

## **INTRODUCTION**

The SEND policy pervades all curriculum policies in the school. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having 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:

- a. have a significantly greater difficulty in learning than the majority of children of 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 children of the same age in schools within the area of the Local Authority (LA);
- c. are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

(The above definition of SEN is taken from Section 1.3 of the SEN Code of Practice.)

Special educational needs may relate to one or more of the following areas of need:

- communication and interaction;
- cognition and learning;
- behaviour, emotional and social development;
- sensory and/or physical needs;
- medical conditions;

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children deemed to be disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs.

## **EQUAL OPPORTUNITIES & INCLUSION**

This policy has been updated in line with the SEN Code of Practice 2001 (which takes account of the SEN provisions of the SEN and Disability Act 2001). And the government consultation on provision for children with SEN, Support and aspiration: a new approach to special educational needs and disability. It is part of a whole school strategy to promote the inclusion and 'effective learning for all pupils' (National Curriculum 2000). The governing body will review this policy in the light of any new legislation.

We endeavour to make every effort to achieve maximum inclusion of all pupils (including those with SEN) whilst meeting pupils' individual needs. Teachers provide learning opportunities for all the pupils within the school environment and provide materials appropriate to pupils' interests and abilities. This ensures that all pupils have a full access to the National Curriculum. We use the guidance given in the National Curriculum document to support inclusion. We have also adopted the use of the Index for Inclusion Centre for Studies in Inclusive Education (CSIE) to support the development of inclusive practice in school.

## **AIMS AND OBJECTIVES**

We are committed to inclusion, meeting individual needs, and the provision of the highest quality for all students and the efficient use of resources.

We encourage mutual respect and consideration as part of the ethos of our school. All pupils are valued and we work to "promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others." (National Curriculum, 2000).

## **PARTNERSHIP WITH PARENTS/CARERS**

The school works in partnership with parents. This is a school priority in line with the SEN Code of Practice. We work to enable and empower parents and carers by;

- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- instilling confidence that the school will listen and act appropriately
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for their child
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- making parents and carers aware of the parent partnership services
- providing all information in a 'parent friendly' and accessible way

## **INVOLVEMENT OF PUPILS**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). We endeavour to fully involve pupils wherever possible by including pupils in

- identifying their own needs and learning about their own learning (self assessment)
- individual target setting across the curriculum
- the self-review of their own progress and in setting new targets
- formal reviews, providing evidence for meetings and attendance at review meetings

The procedures for including pupils are identified in the Equality of opportunity policy. We ensure that pupil perceptions of the support and process are included in monitoring and evaluation procedures. We also ensure that all pupils have access to a designated member of staff for support and to allow pupils to express any concerns they may have.

## **MANAGEMENT OF SEND WITHIN THE SCHOOL**

We recognise that all members of staff are teachers of children with special educational needs. The Governing Body has delegated responsibility for the organisation of curricula and additional support to the Headteacher. All members of staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have a statement of special educational needs. A positive and sensible attitude is shown towards those pupils.

In line with the recommendations in the revised Code of Practice the Head is responsible for:

- overseeing the day-to-day operation of this policy
- co-ordination provision for children with special educational needs
- liaising with and advising teachers
- managing learning support assistants
- overseeing the records on all children with SEN
- liaising with parents of children with SEN
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

Beech Lodge School operates a Key Worker system and all children will be assigned a Key Worker who will liaise with parents/carers. The Headteacher will attend these meetings when appropriate.

The Head is responsible for keeping the governor with responsibility to SEND fully informed. This will take place at regular intervals throughout the year at least once a term.

### **ADMISSION ARRANGEMENTS**

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. There is currently 1 school building, this is single story and provides access for wheelchair users.

### **SPECIAL PROVISION**

The school has wheelchair access to its building and one disabled toilet. The staff have expertise and have received training in the following areas:

- working with children with Attachment difficulties
- working with children with behavioural difficulties
- working with children with Sensory needs
- working with children with Speech, Language and Communication needs
- working with children with Autistic Spectrum Disorder
- working with children with SpLD (dyslexia, dyspraxia and dyscalculia)

### **IDENTIFICATION AND ASSESSMENT**

We accept the principle that pupil's needs should be identified and met as early as possible. The Head works closely with its peripatetic specialists to assess children's needs. The school adopts the levels of intervention as described in the SEN Code of Practice. The LA's document 'Meeting Individual Needs' is used as a point of reference.

