



Special Educational Needs Policy

**'Love bears all things, believes all things, hopes all things,
endures all things.'**

1 Corinthians 13:7

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ASP pro forma

Provision Plan pro forma

Introduction

This policy is an important document for the school. It establishes the school's ethos, articulates its commitment, outlines its practice and celebrates its successes.

The policy was discussed by all teaching and non-teaching staff and approved by the governing body. It was based on the guidelines laid down by the Special Educational Needs Code of Practice 2014.

Nature and Purpose of S.E.N. Policy

This policy describes the assessment, monitoring and provision made in this school for children with Special Educational Needs.

The policy supports the provision of a secure, inclusive and purposeful environment for everyone to learn and work in. All our pupils, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best that they can be.

Our school promotes and implements strategies to make the school environment accessible to all.

Definition of Special Educational Needs

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision (See Section 312, Education Act 1996) means:

- For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area
- For children under two, educational provision of any kind.

The Code of Practice 2014 refers to four categories of special educational need:

- **Cognition and learning**
- **Communication and interaction**
- **Sensory and physical**
- **Emotional, behavioural and social**

The school aims to ensure that:

- There is identification and monitoring of a child's needs at the earliest possible stage.
- Staff, parents and governors are aware of the school policy.
- All procedures for identifying S.E.N. are known by all staff.
- The needs of all S.E.N. children are catered for and that they are given a positive image.
- Adequate records follow the child through the school, which are clear, factual, up to date and reliable.
- There is involvement with parent/carers at an early stage and that parents/carers are encouraged to be involved with their child's education.
- There is equal access to the National Curriculum and equal opportunities for all children with S.E.N.

The above aims are achieved by:

- Ensuring that the needs of children are assessed and identified and that the school works to provide appropriate support strategies. If additional specialist advice and support is necessary, the appropriate external agencies will be contacted.
- Providing a curriculum, which is accessible to the individual needs of the children.
- Making every effort to involve the child in decision-making about their special educational provision. This will be dependent upon the child's age, ability and level of understanding.
- Valuing parents/carers views and contributions and keeping them fully informed in their child's education in relation to targets on Additional Support Plans. Parents/Carers will be made aware of ways in which they can support and assist their child, thus extending the partnership between home and school.

- Supporting class teachers, who have the overall responsibility for meeting the educational needs of the child, are given advice, help and support including the opportunity to undertake professional development training in relation to special educational needs.
- Monitoring and evaluating the S.E.N. Policy.
- Teachers monitoring, recording the progress of and setting targets for pupils with special educational needs.

1. Entitlement and Statutory Requirements

According to the Code of Practice:

- A child with special educational needs should have their needs met.
- The special educational needs of children will normally be met in mainstream schools.
- The views of the child should be sought and taken into account.
- Parents/carers have a vital role to play in supporting their child's education.
- Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

2. Implementation

Children with S.E.N. will be identified and monitored at the earliest possible stage.

The Code describes the action that should be taken to meet a child's special educational needs as a cycle of **Assess, Plan, Do and Review** (APDR).

The Special Needs Recording System

- The class teacher will register a concern, gather information and liaise with the SENCO / parents/carers in order to define the specific concerns regarding the lack of progress, which a child is making despite being provided with a differentiated curriculum.

- If it is concluded that a child requires support in addition to what is normally provided within the class, the class teacher and SENCO in consultation with parents/carers will decide that the child will be further monitored and supported through an Additional Support Plan.
- The Additional Support Plan (ASP) will be a record of interventions and strategies which are being used in order to support the child. This document states three or four SMART (Specific, Measureable, Achievable, Relevant and Timely) targets and strategies which will be used, that are different or in addition to the taught differentiated curriculum. The ASP is discussed with the child's parents/carers and if appropriate the child also. Children will be encouraged to take responsibility for their learning and behaviour and are actively encouraged to participate in the process of writing and reviewing their targets.
- ASPs are reviewed each term; this is carried out with the child (as appropriate) and the parents/carers. Progress is discussed, information exchanged and new targets set.
- If it becomes apparent during the review process that the child is making insufficient progress, or that the child's behaviour or physical needs are not being met, additional support from external agencies may be sought.

External support services can advise on new and appropriate targets for the child's ASP and on accompanying strategies. These targets may require specialist assessment arrangements to measure the child's progress. If so, outside specialists may be required for this.

