



Arundel Church of England Primary School

Special Educational Needs Policy

September 2018

“Love of God, Love of Neighbour, Love of Learning”

Arundel Church of England Primary School values the abilities and achievements of all its pupils, and is committed to providing, for each pupil, the best possible environment for learning. All teachers are teachers of children with special educational needs. Hayley Meyer (Inclusion Manager) has undertaken the new Government SENCO qualification.

At ACE we ensure that our Special Educational Needs policy works within the guidelines outlined by the Local Education Authority and other policies current within the school.

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools’ responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report .

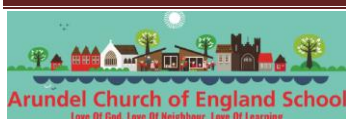
At ACE it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is ‘additional to and different from’ that provided within the differentiated curriculum to better respond to the four areas of need:

- *Cognition and learning*
- *Social, mental and emotional health*
- *Sensory/physical*
- *Communication and interaction*

We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

AIMS AND OBJECTIVES OF THIS POLICY

The following principles are adhered to:



- Be healthy
- Stay Safe
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Wellbeing

THE SEN AIMS OF THE SCHOOL

- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school journey.
- To ensure that SEN pupils take as full a part as possible in all school activities.
- To ensure that all teachers help to identify and meet the needs of pupils with SEN.
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment.
- To ensure that pupils with SEN are involved, where practicable, in decisions affecting their SEN provision.

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together. Effective special needs practice is effective practice for all pupils.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made. These constraints may be one, or a combination of, the following:

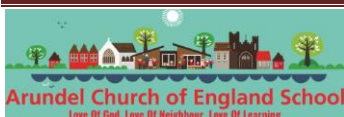
- Physical
- Social
- Emotional
- Behavioural
- Sensory
- Intellectual
- Lack of educational opportunity

SPECIAL EDUCATIONAL PROVISION MEANS:

Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area.

Children **must not** be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

Arundel Church of England Primary School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.



STAFFING

The SEN team of the school consists of:

Hayley Meyer- Inclusion Manager
Bella Burchell - SENTA & SEN Governor

We also acknowledge that all teachers and teaching assistants have a fundamental role in meeting the needs of children with SEN.

ADMISSIONS

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN.

INCLUSION

At ACE we recognise that there must be entitlement for all pupils to a balanced, broadly based curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN. We work hard to ensure that all children are treated favourably, regardless of their SEN or disability. All staff members have experience of working with children with specific physical disabilities. Work is carefully planned to ensure that they are working towards their full academic potential, regardless of their physical disability. We treat every child as a unique individual.

ALLOCATION OF RESOURCES

The Governing Body ensures that resources are allocated to support appropriate provision for all pupils requiring it, and in meeting the objectives set out in this policy. Additional funds are delegated/devolved to meet the needs of pupils with Statements of Special Educational Need where appropriate.

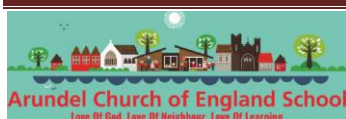
IDENTIFICATION, ASSESSMENT, AND PROVISION

At Arundel Church of England Primary School we have adopted a whole-school approach to SEN policy and practice. Pupils identified as having SEN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of school life.

All teachers are teachers of pupils with special educational needs. All teachers are responsible for identifying pupils with SEN and, in collaboration with the Inclusion Manager, will ensure that those pupils requiring different or additional support are identified at an early stage. Assessment is the process by which pupils with SEN can be identified.

We have a team of eight teaching assistants, including three higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Speech and Language, Gypsy Roma Traveller support, Calm Children, Autism Support, ADHD (attention deficit hyperactivity disorder) support and precision teaching.



Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEN provision.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

There are no barriers to pupils with SEN enjoying the same activities as other pupils in our school.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trip(s) to Marchants Hill (year 4) and Blacklands Farm (year 6). All pupils are encouraged to take part in sports day/the swimming gala and school plays, for example.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Play therapy with our own on-site trained play therapist
- Pupils with SEN are also encouraged to be part of calm club to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

EARLY IDENTIFICATION

Early identification of pupils with SEN is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

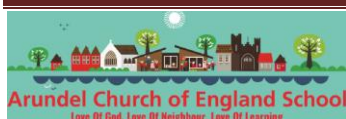
- Evidence obtained by teacher observation/assessment.
- Their performance against National Curriculum end of year expectations.
- Standardised screening or assessment tools.
- Screening /diagnostic tests
- Reports or observations
- Information from parents

SEN PROVISION

On entry to the school each child's attainment will be assessed. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning. The records provided will help teachers design appropriate differentiated learning programmes.

