

Willerby Carr Lane Primary School



SPECIAL EDUCATIONAL NEEDS POLICY

Special Needs Co-ordinator
Inclusion Manager
Governor with SEN responsibility

Mr Smith
Mrs Marsden
Mr Allan

Introduction

This policy for SEN makes clear the school's procedure and practice for assessing and meeting the needs of those children who have particular learning difficulties at Willerby Carr Lane Primary School. It was developed to fulfil the requirements of the Special educational needs and disability code of practice: 0 to 25 years - Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities

Admissions Arrangements

All pupils regardless of age, ability and SEND are admitted in accordance with the Local Authority's admission policy.

Building Adaptation and Special Facilities

All areas of the school are accessible to wheelchair users and there are two disabled toilets. The school hall is equipped with a hearing loop for the hearing impaired. A disabled car parking bay is designated within the school car park. The whole school has been subject to a Visual Impairment audit and all recommendations actioned. We are always happy to discuss any individual requirements.

Aims for Pupils with SEN

- For all children with SEN to receive special provision and support as appropriate to enable them to maximise their potential in fulfilling the general aims of the school;
- To give SEN children a broad, balanced curriculum ensuring their entitlement;
- All pupils to be registered with a mainstream class and to integrate socially and functionally as appropriate to their abilities and needs;
- To ensure access through matching the child's needs/abilities with an appropriate curriculum;
- To discriminate positively for pupils with special needs having due regard for equality of opportunity;
- To make the needs of children with learning difficulties a shared responsibility of staff ensuring an awareness of specific problems;
- To have due regard for the SEND Code of Practice 2014;
- To keep the early identification of special needs a school priority;

- To promote meaningful and regular contact between school staff, parents, governors and outside agencies.

Objectives

- To identify children's needs early and accurately and to put in appropriate provision as soon as possible.
- To 'close the gap' between children with SEN and their peers and to support all children to meet their full potential.
- To promote confidence, a positive attitude and success for pupils with special needs.
- To promote positive attitudes towards pupils with special needs.
- To follow the principles of the Graduated Approach: Assess – Plan – Do - Review.
- To ensure that class teachers retain prime responsibility for meeting children's needs.
- To ensure that parents and children are fully involved from the earliest stage in working together with the school to identify and meet the child's needs.
- To differentiate appropriately for pupils with SEN through:
 - Quality first teaching
 - A graduated approach to provision (assess-plan-do-review)
 - Additional teaching support.
 - The most efficient utilisation of TA time.
 - Additional resources and materials including ICT.
 - Support from our specialist inclusion team.
 - Support from our school counsellor/ Parent Liaison Officer
 - Support from external agencies
- To ensure that interventions are planned systematically and monitored for effectiveness and reviewed as appropriate.
- To work with the Governing Body to fulfil their statutory monitoring role.

Assessment Monitoring and Review Process

The school follows a 3-stage assessment approach:

Graduated Approach within Class

Where there is concern over a child's progress, the teacher will take steps to identify their needs and specify their individual learning objectives. They may seek advice from the SEN team to do so. They will draw a graduated approach plan which specifies the highest priority objectives (usually up to 3) for the 6-8 weeks ahead, associated actions and small steps programme. The plan and small steps programme will be continually updated to record the child's progress towards meeting their objectives. Teachers will liaise with parents to ensure coordinated home-school efforts to address the child's needs. The teacher will continue with quality first teaching which integrates the elements of the plan into their everyday teaching as well as providing further opportunities to work towards their objectives at different times of the day as well as at home.

SEN Support Plan

Where after concerted efforts outlined above, the teacher is still concerned that the child is not making sufficient progress and 'closing the gap' they will seek further advice and support from the SEN team. The SEN team will consider the record of progress of the graduated approach used to date and may advise on adjustments or they may move the child on to an SEN support plan. If they are moved to an SEN support plan, parents will be invited in to discuss with the class teacher the planning for the next stages of support. The SEN team may be involved in this meeting. A written confirmation of the agreed SEN support plan and summary of approach will then be sent to parents. Extra resource will be provided by the SEN team on an intensive basis with regular review. **Throughout, the teacher will always retain responsibility for meeting the child's needs.**

Statement or Education and Health Care Plan

Where the SENCO deems a child's SEND warrants further support, they will liaise with parents and classteacher to refer the child to the Local Authority for provision of an Education

and Health Care Plan. Existing Statements will remain in place until the LA switches them to EHC plans according to their published timetable. Statements are reviewed annually.

