

Norton Community Primary School

SEN Policy

January 2017- Review January 2018



Vision Statement

Nothing is beyond our reach!

Care and challenge engage and motivate us!

Praise reassures and supports us!

Successes are celebrated and built on!

Aims

We believe that Inclusive Education is a human right, is good education and makes good social sense.

Inclusive Education means all children and young people are able to learn with appropriate support.

Inclusive Education leads to improved social development and academic outcomes for all children including mainstream peer groups. It encourages compassion and empathy for all school members.

Inclusive Education makes good social sense because children and young people, whatever their impairment or approach to learning, have a part to play in society in school and adult life.

We believe that all pupils have a right to experience a real environment in which they can learn that people are not all the same and that all people should be welcomed and should have the right to have their individual needs met appropriately .

Norton C.P School will work towards offering the same right of access to all pupils through the curriculum and ensure they fully belong to the school and all its varied activities, being entitled to appropriate support to meet their educational needs.

Information about the School's SEN Provision.

Rationale

We value all of our pupils. We believe that all children have an equal right to an education which enables them to develop fully their personal, social and intellectual potential. At Norton we have a commitment to high achievement and we strive to provide all of our children with a quality education appropriate to their individual needs.

We also recognise the fact that a child does not have a learning difficulty solely because their language at home is different from that at school.



Our Objectives are:

- That all children whatever their ability, gender, ethnic origin, social background or disability have access to a broad, balanced, relevant and differentiated curriculum.
- That we have high expectations of all our pupils in all areas of school life.
- That children's views are sought and targets shared when reviewing IEPs. We also obtain and share pupil views at reviews.
- That our school's philosophy as outlined in our Vision Statement, underpins all of our actions and is actively promoted by all members of our school community.
- That our policies and procedures on Special Educational Needs are known, understood and followed by all members of staff in order that;
 - we have in place a consistently applied framework for identifying those children whose individual needs will require intervention
 - we always strive to produce a consistent, high level of relevant education for all children.
- That we promote positive partnerships with parents involving them in children's learning programmes and achievements.
- Liaison with the governing body and the governor whose interest and responsibility is special educational needs.
- Fostering and maintaining links with all outside agencies, educational support services and the local settings such as secondary schools and pre schools and holding liaison meetings when necessary.
- To provide a clear structure for the management of specialist support, e.g. timetable, Performance Management and working guidelines for support staff.
- The SENCO to liaise regularly with the staff who are supporting children with S.E.N. in lessons (for example the children with statements) and also those carrying out specific interventions.
- The Special Educational Needs Coordinator maintaining an up to date Special Educational Needs register and individual records.
- To provide the SENCO with a minimum of 2 hours per week of non contact time to monitor the children's progress, especially in relation to teaching, learning, annual reviews and IEPs.
- To maintain and update as necessary our system for assessment, recording and reporting so that it is easily managed, accessible and clearly linked to the SEN policy.
- Regular meetings of the headteacher and SENCO which will:-
 - (a) Monitor progress of pupils.
 - (b) Discuss training needs for all members of staff.

- (c) Inform all staff of whole school issues.
 - (d) Coordinate special educational needs provision in school.
- To produce IEP targets which are consistently formulated, manageable and are implemented as an integral part of our short- term planning and delivery. To evaluate and update individual education plans regularly.

Definition of Special Educational Needs.

6.12 A pupil has SEN where their learning difficulty or disability calls for special educational provision, this is provision **different from or additional to** that available for pupils of the same age.

SEN Code of Practice 2014

The SEN Code of Practice also states that:

6.14 Class and subject teachers, supported by the Senior Leadership Team, should make regular assessments of progress for all pupils. They should 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.

SEN Code of Practice 2014

A child must not be regarded as having a learning difficulty solely because the language of the home differs from the language in which he or she is taught. However, it may be that in the short term children with the little knowledge of English will need extra support to enable them to develop functional use of the language.

