

Beech Green Primary School

SPECIAL EDUCATIONAL NEEDS POLICY

Reviewed Autumn 2015

RATIONALE

“All children and young people are entitled to an education that enables them to:

- Achieve their best
- Become confident individuals living fulfilling lives; and
- Make a successful transition into adult hood, whether into employment, further or higher education or training”

(DfE Special Educational Needs Code of Practice)

Beech Green school values the contribution that every child can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children with Special Educational Needs (SEN) are valued, respected and equal members of the school. As such provision for pupils with SEN is a matter for the school as a whole. All teachers are teachers of the pupils with SEN. The Governing Body, Head Teacher, INCO and all other members of the staff have important responsibilities.

AIMS

Overall aim: For all children and young people with Special Educational Needs to reach their full potential in a supportive environment that prepares them well for adult life and allows them to:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

At Beech Green, we aim:

- To ensure that all children are supported in a learning environment, which allows them to reach their greatest possible potential, whatever that might be.
- To work in partnership with parents to enable them to make an active contribution to the education of their child.
- The development of self-esteem and self-worth for all pupils is an essential part of the school ethos and therefore the views and wishes of the child are taken into account.
- To ensure that all pupils with SEN are offered full access to a broad, balanced and relevant curriculum including the Foundation Stage and the National Curriculum as appropriate.

- To ensure that the needs of pupils with SEN are identified early, assessed, provided for and regularly reviewed.
- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEN.
- To work within the guidance provided in the SEN Code of Practice (CoP) 2014.
- To provide a Special Educational Needs Coordinator (INCo) who will work with the SEN Policy.
- To provide support and advice for all staff working with special educational needs pupils.

Definition of Special Educational Needs

The school recognises that, while all children have **individual** learning needs, a minority of children will have **Special Educational Needs**. As a school we closely follow the guidelines set out by the SEN Code of Practice.

“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 of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post – 16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill)

(DfE Special Educational Needs Code of Practice)

Special Educational needs falls into four broad categories

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health (previously Behaviour, Emotional and Social Development)
4. Sensory and/or Physical

Some children may fit clearly into one of these categories, whereas some may cover two or more areas. Assessment will take place to ascertain an accurate detail of a child's specific needs.

There are different categories which may impact on a specific child's attainment and progress but they are **not** considered SEN. These include

- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of a Pupil Premium Grant
- Being a Looked After Child (CLA)
- Being a child of Serviceman/woman
- Being a Traveller

Admission Arrangements

The Head Teacher is responsible for the admission arrangements which accord with those laid down by the Local Education Authority. The school acknowledges in full its responsibility to admit pupils with already identified special educational needs, as well as identifying and providing for those not previously identified as having SEN.

Practice at Beech Green Primary School

Provision for children with Special Educational Needs (SEN) is seen as a whole school responsibility. Teachers will fill in a 'Cause for Concern' form in conjunction with Gloucestershire County Council's Intervention Guidance for the INCo to identify a child with SEN.

Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching differentiated for individual pupils, is the first step in responding to pupils who may have SEN.

Class teachers are responsible for identifying targets and monitoring progress on a day-to-day basis. Targets are written and reviewed with a continuous cycle of 'Listen, Plan, Do Review' to enable the child with SEN to learn and progress.

Children with SEN are supported within the classroom. When appropriate and possible they work in small groups in the classroom with support of Teachers or Teaching Assistants and, where necessary, are sometimes withdrawn into groups. Teaching Assistants are supported by classroom teachers and the Inclusion team when developing plans.

My Plan

If a child is not making adequate progress it may be necessary to take action and provide interventions that are in addition to or different from those provided as part of the schools usual differentiated curriculum.

At this stage evidence is gathered by the class teacher together with the INCo and parents and the nature of additional help would be decided. The class teacher would continue to be responsible for working with the child on a daily basis, planning targets to put on the child's My Plan. The INCo works collaboratively with the class teacher. Child who is put on the SEN Register for Literacy and/or Numeracy will have writing targets set in class matching their particular need and similarly, passport targets are set for children in Numeracy.

Review

Plans are monitored and updated on a regular basis. They are more formally reviewed annually and involved in this review is the child's class teacher, INCo, parents and the child where appropriate.

My Plan +

If a child continues to make little or no progress a request may be made for help from external services. This decision will be taken by the INCo, and the class teacher, in consultation with parents, when appropriate. Although it will vary, external agencies will usually see the child, advise on targets, provide more specialist assessments and measure pupils progress. Some agencies may also choose to work with the child on a one-to-one basis and provide support for parents.

Review

Plans are monitored and updated on a regular basis. If it is felt that a child is making progress within school resources, with the support of an external agency they will continue on a My Plan. However, if a child is deemed to be in need of more external support then a My Plan+ will be written and a Team Around the Child meeting (TAC) will be held where the class teacher, INCo, parents, the child and appropriate external specialists discuss the child's needs, targets that have been met/set and ways forward.

Request for Education and Health Care Plan (EHCP) – previously known as a Statement of Special Educational Needs

Information is gathered by the INCo, external specialists and the use of a My Plan + to identify if a child has demonstrated significant cause for concern. The information gathered is used as evidence to send to the LEA who will make a decision about whether an EHCP is appropriate.

Whilst this process is taking place the child will continue to be supported by the school at a My Plan + level.

Children with an EHCP

In the event of any assessments leading to an EHCP the school will use the information to implement targets and strategies in order to provide appropriate support.

