

Lyons Hall Primary School

SEN Policy

Lyons Hall Primary School on Special Educational Needs (SEN)

1 Introduction

- 1.1 This policy is currently under review in line with the new current Code of Practice September 2014.
- 1.2 This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.
- 1.3 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.
- 1.4 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.
- 1.5 The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as 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 Disability Discrimination Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.
- 1.6 At Lyons Hall Primary School we identify children as having Special Educational Needs if they have difficulties with one or more aspects of school life, which, as a result, require the provision of support and/or resources that are different from or additional to those generally provided for children of the same age.
- 1.7 To identify SEN at Lyons Hall Primary School we use the definition offered in the 2001 'Code of Practice' for the identification and assessment of Special Educational Needs.

A child has special educational needs if they have a learning difficulty which calls for 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.

(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 education authority.

(c) are under five and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

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

Special educational provision means:

(a) 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 LEA, other than special schools, in the area.

(b) For children under two, educational provision of any kind.

- 1.8 We also use the definition of disability as outlined in the 2001 SEN and Disability Act.

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

- 1.9 Disabilities may be obvious, such as sensory impairment. However, some disabilities may be “hidden”, for example, a learning disability, dyslexia, diabetes and epilepsy. We also recognise that some children may have a disability that is also classed as a Special Education Need, as outlined in the definition below.

... children with a disability have SEN if they have any difficulty in accessing education and if they need any special educational provision to be made for them that is additional to or different from what is normally available in school...

(SEN Code of Practice for schools DDA 1995: part 4)

- 1.10 As a school, we are committed to ensuring that disabled pupils are not treated less favourably than non disabled pupils. We will therefore make reasonable adjustments to avoid putting disabled pupils at a disadvantage.

2 Aims and objectives

- 2.1 The aims and objectives of this policy are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents or carers are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

3 Educational inclusion

- 3.1 In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

- 3.2 Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;

- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 Special educational needs

- 4.1 Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Children have a learning difficulty if:
- they have significantly greater difficulty in learning than the majority of children of the same age;
 - they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.
- 4.2 It is the responsibility of all teachers to ensure the curriculum is differentiated to meet a wide range of needs.
- 4.3 For the vast majority of pupils it is the actions taken by their class teachers in ordinary settings that are key to helping them make progress and to raising achievement.

The National Curriculum Inclusion Statement emphasises the importance of providing effective learning opportunities for all pupils. (SEN Code of Practice 2001, 5.19, 6.20)

- 4.4 The wide range of differentiated strategies and interventions that skilled teachers bring to bear is usually enough to meet the individual learning needs of all their pupils.
- 4.5 If a child's difficulties are not sufficiently responsive to the intervention provided by the class teacher or the school, as listed above, 4.2 – 4.4, then a combination of additional help may be required.
- 4.6 Placement at Essex School Action
- A pupil is placed at School Action when, despite receiving differentiated learning opportunities, they are still:
- Making little or no progress in his/her identified area of need
 - Working at National Curriculum levels significantly below those designated for his/her chronological age in specified areas of the curriculum, especially literacy and numeracy
 - Presenting persistent emotional and/or behavioural difficulties which are not ameliorated by a range of positive whole school behaviour management strategies as explicitly outlined in the school behaviour policy
 - Having sensory and/or physical problems and continues to make little or no progress despite the provision of specialist equipment or resources

- Needing a higher level of intervention than that provided through a social skills focussed curriculum
- 4.7 At Essex School Action the child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents or carers informed and draw upon them for additional information. The Special Educational Needs Coordinator (SENCO), if not already involved, will become involved if the teacher and parents/carers feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs.
- 4.8 We will record, in an Individual Education Plan (IEP) or on a Provision Map, the strategies used to support the child. The IEP will show the short-term target set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term.
- 4.9 The SENCO, with other staff, should decide on the action needed to help the pupil to progress in the light of earlier assessments, without the need for regular or ongoing input from external agencies. Occasional support, however, could include advice or in-service training from external agencies. This might also include more regular support from health professionals, depending on the need of the child.