All information about the school is made accessible to all, irrespective of home language or disability, for example translated, through the use of symbols, brailled, in audio or in large print if necessary. The SEN budget supports the identified needs of children on SEN support and children who have an Education, Health and Care Plan. Multiagency dialogue activates the purchasing of suitable resources.

Admission arrangements

With due regard to our Admissions Policy and the accessibility of the school building all children with special educational needs who apply will be accepted to the school if we feel that their needs can be suitably met by the school.

Arrangements for providing access for pupils with SEN to the National Curriculum.

We believe that every child has the right to access a broad and balanced curriculum. We provide Quality First Teaching to all children. If a child is identified as not making satisfactory progress (as outlined above), or the class teacher has concerns, they will discuss these with the SENCO and parents and put a plan and timescale into action.

The child will then have access to resources which are 'different from or additional to' other children of their own age- this may be extra support from a class Teaching Assistant, extra resources or intervention work (please see below). If the child does not make the expected progress, or it is felt they will need that provision for longer, they will be identified as having "SEN support," placed on the SEND register and monitored and supported closely.

The extra provision will be provided by the class teacher, the teaching assistants or specialist intervention from trained teaching assistants through:

- careful planning which takes into account the needs of all the children:
- strategic help, with the teacher targeting tasks for pupils who need more input or guidance.
- work which is appropriately matched to the individual need and taught through an arrangement of different groups, tasks or resources.
- specific activities within the Literacy and Numeracy strategies

If it is felt that further, or more specialist support, is required, advice from outside agencies will be sought and carried out. The class teachers are made aware of any targets, for example Speech and Language targets, and work on these with the child.

Where this provision is not resulting in progress, as outlined in the Code of Practice, the SENCO will be consulted for advice.

The arrangement for co-ordinating educational provision for pupils with SEN roles, responsibilities and structures

In our school the SENCO is responsible for

- Co-ordinating SEN provision
- Drawing up weekly intervention timetables to meet the need of all SEN children on the current register
- Overall Responsibility for SEN provision and monitoring.

SENCO

The SENCO is Sarah Stephenson
NASENCO (National Award for SEN- Co-ordination) achieved December 2012.

The following expectations are outlined in the SEN Code of Practice 2014, Section 6.

6:82 The SENCO has an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. The SENCO has a day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have Education, Health and Care Plans.

The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should work with professionals providing a support role to families to ensure that pupils with SEN receive support and high quality teaching.

These responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Advising on a graduated approach to providing SEN support.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEN.
- Liaising with early year providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Being a key point of contact with external agencies especially the local authority and its support services.
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all pupils with SEN up to date.

The SENCO has a minimum 2 hrs per week of non contact time.



Responsibilities of Head Teacher and Designated Governor

Headteacher: Liz Parker
SEN Governor: Linda McCarthy

To:

- Support the team in carrying out their work to a high standard
- promote high expectations.
- monitor and evaluate the quality of teaching, learning, attainment and progress.
- Ensure that SEN allocation in the budget enables, as far as possible, the SENCO to meet their objectives and by doing so raise standards in the classroom.
- Ensure commonality of practice in line with the school policy.
- Do their best to ensure the necessary provision for any pupil with special educational needs.
- Ensure that, where the 'responsible person' has been informed by the Local Education Authority that a pupil has special educational needs, those needs are made known to all that are likely to teach them.
- Ensure that a pupil with special educational needs joins in the activities of the school together with other pupils, so far as is reasonably practical and appropriate.
- Have regard of the Code of Practice for Special Educational Needs September 2014 when carrying out its duties towards all pupils with special educational needs.
- Ensure that parents are notified of a decision by the school that special educational provision is being made for their child.
- Termly liaison meetings with the SENCO.
- Consult the Local Education Authority and the governing bodies of other schools when necessary to coordinate special educational provision in the area as a whole.

The SENCO, Head Teacher and the Designated Governor work together to monitor the effectiveness of the procedures in place.



The Procedures at work in the school.

The Code of Practice provides us with a framework for deciding practice.