We adopt the following procedures for identification and assessment:

- the analysis of data including initial assessment · the pupil in context profile
- the completion of teacher concern forms
- following up parental concerns
- pupil self referral
- tracking individual pupil progress over time
- liaison with feeder schools on transfer
- information from previous schools
- information from other services
- Pupil Progress Meetings (termly)

The Head maintains a record of pupils identified through the procedures listed. This record is reviewed at least twice a year with individual teachers.

For some pupils a more in depth individual assessment may be undertaken by the school. This may take many forms e.g. a reading assessment, an observation of the child, working 1-1 on some aspect, a specific questionnaire.

For pupils at School Action Plus or a Statement one or more of our peripatetic specialists will be involved in assessment and identification of individual need.

### **CURRICULUM ACCESS AND PROVISION**

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual needs and to mark work and plan homework effectively.

Children are taught in mixed age classes based on stage not age.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. At School Action Plus/ Statement the following additional support may be provided.

- in class support for small groups with an additional teacher (AT) or Learning Support Assistant (LSA)
- small groups withdrawal with AT or LSA
- individual class support / individual withdrawal
- further differentiation of resources
- SFA levelled groups - smaller groups for the lower ability levels
- maths levelled groups - smaller groups for the lower ability levels

All pupils at School Action / Early Years Action and School Action Plus / Early Years Action Plus will have Individual Action Plans or a Pen Portrait. We use a format called IEP writer, giving a child a maximum of 4 targets. These are reviewed at least once a term.

For pupils with statements, provision will be in line with the recommendations on the statement.

### **LINKS WITH OTHER SERVICES**

Effective working links will also be maintained with:

Community Health Service

Social Services Educational Welfare Service

School Nurse

Links with Other Schools/Integration Links

Links are also maintained with the following schools:

Clares Court cluster group through the SENCO meetings.

### **STAFF DEVELOPMENT AND TRAINING**

In order to maintain and develop the quality of our provision, all members of staff are encouraged to undertake training. Input from external agencies is actively encouraged. Twice yearly Joint Planning Meetings with outside agencies - Educational Psychologist, OT, SALT),. The school is currently working to establish links with the Helen Arkell Centre and gain Dyslexia Friendly Schools Status

### **Monitoring and Evaluation of SEN Provision**

The effectiveness of our provision for pupils is identified as having special educational needs is carried out in the following ways:

- classroom observation - Headteacher and SEN Governor and school based specialists
- work sampling - and SEN Governor
- scrutiny of planning - Head and school based specialists
- informal feedback from all staff
- pupil interview- Head and SEN Governor
- pupil tracking - Head and Governing Body
- pupil review meetings and records of review meetings - Head, LA representatives, parents
- monitoring IEPs and IEP targets; Pen Portraits, Pastoral Support Programmes and School Contracts (class teacher, Head and SEN Governors)
- movement on the register (Head and SEN Governor)
- attendance records (Head)
- eight weekly formal assessment of children below 1A in reading through School Literacy Specialist

For those children who are wholly or partly funded by a Local Authority , an annual account of income received and expenditure incurred by the school is provided.

### **Monitoring of policy effectiveness**

We have identified the following success criteria to enable the Headteacher, SEN Governor monitor and evaluate the effectiveness of the policy.

- the Head has at least one termly meeting with the governor responsible for SEN
- the register is updated at least twice a year
- Pupil Progress Termly Meetings
- there is movement on the register, both up and down the levels of intervention
- all concerns are followed up as soon as possible
- parents are informed about all expressions of concern
- pupils with IEPs have the targets reviewed a minimum of twice a year
- pupils are aware of targets the need to achieve linked to the IEP
- relevant members of staff are aware of pupil targets
- IEP targets are SMART and written in accessible language
- parents are informed of their child's targets at parents' evening
- parents' data collected from parents surveys / questionnaires parents express satisfaction with the provision made
- teachers and support staff are aware of procedures
- all teachers' weekly plans show evidence of differentiation
- there is evidence of individual pupil progress over time
- SEN issues are included in staff development planning
- teachers are aware of their responsibilities

### **Complaints**

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Head teacher. The School has a formal complaints procedure which is available on the School website.

This policy will be reviewed by the governing body every two years or earlier if it is considered necessary.

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