- If insufficient progress is made after monitoring within school, the SENCO may request a Statutory Assessment of the child's needs. The LA liaises with the school in order to ascertain that provision has been made in the form of an ASP with the aim of meeting the child's needs and gather information and assessments regarding the child. The request is considered by the LA and an Education Health and Care Plan is agreed or not agreed. The process is carried out in close consultation with the parents/carers.
- Following Statutory Assessment the LA decides whether or not to issue an Education Health and Care Plan (EHCP). If agreed, the LA issue a draft EHCP, and (subject to parental agreement) a Final EHCP, which is subject to Annual Reviews and amendments until the child reaches set targets and the EHCP can cease to be maintained.

This system attempts to be fully **inclusive** and to extend pupils' opportunities to gain full access to the curriculum.

3. Special Needs Strategies in Our School

- Identification of SEN as early as possible in a child's school career.
- Promotion of a positive caring image to all degrees of need is engendered as part of our school ethos.
- The school aims to ensure that all SEN pupils are able to have access to a broad and balanced curriculum. Teaching assistants support children in class, individually and in groups.
- Individual Education Plans and targets for children with special needs are used in teachers' planning to differentiate work as appropriate.
- Teachers are aware of the P Scales, which are available to support differentiated planning for children with SEN working below The expected standards of the National Curriculum.
- Children with special educational needs are regularly monitored and assessed.
- Regular liaison with parents/carers to share in the child's learning.
- Termly updates of the Special Needs Register.
- Provision of inservice training (e.g. Precision Teaching, Makaton, Autism) for staff.
- Maintenance of governing body support for SEN with a designated SEN Governor.

4. Resources

- The school's most valuable resource is its staff who provide differentiated learning at all levels.
- The SENCO is a full-time teacher who is undertaking the Post Graduate Certificate of Special Educational Needs Coordination.
- Code of Practice 2014
- Staffordshire Criteria and Guidelines for Special Educational Needs 2014.

5. Review

The SEN policy will be reviewed in November 2023

Appendix

Cycle of ASP/Provision Plan and Reviews

- All staff have a copy of the SEN Register for their class
- **All pupils on the SEN register have an ASP**
- **All pupils on the SEN register have a provision plan** to support the ASP targets
- ASP are pupil friendly and are agreed with school staff, parent and pupil
- They are signed by school staff, parent and pupil
- **ASPs are reviewed three times during the academic year:** in December, April and July.
- Following each review, the next targets are written into a new ASP and the provision plan is amended to support this.
- **This cycle ensures continuity and planned progression with ASP targets/provision**

In practical terms...

- ASPs are used as working documents eg. note dates when targets are achieved or partially achieved, strategies and resources that work/don't work etc.
- In December, April and July, Class Teachers meet with SENCO if necessary to discuss outcomes of ASP targets/provision.
- Class teacher holds the review meeting with parent and pupil. Record pupil and parent/carer views on the ASP.
- Discuss targets and Class Teacher writes the next ASP.
- Class teacher to save to staff shared area (in provision mapping):
 1. Reviewed ASP with outcomes
 2. New ASP
 3. New provision map
- SENCO to monitor ASPs and support staff as required.



ADDITIONAL SUPPORT PLAN

Student Name:		DOB:	Year:	Class:	Teacher:
Start Date: September 2022	End Date: December 2022	Review Date: December 2022		SEN Status: EHCP (17.5 hours)	Medical Condition: ADHD
Primary SEN: Cognition and Learning		Secondary SEN: Concentration			
Area of Difficulty	SMART targets	Strategies		Impact	
Reading	<ul style="list-style-type: none"> • To extract information from a simple text, accurate on 4/5 occasions. 	1-1 reading a minimum of 3x per week, in addition to regular home reading. Differentiated provision in class. Focus comprehension small group work.			
Writing (sentences and spelling focus)	<ul style="list-style-type: none"> • To spell the high frequency words in the first 3 units of his spelling log, accurate 3x when tested. • To write sequence of related sentences that make sense, accurate 3/5 occasions. 	Small group work, exploring patterns and meanings of words. Grammar and spelling bug games. Precision teaching. Small group focus work, differentiated provision in class. 1-1 work on building sentences. Reinforcement			

Provision for _____ Term

Pupil : _____ Teacher: _____

Wave and type of provision eg. <i>Letters and Sounds</i> could be W1/W2/W3 – see note below	No. of pupils	Frequency p/wk	Length of session	Name of Provision provider	Role of Provision provider

Total hours per week on a one-to-one basis		
Total hours per week in a small sub-group (approx 2 to 8 pupils)		
Total hours per week on a whole class basis		

Wave 1 Provision – Quality First Teaching

Wave 2 Provision – Interventions designed to enable learning to ‘catch up’ eg. Booster groups

Wave 3 Provision – Programmes tailored to pupils’ specific needs, often 1:1 and below age-related expectations

