

# Speen CE School

## SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

(based on SEN Code of Practice Sep 2014)

SENCO Ms Lisa Davies  
Bundock

SEN Governor: Rev Canon A

*May our roots go down deep into the soil of God's love and make us strong Ephesians 3 v 17*  
**Our vision is to be a happy, vibrant and caring school with deep roots in the Christian faith, so all grow and flourish (spiritually, academically, socially and emotionally).**

### AIMS

Speen CofE School wishes to [see every child ACHIEVE their potential, to be the best they can be](#). Pupils come to the school with a variety of needs which the school will observe and develop strategies to meet. By recognising pupils' needs and differentiating our resources and practice, we aim to provide an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Not all learners with disabilities have special educational needs and not all learners with SEN meet the definition of disability but this policy covers all of these learners.

### OBJECTIVES

- To identify and provide for pupils who have special educational needs and additional needs.
- To ensure that parents are informed of their child's special needs and that there is effective communication between parents and school.
- To ensure that all pupils progress to the best of their ability.
- To ensure as far as possible that learners with special educational needs and disabilities are able to join in with all the activities of the school.
- To promote effective partnership and successfully involve outside agencies when appropriate.
- To provide support, advice and training for all staff working with pupils' special educational needs.

### IDENTIFICATION

#### Types of SEN

At Speen, we look at the needs of the whole child and not just focus on their SEN.

SEN is divided into 4 broad areas so that the school can identify the best course of action to support each child.

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties, such as dyslexia, dyscalculia or dyspraxia.
- **Social, mental and emotional health** - this includes children who may be withdrawn or isolated, struggle to conform to social or general behaviour expectations, are disruptive, hyperactive or lacking in concentration.
- **Physical and/or Sensory Needs** - this includes children with sensory, multisensory and physical difficulties, hearing and visual impairments etc

There are other factors that are not classed as SEN which may impact on children's progress, such as:

- Behavioural difficulties
- Unstable home environment
- Medical conditions
- Poor/erratic attendance and punctuality
- Health, welfare or safeguarding concerns
- EAL (English as an additional language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Where these factors impact on progress, we will endeavour to put in place support for the child  
**Speen's graduated approach to SEN support.**

We know that all children benefit from high quality teaching where every teacher assesses, plans and teaches all children at the level which allows them to make the best progress. Any pupils who are falling outside of the range of expected academic achievement or not making expected progress are monitored. Staff carefully review the progress of all children each half term. In these progress meetings they discuss adapting teaching strategies to support any child who is at risk of under achieving. Class teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

The SENCO gives advice about strategies and may observe the child further. The class teacher shares these strategies and approaches with the other teachers who work with the child. We will inform parents and encourage them to share information and knowledge. We will also talk to the child about how they feel about their learning and what steps we can take to help them. At this stage the child is being closely monitored but this does not automatically place the child on the school's SEN register. Outside agencies are also usually not involved at this point.

The decision to make special educational needs provision is based on assessment information from a range of sources (frequent formative and summative assessments, progress data and records, national data comparisons). Staff and parents will discuss any decision to add the child to the school's SEN register. At this stage, outside agencies are not usually involved.

For higher levels of specific, more complex needs, the school may draw on outside agencies, such as Education Psychologist, Speech and Language and Occupational Therapists, Physiotherapists, Pupil Referral Unit, Specialist Teaching Service, School Nurse, Bucks Safeguarding Team, CAMHS (Child and Adolescent Mental Health Services) and Specialist Support Teacher.

### **Managing pupils' needs on the SEN register**

Once the child is on the SEN register, SEN support will take the form of a four-part cycle through which we will revisit, refine and revise earlier decisions and actions as we gain a growing understanding of the child's needs and of what supports him/her in making progress and securing secure outcomes. This is known as the graduated approach.

#### **i Assess**

The class teacher and SENCO will discuss the child's needs. This will be based on assessments, observations of the child, and previous discussions in half termly progress meetings. It will also be drawn from the child's own views and the views of their parents. If relevant, this may include advice from external agencies. The SENCO and class teacher will review the assessments half termly and amend the provision as appropriate.

#### **ii Plan**

The class teacher, in liaison with the SENCO, will draw up a plan with the child and the parents to support the child. The plan will include SMART targets (small steps, measurable, achievable, realistic, time limited), and ways of supporting the child at school and home. It will be shared with all members of staff who work with the child. There is a section on the plan where parents and children are asked to record specific actions they will do to achieve the targets. Both parents and children sign the SEN plan so that it forms a 'contract.'