Each class teacher has responsibility for the education and pastoral care for the children within their class. The class teacher, therefore, is usually the first person to identify the child who is failing to progress. The importance of the class teacher in identifying a concern and responding to that concern is paramount.

The SENCO meets with class teachers regularly to discuss SEN issues/concerns.

SEN support in schools

Action and intervention

6:40 Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what support the pupil in making good progress and securing good outcome. This is known as the graduated approach.

The graduated approach is:

Assess -> Plan -> Do -> Review

SEN Code of Practice 2014

As mentioned above, all staff at Norton CP School provide children with a broad and balanced curriculum which is delivered through Quality First Teaching. If a child has a barrier to learning, or there is a concern, the teachers put strategies in place to help the children to overcome these. If after a certain amount of time a child is still not making the adequate progress, they will be identified as having SEN.

There should not be an assumption that all children will progress at the same rate. A judgement has to be made in each case as to what is reasonable to expect a particular child to achieve. Where progress is not adequate, it will be necessary to take some **additional** or **different** action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways. It might, for instance, be progress which,

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers

- matches or betters that child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self help, social or personal skills
- demonstrates improvements in the child's behaviour.

Process/Roles and Responsibilities: SEN support.

SENCO takes the lead in

- further assessment of the child's strengths and weaknesses
- planning future support for the child in discussion with colleagues
- monitoring and reviewing the action taken
- ensuring that parents are consulted and kept informed of action
- in some cases outside professionals may already be involved e.g. (PSA, CAF). If they are not the SENCO should contact them if applicable.
- Parents/carers of children with SEN will meet at least twice a year with the class teacher to discuss progress.
- When a child has a number of outside agencies working with them, regular review meetings will be arranged to discuss progress and to plan next steps.

Class teacher will:

- remain responsible for working with the child on a daily basis
- plan and deliver an IEP.
- Be aware of the needs of their children as shown in their Education, Health and Care plans and other relevant reports (e.g. SALT, OT.)
- Ensure that all children gain as much access to the curriculum as possible.
- Write short, manageable, achievable and realistic targets on individual education plans, which are reviewed and updated regularly.
- Liaise with the SENCO, parents and outside agencies.
- Record progress using the school's tracking and record keeping system in addition to appropriate special educational needs procedures.
- Provide resources matched to the needs of the child.
- Set suitable learning challenges for all children.



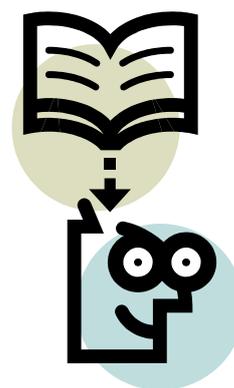
Teaching Assistant will:

- Support identified children in the work planned by the teacher, enabling access to all areas of the curriculum.
- Have training which will support them in their role.
- Be aware of the needs of these children as stated in their Education, Health and Care plans and other relevant documents.
- Help special educational needs children to achieve the targets set on their individual education plan.

- Work closely with the class teacher in planning and discussion of progress.

SPECIALIST TEACHING ASSISTANTS WILL

- Deliver timetabled withdrawal support for all children on the SEN register from years Foundation to Year 6. These support packages are drawn up/ timetabled and monitored by the SENCO.
- Have training which will support them in their role.
- Have Performance management targets set in line with North Yorkshire Inclusion Document to demonstrate progress.



Nature of the Intervention

- SENCO and class teacher decide on the action based on previous assessment
- Joint decision concerning the most appropriate action, e.g.

different learning materials

special equipment

group or individual support

specific IEP, effectiveness monitored

staff development and training

access to support services for one off assessment, advice, strategies, and provision of staff training without the need for regular input.

Documentation required

- A child's individual record will be centrally filed.
- A record of the review meetings.
- Pupil assessment- progress in books, progress towards targets on IEPs.
- Pastoral Support Programme (EBD) if applicable
- Pupil Assessment information – SIMS assessment.
- SEN registration letter signed by parents or guardian. Pupils cannot be registered without this.
- Action summary sheet from Educational Psychologist, if applicable.
- Multi disciplinary team reports.
- IEP- this should only record that which is additional to, or different from, the differentiated curriculum plan which is in place for all children
- The SEN register will be kept by the SENCO and updated.