Review

EHCPs are reviewed on an annual basis. This is carried out by the INCo, the child's class teacher, the parents, an LEA representative, if appropriate, and all professionals involved with the child. During the review consideration would be made about whether the child has made progress over the last twelve months and whether amendments need to be made to the existing document.

Early Years Education

The Inclusion team recognises the importance of early identification and liaise closely with all those involved with the education of early years. The SEN Code of Practice states;

“In addition to the formal checks, early years practitioners working with children should monitor and review the progress and development of all children. Practitioners should particularly consider a child’s progress in communication and language, physical development or personal, social and emotional development – the prime areas of learning and development.

Where progress gives cause for concern practitioners should work in partnership with parents and/or carers to develop a plan to ensure children with SEN receive the right levels of support for their future learning and development.”

Once a child has been identified as having a SEN the early education practitioner works alongside the INCo to devise interventions that are additional to or different from those provided as part of the usual curriculum. The child will then have a My Plan or a My Plan + depending on their needs.

If little or no progress has been made in specific areas then a request for an EHCP will begin.

Provision of resources

Resources are mainly stored in the Intervention room, based in Key Stage 2 or the Purple room. Year group specific resources will be stored in the appropriate year group. When assessment takes place, the particular needs identified for the child may have to be met by specific resourcing. If these resources are not in school, advice from the Advisory Teaching Service should be sought. A budget will be maintained in order to support specific needs. The Teaching Assistant’s time is spread across the whole of the school. Year groups deploy TAs as they feel would benefit the children best. For example, working with individuals or small groups in literacy or numeracy, working with individuals on set targets or developing social skills. Unless a TA has been specifically assigned to a child, they are utilised by all children, including working with Gifted and Talented children and supporting target groups.

In addition, the school has two Learning Mentors who monitor specific individuals and their needs throughout the school. They are available to withdraw children if the need arises. The Learning Mentors are heavily involved with the writing and implementing of CAFs.

8 Equality of opportunity

“A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The SEN Code of Practice includes advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN Code of Practice outlines what needs to be done for them.”

At Beech Green Primary School we are committed to Equality of Opportunity and aim to create the right environment for all pupils' academic success regardless of ethnicity, gender, disability, attainment and social background. There is a shared expectation that an inclusive curriculum that sets and maintains high standards should provide opportunities for all pupils to develop to their fullest potential. Equal access to a broad and balanced curriculum is achieved through provision that is tailored to the needs of individual children. Pupils with special ability are challenged through teacher expectation, adaptation of tasks and involvement in project work in order that they develop further. Only resources that are free from bias, and where possible those which present positive, pro-active images, are used as teaching material.

9 Race Equality

Please refer to Race Equality and Equality of Opportunity policies for further clarification.

10 Staff development

Co-ordinators role

Special educational needs within Beech Green is overseen by the INCo and Learning Mentors.

The role of the INCo is to:

- Maintain the schools SEN register and oversee the records on all pupils with educational needs
- Liaise with external agencies
- Ensure the SEN policy is being put into practice
- Liaise with the parents of SEN children
- Identify and organise relevant training of staff
- Liaise with other schools and unit

Staff training

Staff development may be promoted through INSET, dissemination of courses and staff meetings. Governors will be welcome to attend relevant inset days and courses. Governors are encouraged to come into school and see the children working. There is a designated SEN Governor.

Role of parents

In accordance with the SEN code of practice the school believes that all parents of children with SEN should be treated as equal partners. The school has positive attitudes to parents, provides user friendly information and strives to ensure that they understand the procedures and are aware of how to access advice. Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEN framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision making processes about special education provision.

This will be achieved by:

- Discussion with child's class teacher and parents to inform them of procedures etc.
- An initial meeting with class teacher will be arranged.
- There is an annual review to which parents are invited. If they cannot attend, a copy of the review is sent to them.
- New targets are shared with parents formally at reviews and at parents' evenings, although additional meetings are set up by class teachers if necessary or requested by parents. Targets are sent home if requested by parents.
- An open atmosphere is created at Beech Green where parents feel able to request information etc. if they feel the need.

11 Role of pupils

When appropriate, pupils with SEN are encouraged to be involved with their Plans by setting targets and evaluating whether they have achieved targets, with support. Pupils' views are taken into account.

Pupils are involved in reviews with the parents. Progress and new targets are discussed. If it is deemed not suitable for the child to come into the review meeting then a teaching assistant will talk to the child before the meeting and bring the discussion to the review.

External support

Beech Green Primary School currently has links with

- Educational Psychologists
- Advisory Teaching Services e.g. The Communication and Interaction Team, The Cognition and Learning Team
- Service for language and sensory impairment
- Speech therapy service
- School medical service
- Education Welfare Services
- Social service and liaison with special needs schools.

12 Priorities

Long term

- Continual update of general resources
- To use data and assessment in order to track individual pupils re: Progress and Attainment
- Implementation of the New SEN Code of Practice

- Develop Provision Mapping
- Introduction and implementation of My Plan, My Plan + and EHCPs
- To develop interventions being used throughout the school

13 Other relevant policies

Other relevant information will also be found in the following policies. They are located on the school's website – www.beechgreenprimary.uk.org

- Anti – Bullying Policy
- Behaviour Policy
- Disability, Equality Scheme and Accessibility Plan
- Equality of Opportunity Policy
- Medical Conditions Policy
- Safeguarding Policy

Beech Green Primary School's Local Offer can also be found on the same website.