#### **iii Do**

When carrying out the plan, we will keep checking the provision and make adjustments accordingly. We see the plan as a working document which can be annotated and amended if needs be. At Speen, as class sizes are small, we provide most support within the classroom. On occasions when the child is working out of the classroom one to one with a member of staff, the class teacher will retain responsibility for the child's progress.

#### **iv Review**

The class teacher will formally review the progress of children on the SEN register each term. This review meeting will include the parents and child. Parents will be given clear information about the impact of the support and intervention provided and invited to review progress against the agreed targets. The class teacher, in liaison with the SENCO if appropriate, will revise the support in light of the child's progress and development, deciding on any changes in consultation with the parents. The parents and child will decide how they will achieve certain targets and sign the document.

Some pupils may require only temporary interventions to address learning difficulties. When such difficulties are overcome, we will take the pupil off the special needs register but will continue to closely monitor his/her progress.

### **Education, Health and Care Plans (EHC)**

Where children are significantly falling behind in spite of high quality, targeted support and provision, it may be appropriate to make an application to the Local Authority (LA) for an assessment for an EHC Plan.

An EHC Plan may be requested, for example if;

- A child has a disability which is complex or lifelong and means that they are likely to always need a high level of additional support in order to access the curriculum and to learn effectively.
- The child's achievements are so far below their peers that he/she may at some point, benefit from special school provision.

It is important to note that having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child is eligible for a Statutory Assessment for an EHC Plan.

In the case of a Looked after child (LAC), the Local Authority should process the application more quickly.

If the application for an EHC Plan is successful, a member of the Local Authority (LA) will inform parents, the child and the school, together with any health or social care professionals who are involved with the family. The LA will record the child's strengths, their hopes and aspirations as well as the barriers they face and any concerns they have. Parents' and pupils' views will be sought. Then, the LA will produce the EHC Plan which will record these views and set out outcomes and provision for the child.

When a pupil has an EHC plan, the local authority must review that plan as a minimum every twelve months. The SENCO is usually responsible for organising and chairing any Annual Review meetings in line with LA guidelines.

### **High Needs Block Funding**

Some children may not require an EHC plan but still need high support for a short amount of time (e.g. two terms). If appropriate, the school may apply to the local authority for High Needs Block Funding to cover additional needs. Such funding is at the discretion of the local authority. Parents' and pupils' views will be sought.

## **Supporting pupils and families**

### **Buckinghamshire's local offer**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25 across education, health and social care.

Buckinghamshire's Local Offer is available to view here:

[www.bucksfamilyinfo.org](http://www.bucksfamilyinfo.org)

Please follow the links on this website to find the contact details of agencies that support pupils and families.

### **SEN Information Report**

For frequently asked questions and answers about Speen's SEN, please view our school website:

<https://speenschool.com/key-information>

### **Admissions Arrangements**

One of the categories of the school's admissions policy, gives priority to children who may have particular physical, social or emotional needs, if it can be shown that the school's specific SEN provision would have a

beneficial effect on these children. Prior to admission, parents/carers and children would need to visit the school to discuss their child's needs and how the school might be able to meet these. Our current Admissions form requests that parents or carers state any special needs that their child has. For full details of our admissions policy, please view our website <https://speenschool.com/key-information>

### **Accessing tests**

The SENCO is responsible for ensuring that SEN children are able to access tests for e.g. a child who struggles with reading may be allocated an adult to read to them during Maths and Science tests.

### **Transition**

The SENCO or class teacher will meet with SENCOs from nurseries and Year 3 when needed.

### **Supporting pupils at school with medical conditions**

The school recognises that pupils at school with medical conditions need to be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. The SEN Code of Practice (2014) is followed. The school has a policy for Supporting Pupils at School with Medical Conditions, which can be found on our website.

<https://speenschool.com/key-information>

### **Monitoring and evaluating SEN**

The success of the school's SEN policy and provision is evaluated through:

- monitoring of classroom practice by the SENCO;
- analysis of pupil data to show progression;
- monitoring of procedures and practice by the SEN Governor;
- School Self-Evaluation document;
- Local Authority support and OFSTED inspection arrangements;
- meetings of parents and staff, both formal and informal;
- a pupil's contribution at SEN review meetings.

### **SEN professional development of staff**

The SENCO attends regular in-service training sessions held by the LA and additional courses and conferences as appropriate. Staff and governors are encouraged to attend all relevant INSET for professional development. In addition, the SENCO facilitates training and holds internal INSET for teaching staff and teaching assistants. Topics could include:

- the role of the TA
- catch up interventions
- synthetic systematic phonics work
- assessment and monitoring
- individual training sessions on needs identified on children's IEPs
- precision teaching strategies
- basic skills

Occupational and Speech and Language Therapists visit termly and provide support for SENCO and/or training for staff.