For pupils with identified SEN the Class teacher/Inclusion Manager will use the records to:

- Provide starting points for an appropriate curriculum
- Identify the need for support within the class
- Assess learning difficulties
- Ensure on-going observations/assessments provide regular feedback on achievements/experiences, for planning next steps in learning
- Involve parents in a joint home-school learning approach, as well as through opportunities to include parents and young people as part of the assessment and review



DIFFERENTIATION

Differentiation means teaching a pupil in ways and at levels which match their individual ways of learning. Pupils make progress at different rates. Not all pupils learn in the same way and need to be taught in different ways. All pupils will receive help through differentiation but if the pupil does not make adequate progress, the school will do more to help. All staff are responsible for identifying pupils with special educational needs. The Inclusion Manager will work with staff to ensure that those pupils who may need additional or different support are identified at an early stage. The progress made by all pupils is regularly monitored and reviewed. Pupils are only identified as having special educational needs if additional or different action is being taken. The range of support that individual pupils at the school can expect is outlined in the school Provision Map.

RECORD OF CONCERN (ROC)

A concern is identified by the class teacher, parent or other member of staff and consultation takes place between the Inclusion Manager, teacher and parents. A ROC is completed for the child. The action to be taken at this stage is usually to provide differentiated work to be planned for in the classroom. If progress is made, the child will be kept on a ROC for another term or if the child is identified as having greater needs, then the child can be moved onto SEN support.

SEN SUPPORT Stage 1

Through SEN support, the pupil will get help that is either extra to and/or different from the help that the school usually gives pupils through differentiation. If there are concerns that the pupil is not making adequate progress, the class teacher will discuss these concerns with the Inclusion Manager. The Inclusion Manager will gather information from the pupil, parents and class teacher. The information gathered will help the school to decide what help may be needed. The help will be recorded on a Pupil Passport. The Pupil Passport will only record that which is additional to, or different from, the differentiated curriculum and will focus on three or four areas that match the pupil's needs.

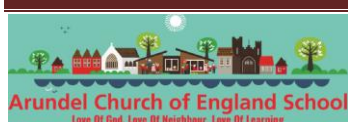
The delivery of the interventions recorded on the Pupil Passport continue to be the responsibility of the class teacher.

The Pupil Passport will be reviewed termly and the outcomes will be recorded. Pupils will participate in the review process according to their age and abilities. Parents are also welcome to participate in the target-setting and review process.

SEN SUPPORT Stage 2

If the pupil does not make adequate progress receiving SEN support, the school may seek further advice and support from other specialists e.g. Educational Psychologist, Speech Therapist, Learning Support Team, Behaviour Support Team and Occupational Therapist. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions. Any further interventions will be recorded more specifically on an Individual Learning Plan (ILP).

The range of support available at **SEN support stage 2** will be similar to that made for **SEN support stage 1** but will typically be more intensive, individualised and sustained. This may include sessions with teachers or teaching assistants, who will provide a programme of work which will be incorporated into the IEP. Advice from outside professionals will be incorporated into the Individual Education Plan and these professionals will be invited to contribute to the monitoring and review of progress. The Individual Education Plan will have



reviewed and new targets and strategies which should be implemented at least in part in the normal classroom setting.

If a pupil demonstrates significant cause for concern, the school may request an application for an Education Health Care Plan (EHCP) from the local authority. Whilst the application is being carried out, the pupil will continue to receive **SEN support stage 2** provision.

Strategies employed to enable the child to progress will be recorded within an Individual education plan which will include information about:

- The short term targets set for the child
- The teaching strategies to be used
- The provision to be put in place
- How the targets will help the child in their learning
- What they are responsible for
- How the child can be successful
- The review date
- Mid-point review sheets are stored on the school system and updated regularly by teachers and teaching assistants
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

ACCESS TO AN EHCP

A number of pupils may have an EHCP. In addition to the regular review of their IEPs, their progress and the specific support outlined in their EHCP will be reviewed annually and a report provided for the Local Education Authority. When pupils are due to transfer to another phase planning for this will be started in the year prior to the year of transfer.

If a pupil makes sufficient progress an EHCP may be discontinued by the Education Authority.

The school also recognises that parents have a right to request an application for an EHCP. EHCPs will be reviewed annually. The Inclusion Manager will organise these reviews and invite:

- The pupil's parent
- The pupil, if appropriate
- The relevant teacher(s)
- A representative of the SEN Inclusion and Assessment Team
- The Educational Psychologist
- Any other person the Inclusion Manager considers appropriate

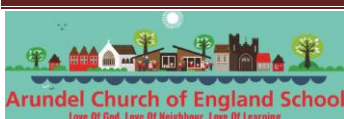
The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

THE RANGE OF PROVISION

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher/teaching assistants through a differentiated curriculum



- Periods of withdrawal to work with a support teacher/teaching assistant

ENGLISH AS AN ADDITIONAL LANGUAGE

Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Diminishes the difference between pupil and peers
- Prevents the attainment gap widening
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

RECORD-KEEPING

The school will record the steps taken to meet pupils' individual needs. In addition to the usual school records, the pupil's SEN profile will be kept in the class teacher's cupboard to be accessed – and added to - by all adults who work with the child. The profile will include:

- IEPs and details of SEN provision for the pupil
- Records/notes/observations made by any adult who works with the pupil on their SEN targets
- Behaviour log sheets, where appropriate

Additional SEN records will be kept on CPOMs and will include additional information along with items of a more confidential nature, such as:

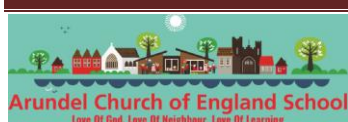
- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Reports/recommendations from other agencies involved with the pupil

THE ROLE OF INCLUSION MANAGER

The Inclusion Manager plays a crucial role in the school's SEN provision; this involves working with the Head teacher and Governing Body to determine the strategic development of the policy. The Inclusion Manager is supported in this role by the SENTA.

Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for pupils with SEN
- Liaising with and giving advice to fellow teachers
- Liaising with and giving advice to Teaching Assistants/additional adults
- Overseeing pupils' records
- Liaising with the parents



- Making a contribution to INSET
- Liaising with external agencies such as LEA support services, educational psychologists, speech and language therapists, Health and Social Services and voluntary bodies.

THE ROLE OF THE GOVERNING BODY

The Governing Body's responsibilities to pupils with SEN include:

- Ensuring that provision of a high standard is made for pupils with SEN
- Ensuring that pupils' needs are made known to all who are likely to teach them
- Ensuring that SEN pupils are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEN policy
- Reporting to parents on the school's SEN Policy including the allocation of resources from the school's devolved/delegated budget.

THE ROLE OF THE CLASS TEACHER

At ACE we acknowledge the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEN
- Collaborating with the Inclusion Manager to decide the action required to assist the pupil to progress
- Working with the Inclusion Manager to collect all available information on the pupil
- In collaboration with the Inclusion Manager, developing IEPs for pupils with SEN.
- Working with SEN pupils on a daily basis to deliver the individual programme set out in the IEP
- Developing constructive relationships with parents
- Being involved in the development of the school's SEN policy

THE ROLE OF THE HEADTEACHER

The Head teacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEN provision
- Keeping the Governing Body well informed about SEN within the school
- Working closely with the Inclusion Manager /SEN team
- Informing parents of the fact that SEN provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

INCLUSION INSET

All staff are encouraged to attend courses that help them to acquire the skills needed to work with pupils with SEN (eg. Twilight training as well as INSET days). Part of the Inclusion Manager's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with pupils with SEN. As a routine part of staff development, INSET requirements in SEN will be assessed. The Governing Body will undertake a similar review of training needs. TAs' requirements in supporting the pupils' needs will be considered frequently. The School's INSET needs will be included in the School Development Plan.

PARTNERSHIP WITH PARENTS

At Arundel Church of England Primary School we firmly believe in developing a strong partnership with parents that will enable children and young people with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

The school considers parents of pupils with SEN as valued partners in the process. Depending on age and appropriateness, pupils with SEN will also be encouraged to participate in the decision making processes affecting them.

The school will make available, to all parents of pupils with SEN, details of the parent partnership service available through the Local Educational Authority.

COMPLAINTS PROCEDURE

The school's complaints procedure is outlined in the school prospectus. The SEN Code of Practice outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to parents if required.

LINKS WITH EXTERNAL AGENCIES/ ORGANISATIONS

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, pupils with SEN. When it is considered necessary, colleagues from the following support services will be involved with pupils with SEN:

- Educational psychologists
- The LEA/Inclusion Support Team
- Medical officers
- Speech therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services

In addition, important links are in place with the following organisations:

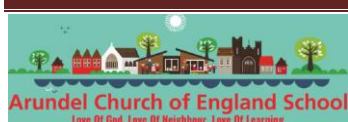
- Local playgroups/nurseries
- Specialist Services
- Social Services
- Children and Families Centres

TRANSITION

Discussions are held with Secondary schools in the Summer Term prior to transfer. A transition document is produced for Year 6 children with additional needs by the Year 6 teacher in collaboration with the Inclusion Manager and SENTA.

SEN POLICY REVIEW

The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.



This policy should be read in conjunction with the following complementary documents available from the school or school website:

- The 'Local Offer' for Children with Special Educational Needs and disabilities
- "If your child has special educational needs" – Educational Protocol
- 'Supporting Pupils with Medical Conditions' policy
- 'Positive behaviour' policy
- 'Anti-bullying' policy
- Accessibility plan
- 'Equality' policy and information

H Meyer September 2018

*To be reviewed: September
2019*