The IEP (setting and reviewing targets) should be discussed with:

- **the child,**
- **the parents,** e.g. 2 parent's evenings (class teacher) and or more often according to the pupil's needs (class teacher/ SENCO)



If an outside agency is involved:

Process Roles and Responsibilities

If it is felt by the classteacher and SENCO that a child requires more, or specialist support, the SENCO, with permission from the parents, should always consult specialists. Roles and responsibilities for the SENCO and class teacher and teaching assistant are outlined above.

External Support Services should

- advise teachers about new IEPs and fresh targets.
- provide more specialist assessments.
- give advice on the use of new or specialist strategies/materials.
- in some cases provide support for particular activities.

Documentation required

- Child's individual record. The new IEP should set out fresh strategies for supporting the child's progress. It should be developed with the help of outside specialists but implemented as far as possible in the normal classroom setting. The delivery of the IEP continues to be the responsibility of the class teacher.
- If the SENCO and external specialist consider the information to be insufficient and more detailed advice needs to be sought from other professionals, then the consent of the child's parents must be sought.
- A PSS2R is completed and a file is opened for the child at the Pupil and Parent Services.

The SENCO should note in the child's records what further advice is being sought.

School referral for An Education, Health and Care Plan

If a child has very severe and complex needs; they are a danger to themselves and/or others; or if a child has had lots of additional and different support and has not made adequate progress, the school may request an Education, Health and Care Plan. This means the local authority would provide an amount of money which would be spent on meeting their needs. Usually this is in the form of a 1:1 Teaching Assistant to support their academic or personal needs, but it may also include extra equipment or resources.

Where the SEN team makes a request for an Education, Health and Care Plan to the LEA, the child will have demonstrated significant cause for concern. Parents must be consulted as part of an on going dialogue. There should be written evidence of or information about the child which is sent to the local authority. This would include:

- How the school has provided additional and different provision
- IEPs
- records of regular reviews and their outcomes

- National Curriculum levels
- attainments in Literacy and Numeracy
- educational and other assessments, e.g. advice from a support teacher or an educational psychologist
- views of the parent and of the child
- any involvement of other professionals
- any involvement of social or education welfare services
- child's medical history where relevant.

Timescale:

9.15 The local authority must decide whether or not to proceed with an Education, Health and Care Plan needs assessment and must inform the child's parent or the young person of their decision **within a maximum of six weeks** from receiving a request for an EHC needs assessment (or having otherwise become responsible). The local authority must give its reasons for this decision where it decides not to proceed.

SEN Code of Practice 2014

Working with children with an Education, Health and Care Plan.

Short term targets should be set through the IEP, which should record only that which is additional to or different from the differentiated curriculum.

The delivery of the IEP continues to be the responsibility of the class teacher and specialist teaching assistants with monitoring and evaluation by the SENCO and the LEA through the Statutory Annual Review. At the review of Year 5 pupils, provision required at the secondary phase should be considered. The SENCO of the receiving school should be invited to the final review in primary school.

Monitoring

Regular meetings between the SENCO and Senior Management Team are held when the progress of each child is discussed on a rolling program. The Designated Governor attends these meetings at intervals so that they are aware of the procedures which operate in school.

- The SENCO must ensure that the pupil and parents understand the agreed outcomes of any interventions and how they can be a partner in working towards their targets.
- The SENCO must be aware that many pupils may already be in contact with other professionals.
- The SENCO must be aware of any local support or advocacy services for children.

Links with other schools

Links are made through:

- Passing on attainment levels to secondary schools.
- Additional Vulnerable visits to transition schools as required.

- Discussing Year 6 SEN children with a teacher from their secondary school and pass on any appropriate material, SEN files are passed on towards the end of the summer term.
- Having a child in a special unit, the class teacher maintains close links so as to monitor the child's progress.
- Maintaining close links with the educational welfare services.
- The school nurse visiting regularly.