### **Roles and Responsibilities**

#### **The Local Authority's role is to:**

- make assessments and write clear and thorough statements in accordance with the SEN code of practice, setting out the child's educational and non educational needs, the objectives to be secured and the provision to be made,
- oversee annual review of EHC pupils and the updating and monitoring of targets.

## **Governors' and Staff Roles**

The success of the school's SEN policy will be judged against the objectives set out above. The Pastoral Committee will annually review the policy and the SEN Governor will review the effectiveness of the provision and report back to the Governing Body.

The designated SEN Governor will keep an overview of the SEN provision being made by meeting with the SENCO each term. The Governing Body, in conjunction with the Headteacher, have responsibility for the school's general policy and approach to provision for SEN children including the allocation of resources. The Governing Body will review and approve the SEN Information Report annually.

The Headteacher is the designated responsible person in overall charge of the management of SEN provision and its resourcing.

The SENCO is responsible

- liaising with and advising colleagues;
- maintaining the SEN Register;
- working with the governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- contributing to the In-service training of staff with regards to SEN.

All teachers have a responsibility towards the children with SEN in the classes they teach by;

- for the day to day implementation of the provision.
- planning and delivering high quality teaching that is differentiated;
- collecting and gathering information through observations, discussions with children and parents and assessments;
- attending INSET and training sessions.
- overseeing the records of pupils with SEN;
- liaising with parents and carers of children with SEN;
- dealing with SEN administration;
- liaising with and co-ordinating external agencies;
- overseeing teaching assistants in their support of SEN pupils;

Class teachers have responsibility for:

- liaising with parents and carers as well as external agencies, TAs, other support staff and colleagues, where necessary;
- collecting and gathering information through observations, discussions with children and parents and assessments;
- implementing the Assess, Plan, Do, Review cycle;
- using SEN support plans and EHC plans to inform their teaching;
- evaluating progress of SEN pupils.

Teaching assistants/support staff who are directly involved with a child or group of children will liaise with the class teacher and SENCO in order to plan for, and meet the needs of, that child.

## **Storing and managing information**

Documents relating to pupils on the SEN register will be stored with the child's class teacher. SEN records will be passed onto the next school when the pupil leaves Speen. Class teachers retain copies of current SEN support plans in line with the school's GDPR policy.

## **Accessibility**

The school has an accessibility plan which can be found on the school website.

<https://speenschool.com/key-information> Our policy is to include disabled children in the curriculum as much as possible, through differentiation and support. The school has disabled toilets. However, should any individual encounter any difficulties with our provision, we would actively seek to support them.

All staff can be contacted in a variety of ways, such as: after school on the playground, via office email, telephone or a note in the Homework diary.

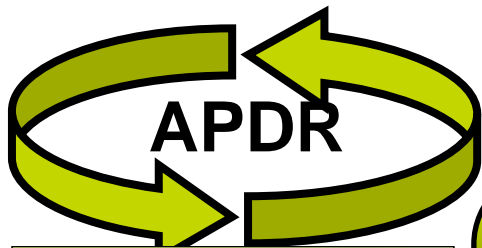
**Arrangements for Complaints**

Any complaints regarding SEN provision should initially be discussed with the class teacher. If this fails to provide a satisfactory answer, the issue should then be raised with the Headteacher. If this fails to resolve the complaint, the school's Complaint policy should be consulted.

**LINKED POLICIES/DOCUMENTS**

- Accessibility plan
- Anti-bullying policy
- Behaviour policy
- Complaints policy
- GDPR policy
- Inclusion policy
- Use of Force & Restraint policy
- Managing Medical Conditions in School policy

October 2022



Following the review, further assessments should be made, outcomes planned and shared before the cycle

**Assess - what you know about the child's skills**  
Click here to enter text.

You should regularly discuss your observations and assessments with the child's parents and other practitioners, getting their views. You should use these to prioritise your 'plans'.

**Review - evaluations of what you planned and did/progress towards the outcomes.**  
Click here to enter text.

Name:  
Date of Birth:  
Date:  
Review No.:  
Key Person:

**Plan - the outcomes they are working towards**  
Click here to enter text.

Details of what you do on a regular basis should be recorded (i.e. on the evaluation sheet). Liaison between practitioners is important and tweaks to the APDR can be made if appropriate. For some outcomes a whole setting approach will

**Do - the 'who, what when and how' of the plan**

Your APDR, should be shared with parents and other staff members to ensure the outcomes you are working on are consistently focused on.



# Review of APDR Outcomes

Date	Review Notes	Initials	Date	Review Notes	Initials
Click here to enter a date.			Click here to enter a date.		
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