



Inspire, challenge, learn

Special Education Needs Report (SEN) Policy Pool Hayes Primary
School

September 2016

Yearly Review Cycle (Next review Autumn term 2017)

Reviewed by: Mrs Snape (SENDCo)

Vision statement and aims

At Pool Hayes Primary School we are committed to providing the best possible start for all children in our care. We aim to make all children feel happy, safe, secure and valued. During their time at Pool Hayes Primary School, children are stimulated by the creative

learning environment and high quality teaching, which aims to build upon children's interests and individual strengths.

We have high expectations of all children in the school and we reflect this in our teaching by removing barriers to learning so that every child can reach their full potential.

Children educated at Pool Hayes Primary School are committed, capable and confident learners. We encourage a positive relationship between parents, home, school and the wider community. The school values the relationships between parents and the community. This relationship enables children in our care to grow into individuals and lead happy and rewarding lives.

Introduction –

Pool Hayes Primary School values the contribution that every child can make and welcomes the diversity of culture, religion and learning styles. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their needs and abilities. The school seeks to raise achievements, remove barriers to learning and increase physical and curricular access to all. All children with SEN are valued, committed and equal members of the school. We as professionals aim to keep abreast of new developments and policies. We have written our policy to reflect the needs of the current SEN Code of Practice which will be firmly imbedded over the current term through CPD, training and performance management targets.

Objectives:

- 1) To enable pupils with SEN to maximise their achievements.
- 2) To ensure that the needs of pupils with SEN are identified, assessed and provided for and that these needs are regularly reviewed.
- 3) To ensure that the resources deployed are designed to meet the learning styles and needs of the pupils with SEN.
- 4) To ensure that all pupils with SEN are offered full access to a broad and balanced curriculum.
- 5) To work in partnership with parents in order for them to make an active contribution to the education of their children.
- 6) To take the views and wishes of the child into account.

Roles and responsibilities within Pool Hayes Primary School regarding SEN

The Governing Body:

The governing body, in co-operation with the head teacher determine the general policy and approach for children with SEN. The governing body must report to parents annually on the

school's SEN policy. The governing body will nominate one governor with responsibility for SEN. The SEN governor will liaise with the SENCO every half term and report back to the governing body.

The Head teacher:

The Head Teacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEN. The Head Teacher should keep the governing body fully informed and keep in regular contact with the SENCO.

The SENCO:

The SENCO is a member of the management team within the school. The SENCO, in collaboration with the head teacher and the governing body, play a key role in determining the SEN policy and the provision in the school, in order to raise the achievement of children with SEN.

Key responsibilities are:

- 1) Overseeing the day to day operation of the school's SEN policy.
- 2) Co-ordinating provision for children with SEN.
- 3) Liaising with and advising other teachers.
- 4) Managing teaching assistants.
- 5) Overseeing the records of all children with SEN.
- 6) Liaising with parents of children with SEN.
- 7) Contributing to the in-service training of all staff.
- 8) Liaising with external agencies, including the LA support and educational psychology services, health and social services and voluntary bodies.

The teaching staff:

All teachers are teachers of children with Special Educational Needs and actively seek to adapt the curriculum to meet their needs. All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEN. The key documents for teaching staff are kept in the SEN class folders and any work that is completed on IEP targets are kept in the SEN evidence folder. Both these folders are updated and monitored by the SENCO on a termly basis.

Teaching assistants:

The teaching assistants across the school work in partnership with the SENCO and class teachers to deliver and provide support for children with Special Educational Needs. Teaching assistants are provided with timetables and training to match the children they work with.

The role of parents of pupils with SEN:

According to the SEN Code of Practice 2002, “Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LEA’s and others. This is important in enabling children and young people with SEN to achieve their potential.” In accordance with the SEN Code of Practice, Pool Hayes Primary School believes that all parents of children with SEN should be treated as equal partners. We will be holding regular reviews and parent workshops to make this happen. The Achievement for all programme has highlighted the role of parents and enables us to engage with them on a regular basis. Providing user friendly information, it will ensure that parents know and understand the procedures in place and that they are aware of how to access advice and support.

