no progress then it may be that their need is considered great enough to request an Education, Health and Care needs assessment (EHC). A request for a child to be assessed can be made by the child’s parents or brought to the attention of the Local Authority by the school or by another agency or professional.

To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support. When a request is made to the LA they will seek evidence that any strategy or

programme implemented for the child has been continued for a reasonable period of time. A picture will be built up of information including school provision, progress plans and reviews, levels of attainment, advice from specialist support teachers from outside agencies, views of parents and the child and of staff working with the child.

The decision will then be made as to whether an assessment for an EHC is suitable. This request will not necessarily lead to an EHC plan being issued and may conclude that the child's needs can be met at the level of SEN support. Following a request for an EHC needs assessment the LA must make a decision and communicate the decision to the child's parent within 6 weeks of receiving the request.

When an EHC plan is issued it will outline the outcomes for the child as well as support and provision, methods of monitoring progress, strengths and areas to develop. The whole process of EHC needs assessment and EHC plan development, from the point when an assessment is requested until the final EHC plan is issued, must take no longer than 20 weeks (subject to exemptions set out in the SEND COP). All EHC plans will be reviewed annually. All parties involved with the child will be asked to contribute to a 'Person Centred Review' at a meeting where outcomes will form the basis of the discussion. At report of the meeting is sent to the local authority.

### **Coming off the SEN record/ register**

A pupil will be removed from the SEN record if it is decided that they have made sufficient progress and are able to access the curriculum successfully. However, they will continue to be monitored in case any issues arise. Some pupils may dip in and out of SEN Support and parents will be consulted at each stage. Following the Annual Review of an EHC Plan, the Local Authority will decide whether to keep the EHC Plan as it is, amend it or cease it, based on the recommendation of the Annual Review meeting. If it is decided to cease an EHC Plan because the pupil no longer requires the special education provision within it, we will continue to monitor the pupil's progress using the school's tracking systems.

### **Record Keeping and Monitoring**

- The class teacher is responsible for maintaining and updating all provision maps and progress plans for those children in their class and liaises regularly with the SENCO. The class teacher is also responsible for keeping any school tracking updated.
- Individual SEN records are kept in class SEN files as well as copies of documents in the SEN filing cabinet. These are also being stored in our My Concern system.
- Reports from assessments and outside agencies are copied for class teachers and 1-to-1 TAs and kept in individual files.
- Class teachers keep a log of action as part of their records. This is shared and discussed with the SENCO.
- Children with SEN are monitored through the school tracking system, with progress monitored and appropriate action taken.
- The SENCO monitors progress and liaises with teaching staff, TAs and the SLT.

### **Partnership with Parents**

We recognise that effective partnership with parents plays a key role in ensuring that children with SEN achieve their full potential. Parents hold key information to contribute to the shared view of the child's needs. As a school we:

- Acknowledge and draw on parental knowledge and expertise in relation to their child.
- Recognise the personal and emotional investment of parents.
- Ensure that parents understand SEN procedures and are aware of how to access support.
- Progress meetings will be held termly. During these meetings any concerns can be addressed, targets can be reviewed and new targets can be set.

### **SEN Information**

The school presents its SEN information in different ways:

- By information placed on the school website.
- By following the link from the school website to the local authority's Local Offer website.
- Through information contained in this policy which is also published on the school website.

All information can be provided as a hard copy on request.

### **Resources**

The SENCO supports the SLT in the operational management of the specified agreed resourcing for SEN provision within the school, including provision for children with Statements/EHCs. The delegated funding is used to ensure:

- Effective levels of classroom support for all children with SEN.
- Up-to-date knowledge and expertise of all staff through CPD opportunities in SEN.
- Appropriate resources purchased
- Access to outside agencies and support services such as SENSS.

### **Links to Other Information**

This policy closely links with other policies, plans and information produced by St Nicholas and St Laurence CE VA Primary School which are outlined below.

- Accessibility Plan

In line with the Equality Act 2010, we are implementing an Accessibility Plan which sets out how we will:

- a) increase access to the curriculum for our disabled pupils
- b) improve the physical environment of the school to increase access for our disabled pupils
- c) make written information more accessible to our disabled pupils by providing information in a range of different ways.

- Supporting pupils with medical conditions

In line with the Children and Families Act 2014 and the associated guidance, Supporting pupils at school with medical conditions (Dec 2015), St Nicholas and St Laurence makes suitable arrangements to support all pupils with medical conditions, so that they have full access to the same opportunities as their peers, including school trips and physical education.

- SEN Information Report and Local Offer

This policy, along with our annual SEN Information Report (a summary of how this policy has been implemented over the previous year), forms our 'local offer' of support for pupils with SEN and disabilities at St Nicholas and St Laurence. You can find all this information on our school website.

Information about our school can also be found on our record on the Family Information Directory, part of Dorset County Council's website.

Further information about the support available to all children and young people in Dorset with SEN and disabilities, and their families can be found on Dorset's Local Offer.

### **Complaints**

It is hoped that all situations of concern can be resolved quickly through discussion and early action. If at any point a parent has concerns about how their child's needs are being met, they should contact the class teacher / SENCo. However, if a parent feels that their concern or complaint has not been dealt with satisfactorily, an appointment can be made to speak with Mr Roberts, Head teacher. Further details can be found within our Complaints Policy which is available on our website.