

Summerville Primary – an Academy School
achieving through care, challenge and creativity

SEN Policy



SEN Policy

Date of Approval: October 2015	
This policy will be reviewed by the LPP Committee every 3 years.	
Date for Review: October 2018	
Signature <i>C. Hirstidge</i> Date	
Head Teacher	
Signature	Date
Chair of Governors	

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Summercroft Primary School SEN policy October 2015

Information about the school's SEN provision

1. Aims and objectives of the policy

The Policy addresses all relevant aspects of the SEND Code of Practice (2014) and in addition reflects policy and practice currently in place. Its purpose is to provide a comprehensive document to support and inform parents, pupils, staff and governors involved in the day to day work of meeting individual needs and providing inclusive education.

Summercroft Primary School welcomes all pupils where we believe that each pupil has individual and unique needs. This policy ensures that the curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

A child has special educational needs if he/she:

a) has a significantly greater difficulty in learning than the majority of children of the same age

or

b) has 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 LA.

Special educational needs and provision can be considered as falling under four broad areas

1. Communication and interaction (speech and language difficulties and children on the autistic spectrum continuum)
2. Cognition and learning (general and specific learning difficulties)
3. Social, mental and emotional health
4. Sensory and/or physical impairment (hearing impairment, visual impairment, physical and co-ordination difficulties)

At Summercroft Primary School we aim to:

- To create an environment that meets the special educational needs of each child.
- To ensure that all children make the best possible progress.
- Ensure maximum access to the curriculum for all pupils recognising the variety of social backgrounds from which the children come.
- Provide an inclusive education, whereby all pupils' needs are identified and appropriate action is taken to enable pupils to achieve.
- Recognise that children learn in different ways (learning styles).
- Identify individual learning needs as early as possible through assessment procedures and plan an intervention programme accordingly.
- Prepare and use the Assess, Plan, Do, Review cycle (**STAR**=**S**ituation, **T**arget, **A**ction **R**evue) for children on the SEND register.
- Encourage all parents to recognise that they have a joint responsibility with the school in supporting their child's learning.
- Involve pupil and parent with the target setting and reviewing of the STAR Learning Plan
- Continue to develop and maintain the self-esteem of children.

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- Work in partnership with external agencies, parents and pupils, setting clear targets and keeping parents regularly informed of progress.
- Provide appropriate resources for children with SEND.
- Develop the skills of the whole staff in SEND

2. Responsibility for co-ordination of SEN provision

All adults at Summerville have a responsibility for appropriate provision for SEND pupils.

The Special Educational Needs and Disabilities Co-Ordinator (SENCo), who is a member of the Leadership Team, is responsible for the co-ordination of SEND provision supported by members of the Senior Leadership team.

In our school the SENCo is responsible for

- Overseeing the day to day operation of the school's SEND policy
- Supporting and advising colleagues
- Co-ordinating the provision for children with SEND
- Maintaining the SEND register as a current document and managing the records of all children with SEND
- Liaising with the SLT and the SEND Governor
- Liaising with parents and carers of children with SEND
- Contributing to the professional development of staff
- Acting as a link with external agencies and other support agencies
- Monitoring and evaluating the special educational needs and disabilities provision and reporting to the board of governors
- Managing a range of resources, both human and material
- Co-ordination, monitoring and reviewing the range and delivery of interventions to support identified pupils
- Contributing to raising the standard of teaching, learning and attainment for all SEND children in the school

3. Arrangements for co-ordinating SEN provision

- The day –to-day co-ordinating of the SEN provision is the responsibility of the SENCo.
- Some members of staff, in consultation with the SENCo are given extra responsibility to manage support including EAL provision, Speech and Language support and the running of specific interventions.
- Arrangements are reviewed when appropriate and adjustments can be made to ensure the children with the greatest presenting needs receive appropriate support.
- If the SENCo and Headteacher feel that an individual child requires additional funding in order to facilitate their access to the curriculum the SENCo can apply for exceptional needs funding (ENF). ENF panels meet once a term where a decision is made within County budget constraints and their decision is final with no appeals process.

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4. Admission arrangements

- Admissions to the school at Reception Year are dealt with through the co-ordinated County Admissions procedure each year.
- Admissions to other year groups are subject to a limit of thirty children in each class as agreed by the board of governors. Parents reserve the right of appeal against refusal of a place.
- “All schools should admit children with already identified special educational needs as well as providing for pupils not previously identified as having SEN. Admission authorities may not refuse to admit a child because they feel unable to cater for their special educational needs.” (SEN Code of practice 2001)
- Pupils with special educational needs, but without an EHCP will be treated as fairly as all other applicants. Pupils with an EHCP will be admitted where this is in accordance with parental choice and where the school considers it is compatible with the efficient education of the other children.

5. Specialist SEN provision

At Summencroft Primary School we aim to identify and support children with individual needs as soon as possible. In line with the revised Code of Practice, we make a graduated response on the 3 wave model using our STAR analysis in line with the assess, plan, do, review cycle. For some children who make limited progress despite having received support at wave 1 (quality first teaching) and wave 2 (small group support and interventions) they are supported on an individual basis, when appropriate with wave 3 interventions (more information within section 10 inclusion arrangements). Children with speech and language difficulties and some EAL children are supported by a specialist LSA. A private Speech and Language therapist is employed for a morning a week to assess and advise our specialist LSA and staff on appropriate activities to address their needs.

For children who continue to experience difficulties, a referral is made on a Single Service Referral (SSR) form for advice from a selection of outside agencies. Their advice is implemented and impact monitored. For some children who have the involvement of multiple agencies and display complex needs staff, in consultation with the SENCo, write a STAR Learning Plan at least twice a year which is reviewed and new targets set in discussion with the pupil and the parents.

A few children, with very complex needs, meet the criteria for an Education and Health Care Plan (EHCP) which lasts from age 0-25 years and replaces the old statement of educational needs. An EHCP is written in collaboration with the family and is reviewed annually involving the relevant outside agency professionals. Hertfordshire children with a statement of special educational needs or an EHCP do not receive additional funding to meet the child's needs.

For some children an eCAF (electronic Common Assessment Framework) may be more appropriate to meet their needs. The family and involved professionals can meet as often as required to address identified targets.

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6. Facilities for pupils with SEN or who are disabled

- At Summencroft there is a well-resourced mobile classroom which is available for teaching individual pupils or groups of pupils and for setting up meetings with parents and/or pupils. This space can also be used by visiting advisory teachers such as the Speech and Language Therapist and Educational Psychologists.
- Wheelchair access to many parts of the school is easy and there have been special facilities and some building adaptations for pupils with physical disabilities. The school buildings may not be suitable for all children with physical impairments, depending on their needs, but the staff and governors will make every effort to accommodate the particular needs that a pupil may have, and reasonable adjustments will be made in accordance with the Disabilities Equality Scheme.
- Facilities for disabled adults and children are available in both buildings and the Green Suite.

7. Allocation of resources for vulnerable pupils, those with SEN or who are disabled.

The SENCo is responsible for the management of the agreed resources for the special needs provision within the school, including the provision for children with statements of educational need or an EHCP. The Headteacher informs the board of governors of how the funding is allocated to support special educational needs and disabilities and how it has been used.

Hertfordshire Local Authority expect that schools should meet the needs of the children through the general budget share allocation. If, however, the SENCo and Headteacher feel that an individual child requires additional funding in order to facilitate their access to the curriculum the SENCo can apply for exceptional needs funding (ENF).

The SENCo, in consultation with the SLT, plan the distribution of the provision available within the school's predicted needs budget as well as the support from successful Exceptional Needs Funding applications.

Information about identification and assessment procedures for pupils with SEN

8. Identification, assessment, monitoring and review of pupil needs and progress

- Early identification of needs are vital so that early appropriate interventions can have maximum impact. The class teacher raises concerns with the SENCo who can observe the child, carry out appropriate assessments, have discussions and recommend support to address the concerns. The class teacher will speak to parents at the earliest opportunity to raise their concerns and describe the support to help address these difficulties.
- Class teachers, SENCo and members of the Senior Leadership Team (SLT) assess and monitor the children's progress in line with the school's assessment policy. The class teacher and the SENCo break down the assessment into smaller steps in order to help monitor progress and to provide detailed and accurate indicators. The SENCo works closely with

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parents and teachers to support them in planning an appropriate programme of intervention and support.

- Parents are encouraged to work with the school from the outset and the child's progress is closely monitored.
- Class teachers make regular assessments of progress for all pupils with reference to the Hertfordshire for Learning materials. PIVATS and B squared materials are assessment tools which can be used to record smaller step progress than the age appropriate descriptors provided. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close the attainment gap between the child and their peers
 - widens the attainment gap(Code of practice, 2014)
- Children's progress is monitored and data is updated on the SIMS electronic system at least once a term. Pupil progress meetings are held twice a term to discuss the children's progress in addition to termly SEN discussion meetings. Class teachers discuss next steps with the SENCo, SLT and phase team leader.

9. Access to a broad and balanced curriculum, information and associated services

- All children are entitled to a broad and balanced curriculum, that is differentiated to enable children to understand the relevance and purpose of learning activities, experience levels of understanding and rates of progress that bring feelings of success and achievement.
- Teachers use a range of strategies to meet children's special educational needs within whole class lessons. They have clear learning objectives; work is differentiated appropriately and assessment is used to inform and plan next steps learning. Every child's needs are supported through careful planning and consideration of teaching and learning styles. Support for children identified as having SEND is organised by a graduated response, which recognises that there is a continuum of need.

10. Inclusion arrangements for pupils with SEN or who are disabled

The school uses a graduated response to supporting SEND children.

➤ Wave 1 Quality First Teaching (QFT)

We aim to provide high-quality whole class teaching that takes account of all learners' needs and prior learning. This teaching is clearly planned and matched to the learning of all children to help them make progress.

We aim to use a combination of the following types of modification in the classroom to meet the individual needs of SEN pupils.

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- Different levels of the same work
- Different approaches (individual, paired and group work)
- Different expectations of groups
- Different learning outcomes for groups
- Providing some adult support
- Recording in different ways
- Repeating instructions for certain groups/individuals
- Breaking information down into smaller more manageable 'chunks'
- Providing visual or auditory reinforcement
- Providing different resources to support the work
- Suggesting different ways into a task (aural, visual, practical)
- Providing a reader or a scribe
- Planning yes/no answer sheets or tick boxes
- Having homework instructions printed out to avoid copying at speed
- Pupils working in different ability groups for certain tasks
- Withdrawal from the class
- Teaching strategies as highlighted by the dyslexia friendly initiative

➤ Wave 2 small group support and interventions

Teachers will identify children who continue to need further support and would also benefit from additional interventions and programmes. These children will be identified using assessment data and professional judgement. Teachers may consult with the SENCo for advice

on appropriate interventions. Parents will be contacted informing them of the nature of the interventions and arrangements. These small group interventions will be delivered in the afternoons where possible for a fixed length of time and progress monitored and impact measured.

This group support may be delivered by a TA, LSA, classteacher or SENCo.

Class teachers complete and update provision maps recording which children are involved with extra support.

➤ Wave 3 Individual support

Teachers will identify those children whose needs continue to require more individualised support and will liaise with the SENCO regarding these needs. At this stage the SENCO may liaise with other professionals in order to provide specialist assessments and give advice on specific strategies, programmes and materials. The SENCo may be involved with the design and delivery of the individual programmes of support. Targets from the STAR Learning Plan are focussed on to ensure small step progress is achieved with a consistent approach of focus.

11. How governors evaluate the success of provision

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Governors have an important statutory duty towards pupils with special educational needs. They need to ensure that the school's policy and procedures for special educational needs are in accordance with the code of practice for SEN. This includes a governor with specific responsibility for SEN. Governors also have to report annually to parents on the implementation of the school's policy for pupils with SEN. The SENCo meets regularly with the SEN governor and produces an annual report for governors.

To enable us to continue developing the SEN policy it is subject to a regular cycle of monitoring, evaluation and review. The Board of governors has a statutory responsibility to report to parents on the effectiveness of the school's work in this area annually.

12. Complaints procedure

The complaints procedure can be found on the school's website and is outlined in the school brochure. It is reviewed annually by the board of governors in light of EFA guidance.

13. Staff training and professional development for SEND

The Senior Leadership team plan the comprehensive programme of CPD for the whole staff to ensure all priorities are considered and the programme relates to the School Development Plan. The SENCo arranges for specific SEND training, sometimes delivered by our own staff, sometimes by inviting outside professionals including the NHS. The SENCo also signposts relevant courses which are delivered locally as well as at County Hall and the DSPL. This approach ensures that staff are confident at supporting a variety of needs across the school.

14. Links to support services and school to school support for SEN

Our SENCo is an active member of the local SENCo cluster group who meet regularly to share good practice and to support each other. The SENCo also attends relevant DSPL and County meetings to ensure she is aware of current issues in the world of SEND. She meets regularly with local support provider and works closely with many agencies to ensure the children at Summerville have access to relevant support. The Headteacher represents the Bishop's Stortford Leadership Consortium at DSPL 3 meetings.

15. Working in partnership with parents

Parents of pupils at Summerville Primary School are encouraged to be active participants in the education of their children.

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Parents and carers are involved in their child's education as this leads to the best outcomes for children. Strong relationships are built with parents/carers with attention to sensitivity and confidentiality and welcome their views and comments. Regular meetings are held with parents and carers to ensure they are involved in decision-making processes regarding their child.

A leaflet explaining the support available for children at Summerville is shared at Parents and Open Evenings. Parents can see information about the school's SEN policy, arrangements and types of support for pupils with SEN and further SEND information within the school's 'Information Report' which is available on the school's website.

Parents are welcome to make appointments with class teachers after school and the SENCo or Headteacher at a mutually agreed time to discuss any concerns that they have about their child. The SENCo is also available at parent consultations as well as a termly held Learning Surgery which is open to all parents of Summerville.

Opportunities for parents to gather information about their child's progress are provided in the form of meetings to plan and review STAR Learning Plans, at termly parent consultation evenings and more informally sometimes via a home/school link book.

Parents are provided with copies of each STAR LP and review sheet and are encouraged to comment on the latter. In cases where parents have difficulty getting into school during school hours, information can be passed on via a telephone call, e-mail or the previously mentioned home/school link book.

When external professionals come into school to visit children, parents are informed and, where possible, invited to meet with them.