Parents are encouraged to contact the school if any issue arises from the SEN Code of Practice of which they are unsure. We encourage the active participation of parents by enabling seeking their views on reviews and their child’s educational experiences.

Pupil participation:

Children will be asked for their views on the decision making process and their learning targets. These will be included in every review. Pupils will be encouraged to attend workshops alongside their parents during the year and views will be gained by surveys from both parents and children on the quality of these events.

Admissions arrangements:

The Head teacher is responsible for the admissions arrangements in accordance with those laid down by the local authority. The school fully acknowledges its responsibility to accept children who already have an identified Special Educational Need, as well as identifying and providing for children who have not been identified as having Special Educational Needs.

Allocation of resources:

The LEA provides the school with a budget towards meeting the needs of pupils with SEN. In addition, the school plans and provides for children with special educational needs from its main budget. This may include staff training and specialist resources.

Identification, assessment, provision and review (See Appendices):

All pupils are entitled to a broad and balanced curriculum; this policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils in the school will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short term support from the class TA in the first instance, with direction from the class teacher.

Pool Hayes Primary School is committed to the early identification of Special Educational Needs and adopts a graduated response to meeting the needs of children with Special Educational Needs as outlined in the SEN code of practise (2014). All children in the school are monitored regularly to ensure that they continue to meet their personal targets and the national targets. Where we feel children are not making progress we identify the child and the concerns we have and use the initial concerns form (Appendix 1) which is brought to the attention of the SENCO. This then outlines the next steps for the child. A range of formal discussions between the class teacher and the SENCO will continue and if it is still deemed that the pupil is not making the expected progress then the class teacher works in partnership with the SENCO when additional provision is needed. Where it is felt to be the case, children are identified and extra support will be given. Targets will be drawn up in close communication between all the stakeholders involved. These include the pupil, parents, carers and teachers. Individual and group interventions are planned at this stage. At Pool Hayes Primary School, we collect evidence over the term using the evidence sheets in SEN class folders (See Appendix 3). All targets are shared equally between all stakeholders. Children use the child friendly target sheets to identify what they have achieved and where they feel they need to progress (See Appendix 4).

At Pool Hayes Primary School, children's targets are reviewed every term and the outcomes are recorded on the child's target sheets. (See Appendix 2). Pupils and parents will be invited to contribute to the target setting and review process, where new targets are set and shared with the parents, teachers, children and SENCO.

If the school has evidence that the pupil is still making insufficient progress despite significant support and intervention, then it might be necessary to seek further advice and support from outside professionals. This will mean that the child will be given support from outside agencies. All children at this level will receive additional support from outside agencies. These children will be highlighted at the termly Inclusion Planning Meetings, where all agencies liaise regarding the children on the SEN register at Pool Hayes Primary School. If their need is centred on Speech and Language delay we will highlight these children and make provision for them at the termly SALT meetings between the SENCO and the SALT team (See SENCO folder for details). Any external agencies involved will be invited to contribute to the monitoring and review of progress. Pupils and parents will be fully informed and kept up-to-date about the involvement of external agencies and proposed interventions.

For pupils who have a health education plan of Special Educational Needs, as well as the review of their targets, their progress and the support outlined in their plan will be reviewed annually and a report provided for by the LEA, when pupils are transferred to another phase. During transition, the SENCO will liaise with the SENCO from the Secondary school or new educational establishment. All parties are invited to attend this transition meeting, details of which will be passed onto the child's new school within 15 days of the pupil ceasing to be registered, as required by the educational regulations (2000).