... there is sometimes an expectation that this help will take the form of the deployment of extra staff to enable one-to-one tuition to be given to the child. However, this may not be the most appropriate way of helping the child.

(SEN Code of Practice, 2001, 5.49, 6.57)

- 4.10 School based interventions, at Essex school Action, may be a combination of:
- Different learning materials
 - Special equipment
 - Use of information technology
 - Group or individual support
 - Support for curriculum planning / differentiation
 - Additional planning and monitoring time
 - A range of management strategies and / or alternative arrangements based on specialist advice
 - A range of teaching approaches
 - Staff development and training

4.11 If a child's difficulties are severe and they are already receiving support from outside agencies and progress is limited they may require placement on Essex School Action Plus.

4.12 Placement at Essex School Action Plus

The triggers for intervention through School Action Plus could be that, despite receiving an individual programme and / or concentrated support under School Action, the child:

- Continues to make little or no progress in areas of need against specific measurable, achievable, relevant and time limited (SMART) targets
- Continues to work significantly below chronological age in specific areas of the curriculum, especially literacy and numeracy
- Has emotional and/or behavioural difficulties which substantially and / or regularly interfere with their own learning and that of the class group despite having an individualised behaviour management programme
- Has sensory and/or physical problems and requires additional resources or specialist advice
- Has ongoing communication or interaction difficulties that impede development of social relationships and cause substantial barriers to learning

4.13 The SENCO, with other staff, should decide on the action needed to help the pupil to progress in the light of earlier assessments. All previous intervention strategies continue to apply.

The resulting new IEP for the child should set out fresh strategies for supporting the child's progress. Although developed with the help of specialists, the strategies specified in the IEP should usually be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher.

(SEN Code of Practice, 2001, 5.59, 6.67)

4.14 If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LA. A range of written evidence about the child will support the request.

5 The role of the SENCO

5.1 In our school, the SENCO:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents and carers;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision, and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contributes to the professional development of all staff.

6 Roles and Responsibilities

6.1 In our school, the SEN/Pastoral Support Team comprises:

SENCO	Jenny Jinks
Assistant SENCO	Agnes Kittles
Family Liaison Worker	Sharon McCormick
Governors responsible for SEN	Curriculum Team

7 The role of the governing body

7.1 The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

7.2 The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents and carers on the success of the school's policy for children with special educational needs. The governing body ensures that parents or carers are notified of any decision by the school that SEN provision is to be made for their child.

7.3 The governing body has identified governors to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the headteacher. The headteacher ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement.

7.4 The SEN governors ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

8 Allocation of resources

- 8.1 The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.
- 8.2 The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.
- 8.3 The SENCO draws up the resources bid when the school is planning for the next School Development Plan (SDP).

9 Assessment

- 9.1 Early identification is vital. The class teacher informs the parents or carers at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- 9.2 The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.
- 9.3 The SENCO works closely with parents/carers and teachers to plan an appropriate programme of support.
- 9.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- 9.5 The LA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this.

10 Access to the curriculum

- 10.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:
 - understand the relevance and purpose of learning activities;
 - experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 10.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
- 10.3 Individual Education Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. Children at School Action have a Provision Map and all children at School Action Plus and statement levels have an IEP.
- 10.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

11 Partnership with parents and carers

- 11.1 The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers. Parents and carers have much to contribute to our support for children with special educational needs.
- 11.2 A named governor takes a particular interest in special needs and is always willing to talk to parents and carers.
- 11.3 We have regular meetings to share the progress of special needs children with their parents or carers. We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

12 Pupil participation

- 12.1 In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.
- 12.2 Children are involved at an appropriate level in setting targets in their IEPs and in the IEP review meetings. Children are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

13 Monitoring and review

- 13.1 The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- 13.2 The SENCO is involved in supporting teachers involved in drawing up Individual and Group Education Plans for children. The SENCO and the headteacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also meet regularly.
- 13.3 The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.

Date agreed by governors:

Date to be reviewed: