

Compton CE Primary School Special Educational Needs Policy (Learning Development)

March 2016

Changes from the SEN Code of Practice 2001, to reflect the new legislation are:

- The Code of Practice (2014) covers the 0-25 age range
- There is a clearer focus on the views of children and young people and on their role in decision-making
- It includes guidance on the joint planning and commissioning services to ensure close cooperation between education, health services and social care
- For children and young people with more complex needs, a coordinated assessment process and the new 0-25 Education, Health and Care Plan (EHC Plan) replace statements.

The Four Areas of Special Educational Need are:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

Rationale:

Compton CE Primary School is committed to providing an appropriate and high quality education to all the children in our school community. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced inclusive and accessible academic and social curriculum.

We believe that all children should be equally valued in school and will strive to develop an ethos and environment where all children can flourish and feel safe.

In line with our commitment to inclusion, we will adopt policies and practices that include all learners, regardless of ability, responding to their individual and diverse needs

We recognise that pupils learn at different rates and that many pupils, at some time in their school career, may experience difficulties which affect their learning.

We regard the leadership of special educational needs to be concerned with the learning development of any pupil when a barrier to learning is identified. Consequently, we regard the leader of this area as a Learning Development Leader with responsibility for SEN.

At Compton CE Primary School, we aim to identify these needs as they arise, and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

All members of the school staff have a responsibility for supporting and developing the policies and practices within the school.

Our Learning Development Leader (LDL) is Miss Sarah Howells.

Our Learning Development link governor is Mrs Diane Werker.

Objectives

1. To ensure the SEN and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support and

intervention as early as possible.

4. To provide full access to the curriculum through differentiated planning by class teachers, LDL, and support staff as appropriate.
5. To provide specific intervention, matched to individual needs, in addition to differentiated class room provision, for those pupils with an Individual Education Plan.
6. To ensure that pupils with SEN are perceived positively by all members of the school community,
7. To involve parents/carers at every stage in planning to meet their children's needs.
8. To involve the children themselves, at a level which is appropriate, in planning, to meet their needs.

Arrangements for coordinating the SEN provision.

The SENCO will be responsible for overseeing the day to day running of SEN provision within the school including

- The co-ordination of referrals for pupils suspected of having SEN.
- The assessment of pupils suspected of having SEN
- The management of IEPs for children with SEN.
- The management of provision mapping for pupils with SEN.
- The monitoring of the effectiveness of provision for pupils with SEN.
- The management of the SEN team within the school.
- The coordination of outside agencies for pupils.
- The monitoring of progress of pupils with SEN.
- The conducting of IEP reviews and EHC reviews.
- The overseeing of transition arrangements for pupils with SEN.
- The support of colleagues within the school in delivering provision for pupils with SEN.
- Coordinating Teaching Assistants to support children with SEN effectively
- Ensuring staff, teachers and teaching assistants, receive appropriate CPD to enable them to support SEN children.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

Through the school's internal referral system, the LDL will coordinate assessment, and provision for children suspected of having SEN.

Based on some or all of the above, the child may be recorded as needing either:

1. Differentiated curriculum support within the class
2. Additional support through **Additional Educational Needs (AEN)** provision
3. Additional support through **Additional Educational Needs Plus (AEN+)** provision

Pupils with SEN will have their needs catered for through a programme of differentiated planning, individual and small group withdrawal and targeted teaching.

A child receiving support at **Additional Educational Needs (AEN)** or **Additional Educational Needs Plus (AEN+)** will have an Individual Education Plan. The teacher will provide additional interventions as they see fit in their class and appropriate for the child/children it is not necessary to provide an IEP in these cases unless a significant need is identified. There will be an opportunity to discuss this in the progress meetings held twice a year.

Monitoring

Monitoring will be carried out by all those involved with the child on a regular basis in line with the school's monitoring procedure for all children.

Individual Education Plans will be reviewed twice a year, although some pupils may need more frequent reviews. The LDL will take the lead in the review process. Parents/carers and, where appropriate, children will be invited

to contribute and will be consulted about any further action.

It is the responsibility of the LDL to coordinate all outside agencies and to ensure partnership working.

Arrangements for partnership with parents/carers

Parents of children with SEN are encouraged to participate fully in partnership with the school and support services, where appropriate, in meeting the needs of their children.

Parents/carers will be involved at all stages of the education planning process.

IEP targets will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. Regular communication between school and home is encouraged in a variety of ways, both formal and informal.

Evaluating the success of the School's SEN and Inclusion Policy

The LDL will meet with the LD governor to discuss Inclusion and current SEN concerns and will lead governor monitoring of the SEN policy.

The effectiveness of the school's SEN provision will be evaluated using a range of data relating to pupil progress including academic achievement and progress in meeting IEP targets, academic, social and behavioural.

Protocol for Supporting Children

Rationale: From time to time many children will require some extra support whether this be personal/emotional, social or academic. To ensure the best outcomes for the child it is important that all staff in our school are consulted before putting support into place.

Staff involved in children's learning and welfare include:

- Class teacher
- Teaching Assistant
- Learning Development Leader
- Team/KS Leader
- Parent Support Advisor
- Learning Mentor
- Headteacher

If any one of these is informed or made aware of a concern with a child they need to:

- Inform other relevant staff of the concern and seek their views.
- Determine who is going to take the lead in addressing the concern.
- If necessary, organise a meeting to identify required support.
- If necessary, amend the child's IEP to identify and inform/seek permission of the child's parent/carer.
- Keep all relevant staff informed of progress in addressing the concern.

By keeping all lines of communication open we can ensure:

- The child receives the best possible support.
- There is no conflict or overlap in support offered to the child.