Access to the Curriculum and access facilities for Pupils with SEN:

All pupils have the entitlement to a broad, balanced and relevant curriculum. All children are taught in the classroom setting through clear differentiation, support and challenge. All teaching and support staff are aware of the curriculum and the need to be inclusive to cater for all learners. In planning and teaching, we aim to provide suitable learning challenges, meet pupils' diverse needs and remove barriers to learning and assessment.

With advice from and support of the SENCO, teachers match the learning to the needs of their children. They use a range of strategies to develop pupils' knowledge, understanding of skills including the use of ICT, where appropriate materials are modified or supported to enable pupils with SEN at the school to access the learning or assessment procedures.

The school acknowledges that its SEN practise makes a difference and that children with SEN are fully included in the classroom, working with a class teacher on a regular basis. SEN is also represented on the Senior Leadership Team. The school and teachers regularly review issues related to pupils with SEN. Each week, during staff meetings, we will highlight any children we are concerned about regarding SEN and discuss children already on the SEN register (See Appendix 6). Pupil support will be monitored regularly and reviewed as necessary.

Access to the wider curriculum and the use of Pupil Premium:

In addition to the statutory curriculum the school provides a range of additional activities. These include a range of musical, creative and sporting clubs. Pupils with SEN are actively encouraged and supported to join, and benefit from these clubs.

Where a child receives SEN support and Pupil Premium support we aim to encourage extra curricular activities alongside booster and intervention sessions in school.

Monitoring and evaluating the success of the education provided for pupils with SEN:

The school, including the Governing body, is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the SENCO will report to the Governing body every term on the quality of education provided for children with SEN and the achievements of pupils with SEN.

The SENCO will use a range of methods when reporting to the Head teacher and the Governing body on the quality and achievements for children with SEN. These will include:

- 1) Regular observations of teaching by the head teacher and other senior teachers and subject leaders.
- 2) Analysis of the attainment (National Targets) and the achievements (Personal Targets) of the different groups of pupils with SEN.
- 3) Success rates in respect of IEP targets.
- 4) The views of parents and pupils.
- 5) Regular monitoring by the Governing body.
- 6) Maintenance of assessment records that illustrate progress over time.
- 7) Regular meetings between the SENCO, class teacher, subject leaders, leadership team and TA's.
- 8) Meeting between the SENCO and outside agencies.

As a result the SENCO will report annually on the successes and identify future areas for development.

Arrangements for in-service training:

The school makes an audit of training needs for all staff, taking into account the most recent performance management cycle and school professional development points. These will also be linked to the Achievement for All Programme over the next two years. The school is allocated funding from the standards fund each year, which it may use to identify needs. Special Needs is included within all school training. In addition, staff attend training organised by the LEA and other agencies.

Links with other schools and facilities:

External support services play an important role in helping the school identify, and make provision for pupils with Special Educational Needs.

- 1) The school receives allocated visits from the Educational Psychologists and the school also has a named Educational Welfare Officer.
- 2) In addition the school may seek advice from specialist advisory teacher services for children with statements, sensory impairments or physical needs. All the professionals we work with are invited to the inclusion planning meeting, to plan for the next steps in the children's learning.
- 3) The Speech and Language Therapy team regularly visit the school to support children whose needs have been identified with Speech and Language difficulties. They support TAs and provide advice and resources in response to an identified need.

- 4) The school has regular communications with a variety of different agencies to ensure that the school can best match the needs of individual children.
- 5) Multi agency liaison meetings are held as appropriate; to ensure effective collaboration to identify and make provision for vulnerable children.
- 6) Various liaison meetings take place involving class teachers, the SENCO, SEN TAs and the SENCO of the local secondary school to ensure a smooth transition and transfer of records for the children in Year 6, and with local pre-school providers as necessary.

Success Criteria:

The success of the education offered to children with SEN will be regularly monitored and judged against the aims set out above. The policy will be reviewed annually and the governing body will receive regular reports on the implementation of the policy.

Date adopted: Autumn Term 2016

Review Date: Autumn Term 2017

Head teacher's signature:
