



Striving together for excellence and enjoyment

SPECIAL EDUCATIONAL NEEDS POLICY

This document is Pirton School's SEN Policy. It was drawn up by staff on behalf of the Governing Body. It outlines the parts played by staff, parents, children and governors in ensuring success and achievement for all our pupils. It should be considered in tandem with the Pirton SEN Information Report.

SEN Co-ordinator	Rachel Marsh
Responsible person for SEN:	Headteacher
SEN Governor	Janine Budd

Philosophy

The whole team at the school is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated. Our school is staffed by a team of qualified teachers and teaching assistants. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.

All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.

We believe that children have special educational needs if they have a learning difficulty which calls for special provision to be made for them. Pupils have a learning difficulty if they:

- Have significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability which either prevents or hinders them from making use of the facilities of a kind provided for the children of the same age within the school.

Definition of Disability

A person has a disability for the purposes of this act if he has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day to day activities.

Disability Discrimination Act 1995, part 1

- Have an emotional or behavioural difficulty that hinders their own progress and those of other children in the class.
- Have difficulties which require a differentiated curriculum to reduce barriers to their learning.

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

Aims

- To raise the achievement of all pupils.
- To identify individual needs as early as possible.
- To focus on a child's strengths as well as their additional needs.
- To make every effort to ensure provision for the child with special educational needs matches the nature of that child's needs.
- To provide effective liaison within the school about children who have special educational needs, using effective assessment and recording processes.
- To differentiate the curriculum appropriately, monitor and review the child's progress and keep parents fully informed.
- To provide class consultation and partnership with parents to encourage them to be active participants in the education of their child.
- To involve parents and children at every stage of the assessment procedures.
- To take into account the wishes and feelings of the child and, where ever possible, to encourage them to undertake a measure of responsibility for their own learning.
- To liaise with secondary schools so that the needs of the child are fully understood by the receiving school and transfer is facilitated as effectively as possible.
- To liaise with schools/playgroup from which a child transfers and to which a child transfers to ensure maximum continuity of support.
- To provide guidance, support and training for teaching and non-teaching staff and governors to support working towards these aims.
- To have regard to the principles, practices and procedures of the Code of Practice for special educational needs.
- To monitor and evaluate the special educational needs policy in order to refine and build on it.

Management of SEND within the school

The governing body has delegated the responsibility for the day to day implementation of the policy to the SENCo who has Qualified Teacher Status. All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions. Teaching Assistants play a major role in the support of pupils with SEND. The rationale for the deployment of TAs is pupil centred.

The role of the Special Educational Needs Co-ordinator

At Pirton School Rachel Marsh is the Special Educational Needs Co-ordinator (SENCo) and she is responsible for:

- Overseeing the day-to-day operation of this policy
- Liaising with and advising teachers
- Liaison with outside agencies, eg the Educational Psychologist.
- Co-ordination of provision for children with special educational needs.
- Oversight of records of special educational needs pupils.
- Maintaining the register of special educational needs pupils (reviewed termly).
- Co-ordinating the annual reviews of statemented children.
- Ensuring opportunities for training are brought to the attention of the staff.
- Keeping parents informed of the progress of children on the special educational needs register.
- Line manage the work of special educational needs support assistants.
- Contributing to the professional development of staff
- The SENCO is responsible for reporting to the governor with responsibility for SEN on the day-day management of SEN policy.

Admission Arrangements

Pupils with SEN are admitted to the school on the same basis as any other child. Pirton School follows the Hertfordshire County Council admission arrangements in accordance with the Education Reform Act 1988 and the Parents' Charter.

Special Facilities for Special Needs – Disability

The school is fully accessible for children with physical disabilities, with the exception of the small group room upstairs in the old school house. The school has a disabled toilet in both buildings. Please see our Equality Scheme and Access Plan on the school website.

Identification, Assessment and Curriculum Access

We accept the principle that pupils' needs should be identified and met as early as possible.

There are four areas of need as stated in the SEND Code of Practice, 2014. Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress

- Communication and Interaction (C and I)
- Cognition (Cog)
- Social Emotional and Mental Health difficulties (SEMH)
- Sensory and/or Physical. (S/P)

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium. (PP)
- Being a Looked After Child (CLA)
- Being a child of a service woman/man.

The SENCO works closely within the senior leadership team, using whole school tracking data as an early identification indicator. We use a number of additional indicators of special educational needs

- the analysis of data, including entry profiles at Reception baseline and end of Early Years data, termly pupil assessments and statutory assessments
- The use of our local authority SEN criteria
- The following up of teacher concerns
- following up parental concerns
- tracking individual pupil progress over time
- Information from previous schools on transfer
- Information from other services

The SENCO maintains a list of pupils identified through the procedures listed; this is called the SEND Register. This register is reviewed each term and the statistical information from this register will be submitted to the Department for Education through a data collection exercise. Parents are informed if their child is identified as having special educational needs, that they are going to be placed on the school SEND register and the implications of this. All staff are aware of who is on the register and how they are progressing. Staff also discuss with the SENCO whether there are any other children who should be included on the register, or similarly be removed from the register due to consistent progress. After the termly review of the SEN

register, PSPs are reviewed and re-written. These are composed by the class teacher with support from the SENCo.

The SENCo meets with class teachers to discuss the progress of individual children. She is also available to discuss children's progress with parents. Class teachers invite parents in to discuss PSPs separately from parents' evening to allow a focussed opportunity to discuss their progress and future targets and strategies. Each class teacher holds an SEND file for the children in their care. This comprises of all past and present PSP's and reviews and consequent outside professional reports and advice.

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively. 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. A provision map records a graduated response to individuals.

The range of provision may include:

- in class support for small groups with an additional teacher or Teaching Assistant (TA)
- Small group withdrawal with TA, CT, or Learning Mentor LM.
- individual class support / individual withdrawal
- further differentiation of resources
- study buddies/cross age tutors
- homework/learning support club
- Action Plan target tutorials
- Interventions
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service

Resource allocation

All teaching staff, with the support of the SENCo, take responsibility for the children with special educational needs in their class – for identifying needs, planning and putting into practice schemes of work which meet the full range of pupils' abilities and attitudes, and recording and monitoring progress and achievement. We aim to ensure that all children, including those with special educational needs, are set suitable learning challenges which they are aware of and monitor themselves. Teaching staff will respond to pupils' diverse learning needs and help to overcome potential barriers to learning and assessment for individuals and groups.

The school employs non-teaching classroom assistants who have time allocated to each class. Part of their time is spent on special educational needs support.

Intervention by support staff is organised in co-operation with the class teacher and overseen by the SENCo.

Monitoring Pupil Progress

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening

- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

Record Keeping

The school will record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile may include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies

Targets and Personal Support Plans

All pupils on our SEND Register will have Personal Support Plans (PSPs) setting out targets and any provision made that is additional to and different from usual classroom provision. For pupils with an EHCP, provision will meet the recommendations on the plan. In subjects where all children have curriculum targets these are used to inform the PSP. Curriculum targets are recorded in exercise books.

Strategies for pupils' progress will be recorded on the PSP containing information on

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The PSP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The PSP will be created through discussion with both the pupil and the parent or carer and will be reviewed at regular intervals with the inclusion of parents, carers and pupils' views

Code of Practice Graduated Response

The school adopts the levels of intervention as described in the SEN Code of Practice (2015). The Code of Practice advocates a graduated response to meeting pupils' needs. If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the SENCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Register. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Placement of a pupil on the SEND Register will be made by the SENCO after full consultation with parents at a Personal Support Plan (PSP) review. External support services may advise on targets for a new PSP and provide specialist inputs to the support process. Permission will be sought from them to include their recommendations within this process.

PSP intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period

- Continues to work considerably below age related expectations (at least one year below)
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

PSPs may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

Request for Statutory Assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEN Support the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or outside agency.

The school will have the following information available:

- Records from past interventions
- Current and past PSPs
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Attainment and progress data
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Any other involvement by professionals

Education, Health and Care Plan (EHCP)

An EHCP will normally be provided where, after a Statutory Assessment, the Local Authority (LA) considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are

- Matched to the longer-term objectives set in the EHCP
- Of shorter term
- Established through parental/pupil consultation
- Set out in a PSP
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

EHCPs must be reviewed annually. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- A representative of the SEN Inclusion and Assessment Team
- The Educational Psychologist
- Any other person the SENCO or parent/carer considers appropriate

The aim of the review will be to:

- Assess the pupil's progress in relation to the objectives on the EHCP

- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At Key Stage phase transition reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code, the SENCO will complete the annual review forms and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEN.

Partnership with Parents / Carers

The school aims to work in partnership with parents and carers.

We do so by:

- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education
- making parents and carers feel welcome
- ensuring all parents and carers have appropriate communication aids and access arrangements
- providing all information in an accessible way
- 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 the child
- making parents and carers aware of the Parent Partnership services. This information will be included in with the new parent packs.
- involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress.

We endeavour to fully involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs (self-assessment and self-evaluation, Assessment for Learning)
- share in individual target setting across the curriculum
- self-review their progress and set new targets

In addition pupils who are identified as having SEND are invited to participate in:

- PSP reviews and setting of individual targets
- Regular meetings with named adults
- Where appropriate, working with learning mentors
- Annual reviews

INSET

In order to maintain and develop the quality of our provision, staff undertakes appropriate training and further professional development. Recent courses and in service training opportunities undertaken are detailed in the Head teacher's report to governors each term and in a school newsletter to parents each term.

Governors

The whole Governing Body is responsible for carrying out their statutory duties towards all pupils, including those with special educational needs.

The school has an SEN Governor who keeps the rest of the Governing Body informed about the effectiveness of the SEN provision being made. This is done in collaboration with the Head who sets up the appropriate monitoring programme to supply the information needed. This includes monitoring of the SEN register. The SEN Governor is made aware of numbers (not names) and progress in meeting PSP targets.

The Governing Body must ensure that someone within the school staff is responsible for SEN. In Pirton School it is the SENCO, Rachel Marsh. The responsible person oversees the school's provision for all children on the SEN register.

Complaints Procedure

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the SENCo. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved. Please see the school's Complaints Procedure available on the school's website.

Review of Policy

The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

Policy updated by Co-ordinator	June 2017
Staff Input	July 2017
Agreed with Governors	July 2017
Review date	December 2018