Identification of Pupils with SEN

It is the responsibility of the Class Teacher to ensure that the needs of all children are well catered for. Early identification of children with learning difficulties ensures that they can be given extra help and their progress closely monitored.

Appropriate screening will be carried out using the following tests:-

- Youngs Group Reading
- Youngs Group Maths
- Spar Spelling

This is complimented by:-

- Attention to records from feeder schools and/or previous year group
- Parental information
- Reports from medical and external agencies
- Information gathered within the EYFS including the baseline assessment
- Phonics testing
- Standardised Assessment Tests
- On going class based assessments
- Whole school tracking
- Progress Review Meetings
- Graduated Approach Plans and Small Steps Programmes
- SEN Support Plans and Small Steps Programmes

Provision for Pupils with SEN

In order to achieve success all children need time, specific forms of support, differentiated work programmes built into the teachers' daily planning, and a highly structured learning programme. Work is differentiated and suitably presented to meet specific learning requirements. All pupils have access to a broad and balanced curriculum relevant to their individual needs. Children are often taught in small groups or have individual tuition to match task, content and pace to individual requirements. Extra classroom support is often available from the SEN team and TA's. Children on support plans spend time each week with the SEN team. The school follows the East Riding procedure for referrals. Children with Statements or Education Health Care plans are fully integrated into the life of the school and have as much access to the NC and EYFS curriculum as their learning difficulties allow. All staff concerned with any statemented / EHC child are made fully aware of all the implications of the statement/ EHC plan. The cash value to statements will be allocated in accordance with the needs identified in the statement. An Annual review will be carried out with the approved Agencies in consultation with the parents.

Access to the National Curriculum and EYFS curriculum

Every child has access to the NC and every effort is made to prevent them missing any part of it. The curriculum is differentiated to ensure equal access. If disapplication or modification is sought this is carried out in accordance with the Code of Practice.

Allocation of Resources

A specific amount of money is set aside in the school's budget for SEN provision. This allows the purchase of extra resources, supports the cost of teaching staff and of administration.

Inclusion

Although pupils may be withdrawn for group or individual teaching, the majority of their tailored work will be undertaken in the classroom under the supervision of their Class Teacher.

Criteria for Evaluating the Success of the SEN Policy

- That children with SEN make 'better than expected' progress
- That children with SEN 'close the gap' with their peers
- That parents of and children with SEN are happy with the provision and partnership working.
- That all children with SEN have received appropriate support to enable them to maximise their potential.
- That the SEN Budget is monitored to ensure value for money.

Monitoring the SEN Policy

A termly SEN report will be included in the Headteachers Report to Governors for consideration at the full Governing Body Meeting. The SENCO and Governor with responsibility for SEN will make arrangements to monitor the implementation of the Policy.

SEN in Service Training

The SENCO, Inclusion manager, Teachers and Teaching Assistants will attend any relevant training where appropriate. Staff INSET will be provided by the SENCO alongside outside Agencies as and when necessary. SEN will be raised as and when necessary at full staff meetings.

External Support Agencies and Special Schools

The school will seek the advice of any support services or special schools which may be able to offer help regarding the needs of individual children. Links will also be developed with Social Services, Medical and Voluntary Organisations. Funding will be allocated to enable staff to attend review meetings and case conferences whenever necessary.

Transfer of Pupils

Many strategies are in place to ensure children's transitions are as smooth as possible. Discussions are held between the current class teacher and the receiving school to ensure the child's needs are understood. Children will attend a transition day in their new school and additional days are arranged for children who need a little more time. Secondary school staff visit children in school to talk about what to expect and answer any questions they may have. Where a pupil has more specialist needs a meeting will be arranged with parents, the SENCO, the secondary school SENCO and the current class teacher.

Role of the SEN Co-ordinator and Inclusion manager

The SENCO/ Inclusion manager shall be responsible for the following aspects of support and advice on special needs children with the school:-

- To give advice and guidance to colleagues about supporting SEN in the classroom;
- To assist the staff in the identification of children with learning difficulties and SEN;
- To support and assist with the production of support plans and small steps programmes;
- To arrange staff training where necessary;
- To liaise with outside agencies;
- To support the teacher in their liaison with parents offering advice, guidance and support;
- To ensure that there are sufficient resources in school for the children with SEN;
- To co-ordinate a regular review and evaluation of the school's strategies for dealing with SEN.