



Policy Document:

Policy Statement on SEN

Policy Statement on SEN

Learning Together, Learning For Life.

Links to Visionary Statement

We aim to

- keep children's learning at the heart of our thoughts and actions
- provide the opportunity for all our children to achieve academic excellence within a broad and balanced curriculum
- create an ethos which nurtures creativity, self-belief, independence and a sense of respect for other
- ensure that our schools are happy, safe, supportive and secure places in which to learn
- create a stimulating learning environment
- develop strong and productive partnerships with parents and the wider school community
- have high expectations in all areas of school life
- prepare children for the future

Agreed and Signed on behalf of the Full Governing Body.....

Date:.....

Next Review:.....

Paulton Infants School

Last Updated Sept 2017

Next Update: Sept 2019



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Aims

To identify needs of pupils at the earliest opportunity.

To evolve, as part of a whole-school assessment policy, a unified approach to the assessment of children's special educational needs and provision of a differentiated curriculum which is accessible to all pupils.

To inform parents/carers of all aspects of their child's development and involve where possible.

To clearly define the roles and responsibilities of the staff, Headteacher, Special Educational Needs Co-ordinator, Governors and outside agencies.

Organisation :

Identification, Assessment and Review

1. Initially EYFS leader and SENCO liaise with feeder Pre-school or Nursery in January, to establish any children who are causing concern. During March and April the SENCO will work with feeder schools for children considered for High Needs Transition Funding. Following their entry pupils are monitored and assessed by the Class Teacher and Teaching Assistant. The SENCO will do a walk around observation within EYFS during October and November during the first term the Reception children are in school. The Class Teacher informs the SENCO of the pupils identified as having SEN. The parents are informed. Some pupils enter the Foundation Stage with an SSP or EHCP (Education Health Care Plan) from their Pre-school or Nursery. The SENCO is informed and the possible support required is discussed with the Headteacher.

Stage 1 (Monitoring)

When progress is not being made and a pupil gives cause for concern the teacher notifies the SENCO and a discussion identifies areas of concern and key areas of learning to be monitored. Stage 1 monitoring form is completed along with the early intervention checklist and parents are informed.

When considering this information, it may be decided that to further support the child they need individualized targets and support which will be presented as a Single Support Plan. If this occurs the child will move to stage 2 of the SEN identification process. The support plan will be written in line with the SEN Code of Practice 2014.



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Using the Code of Practice for Special Educational Needs: We will look at the needs using four broad areas and use these areas to set clear SMART targets. The 4 areas are as follows;

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health Difficulties
4. Sensory and/or physical needs.

When identifying a child with SEN, the needs of the whole child will be considered, not just their special educational need. This may encompass more than one of the areas highlighted above.

(See Code of Practice 2014 6.28 – 6.35):

If through discussions with the parents, class teacher, SENCO and other relevant professionals it is felt that the specific needs of the child are not educational, parents will be signposted to outside agencies to support them. This may need a referral from the SENCO. Information on outside agencies in the local area can be found in the Local Offer.

Stage 2 (SEN Support)

A Single Support Plan (SSP) is drawn up by the class teacher in consultation with the SENCO, the parents and the pupil where appropriate. The SSP will provide targets for the pupil to meet at school and at home. This plan will be reviewed 3 times per year; once per long term (October, February, June). The SENCO will support the class teacher, giving help with targets and monitoring their success. The SSP targets are written using the SMART Criteria as follows;

Sensible

Measurable

Attainable

Realistic

Time constrained

When a pupil gives further cause for concern the teacher notifies the SENCO and a Pupil Inclusion Plan (PIP) maybe drawn up. These are used if the child's needs are not being met by their targets on the SSP and a further intervention is needed to allow the child to access their education. These are often written for children who have medical needs as well as educational. This plan will give details of the problem areas, which the pupil is experiencing and strategies to overcome these difficulties. The plan will operate for a year and then be reviewed. Parents will be informed.

Stage 3 (SEN Support Plus)

When the judgement of the SENCO and class teacher is that little progress has been made at Stage 2, then outside support will be requested and the pupil is moved to Stage 3. This will usually take the form of an assessment by an outside agency. A new SSP can then be drawn up to reflect their advice.



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The **SENCO, class teacher, parents and child, together with any of the following: behaviour co-ordinator, literacy and numeracy co-ordinators, ICT co-ordinator and appropriate external specialists**, will consider a range of different teaching and learning approaches and the outcomes that are desired by all the parties involved. We very much look at the individual child and what they need next to further support their learning in the whole of their development, reflecting each area of the code of practice.

The school is able to call on these services:

Autism Outreach Service

Behaviour Support Service

CAMHS

Counselling Services

Educational Psychologists

Occupational Therapists

School Nursing Team, Paediatricians and GPs

Social Care teams

Child Protection Officers

Speech and Language Inclusion Partnership

Children Missing Education Officers

Sensory Support Services

Physiotherapy

SEND Partnership

Rainbow support services

Parent Partnership

Parent Support Service

Ethnic Minority and Traveller Achievement Service

Targets will be drawn up following discussion with the relevant school staff, and with the help of outside agency advice wherever possible.

- Strategies and materials will be used primarily within the normal classroom setting. However, at this stage it may be desirable for some withdrawal from the class for special support.
- Classroom support assistants will also have an identified role in supporting pupils at this stage and will assist in planning and in monitoring progress towards the specific targets set out in the SEN support plan.
- Parents/carers will continue to be involved in supporting their child in meeting small targets.
- Everyone involved will agree outcomes for the SEN Support plan together with strategies and resources to be used.



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- A review date will be set no longer than one term from the start of the current SEN support plan.

Stage 4 (Statutory Assessment)

If the concerns continue, we will then consider whether or not additional support is required to ensure the child's needs are met. This could result in an Education Health and Care Plan (EHC) (Chapter 9 Code of Practice 2014).

The SENCO may request the LA to carry out a **statutory assessment** providing evidence of the child's needs. Following a request for statutory assessment the LA will seek advice from all agencies involved with the child, consider all the evidence provided and may issue an EHC plan. A request is made usually through a further EP visit for the LA to undertake a multi-disciplinary assessment.

The reports from various professionals will be submitted to the LA, at this point they will decide if they are going to carry out a full statutory assessment. They will inform the school of their decision. If they agree to carry out a full assessment for an EHCP, the process will take up to 20 weeks which will include a range of meetings held at the school.

If the EHCP is agreed, the process of setting outcomes for the child will begin and usually involves an outcomes meeting with all the relevant professionals who have been supporting the child, along with the parents, Headteacher, SENCO, class teacher and support staff. Education, Health and any other agencies will be involved in creating outcomes that take the long view into account, as well as short term outcomes in relation to educational targets.

If the LA decide they will not go through the statutory assessment process, as a school we will continue to support the child and parents/carers will be invited to discuss the next steps available with the SENCO.

Stage 5 (Educational Health Care Plan)

The LA takes the decision whether to issue an Education Health Care Plan. If the plan is agreed, the Local Authority will band the level of need and provision using their own criteria. Once the funding has been allocated by the local authority, funding will be used by the Head and SENCO to purchase extra support for the pupil.

When an EHC plan is issued, it will include information on the nature of the child's difficulties through an All About Me Profile. This will be the basis of the EHC plan. The professionals will generate outcomes based on their observations which will allow the local authority to identify necessary provision.

An EHC plan is reviewed annually with key professionals supporting the child. This will be led by the SENCO and they will complete the review form and resubmit the documentation for panel.



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The panel will then decide whether the funding needs to continue, change or end depending on the needs of the child.

Parental Requests for an Education Health Care Plan

According to the SEN Code of Practice 2014, parents can make a request for an EHC Plan for their child. If this occurs the SENCO will offer support and guidance, we will also recommend the parents contact the SEND partnership team.

Personalised budgets

Personal budgets are an allocation of funding made for children and young people with SEND and their families, after an assessment of their needs and will be outlined in an EHCP. Parents or young people can request a Personal Budget as part of an EHCP Needs assessment. It will cover aspects of the Plan that can be offered as a personal budget. It will not cover the cost of a named educational placement

3.2 Families will be able to request a personal budget as part of the planning process, i.e. when a Local Authority is drawing up an EHCP or at the annual review.

We will support the family in finding further information about the decision. Further information about Bath & North East Somerset manage requests for personalized budgets by reading their policy;

Bath and North East Somerset Council, Special Educational Needs and Disability, Personal Budget Policy November 2015

Roles and Responsibilities.

1. From September 2014 the **SENCO** will be Mrs. R. Perry

Her role has the following duties :-

- a) Co-ordinating the day to day provision of the education of pupils with SEN.
- b) To support staff in assessment and planning.
- c) To maintain the professional development of staff through staff meetings and INSET.
- d) To facilitate staff awareness and development in Special Educational Needs provision and legislation.
- e) To liaise with outside agencies to secure further support.
- f) To maintain an up-to-date SEN register for the school.
- g) To maintain links with the Governors through regular consultation with the Inclusion Governor.
- h) To maintain links with SENCOs and other specialists in the local Network of schools and to attend the regular training/information sessions.
- i) To work with the class teachers and Headteacher to keep parents fully informed throughout the process of identification and support and involve them in the agreed action plans.
- j) The SENCO is responsible for making parents aware of the LA's complaints procedure should the need arise.



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- k) The SENCO will advise upon access to resources in the classroom.
- l) The SENCO is responsible for managing the budget for SEN and for allocating its proportion to appropriate resources and supporting the Head in the allocation of finance and timetabling of such support.
- m) To be responsible for the Policy as well as monitoring and reviewing following implementation.
- n) To seek to develop effective ways of overcoming barriers to learning and sustain effective teaching through the analysis and assessment of children's needs;
- o) To help class teachers/teaching assistants maintain records in the form of Intervention logs (Appendix 1) or SEN support plans with reviews of outcomes resulting from working on specific targets.
- p) To build confidence and understanding through keeping staff informed about changes to the SEN Code of Practice, to arrangements and to provision.
- q) Liaising with potential next providers of education to ensure a pupil and the parents are informed about options and a smooth transition is planned.
- r) Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustments and access arrangements.
- s) Monitoring the progress of children on the SEN register.

2. The **Headteacher** will :-

- a) Overview the SEN Register and the progress of the children.
- b) Allocate and deploy finances in both human and physical terms to support those children whose needs are identified.
- c) Offer Inset support to staff that have children with particular difficulties.
- d) Discuss termly with the SENCO individual children on the Register, their progress and further support.
- e) To ensure that early identification is achieved and as much support is available as possible.
- f) To keep abreast of legislation regarding SEN.
- g) To maintain and update the school's Local Offer.

3. The **Inclusion Governor** will :-

- a) ensure that teachers are identifying those children with SEN,
- b) ensure that appropriate provision is made for pupils with SEN,
- c) ensure that the LA is aware of any pupils who are eligible for a EHCP,
- d) be aware of legislation regarding SEN.

4. The **School Support Staff** will:-

- a) Liaise with the SENCO and the class teachers to plan suitable activities, addressing the pupil's SSP targets.
- b) work with individual children or small groups providing extra literacy/maths support.
- c) receive training by outside agencies such as Speech & Language, Occupational Therapy,



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in order to facilitate support to groups of children identified by the class teachers and SENCO.

- d) Maintain intervention records to evidence the impact of interventions

Monitoring

We carefully monitor the success of our support for children with SEN. The SENCO reviews the SSPs with the teachers three times a year and evaluates their success rate. We aim that 90% of the targets set are achieved using the S.M.A.R.T. criteria (sensible, measurable, attainable, realistic, time constrained). We monitor the children using a range of strategies and intervention techniques to ensure the children are making progress. If we identify a child is not making progress, we will use the stages identified in this policy to intervene and reassess.

Resources

The Governors and Headteacher are aware that a proportion of our pupils have SEN and this is reflected in the money set aside in the annual budget to employ the Speech & Language Inclusion Team and provide non-contact time to the SENCO for administration duties.

The SENCO is responsible for purchasing relevant equipment and materials and to keep up to date with assessment tests.

References

The Code of Practice (DfEE 2014)

Excellence for all children (Meeting Special Educational Needs) (DfEE 1997).

Guidance Criteria for deciding to make a Statutory Assessment (B&NES 2000).

The Special Educational Needs Code of Practice 2014

Bath and North East Somerset Council, Special Educational Needs and Disability, Personal Budget Policy November 2015

This policy is in conjunction with Curriculum, Child Welfare, Equal Opportunities and Behaviour Policies.

Mrs. Perry
September 2018

To be reviewed September 2020