The progress of each child on the SEN register is tracked regularly. This enables us to both analyse the progress of individual children and to look at our success rate across the entire school.

The school has **access to the following resources.**

- School resources – SEN boxes with practical resources for literacy, Numeracy and PSHE and fine and gross motor skills, from foundation stage to Year 6. This also includes a dyslexia screener, dyscalculia screener and overlays.
- Specialist teaching assistants delivering a range of intervention strategies to meet identified need.
- Multi disciplinary SEN support including the EMS outreach services.



SEN BUDGET STATEMENT

Expenditure	£
SENCO non-contact time – negotiated Senco PPA time- minimum of two hours per week	Sen budget- £1000
Staffing SENCO, 4 specialist teaching assistants delivering multi intervention strategies from Year 1- Year 6. Resources to meet need.	
INSET – staff meeting as required	

Access to the National Curriculum / Inclusion

We ensure that all our children with SEN have access to a broad and balanced curriculum by:

- Acting on information collated about the child.
- Acting upon continuous assessment and providing differentiated tasks.
- By providing ongoing INSET for staff in all National Curriculum subjects at a variety of levels of attainment, as laid down in the school development plan.
- By seeking information about appropriate work from subject co-ordinators.
- Ensuring that children with reading difficulties are not penalised in other subjects by giving them help with reading problems and questions.
- Implementing our 'Behaviour Policy'.
- Encouraging children and helping them to achieve at an appropriate level and helping them to feel confident when tackling new tasks.
- Ensuring that all children have access to all school activities including school trips and school clubs.

We believe that every child is encouraged to reach their full potential.

SEN and Disability.

Having regard to the SEN and Disability Act 2001 we aim to treat all pupils equally making reasonable adjustments for disabled pupils and with regard to the health and safety of all. Norton C.P. School has in place a Single Equality Scheme. This has been drawn up in accordance to guidelines and can be viewed in school in other formats on request. This aims to remove the Barriers as far as possible to learning and the curriculum.

Special facilities.

Access to the school building. (see Access Plan)

Doorways are sufficiently wide to allow access for wheelchairs.

Ramps are available to ensure easy access into school.

Classrooms within the main school building are at ground level. Children with mobility problems are never required to use any rooms upstairs.

Toilet facilities.

Disabled toilet facilities and shower are available in school in the Hygiene room.

A changing mat, hoist and bed are also available.

External Support

When external agencies are involved in within class support or withdrawal, as determined by the SENCO and class teacher in cooperation with the agency involved, every effort will be made to make their support as effective as possible. This will involve joint planning between teacher and support teacher.

Access to education for children with Medical Needs.

- Close liaison with the school nurse and doctors involved with the children.
- Where we are informed by parents that a child is unwell and/ or is likely to be away from school for a prolonged period of time, we would inform the school nurse and Malton EMS of a need for home tuition.

- We will cooperate closely with the home tutor. The class teacher will liaise and, where necessary, provide books to support home learning. This will maintain the child's contact with his/ her current school work.
- If a child's condition is causing concern to parents, staff or other children, in order to support the child and allay any fears and anxieties then, with parental consent we would invite the school nurse or specialist nurse to talk to the child's peers about ways in which they can best support the child.
- When children present with emotional, social or medical needs, support from the school nurse or our in-school FSA may be appropriate. They would offer counselling provision either in school or at home.
- SENCO will liaise with the school nurse and the doctor. Teachers and teaching assistants will need support and information on specific conditions.
- Consideration is given to supporting any medical needs through systems which develop the communication between parents, school and health professionals.
- For children with specific conditions such as chronic healthcare needs, a joint care plan is formulated which enables all staff to be aware of the needs of the child.
- Medication is managed efficiently by a designated member of staff and parents are asked to document all treatment which is required.
- Where there are children on the school role who have moving and handling needs, the school will follow the procedures in the 'Monitoring of Pupils with moving and handling needs.'
- All PEP plans are in place as required.

Arrangements for considering complaints about special educational provision within school

- Initially these should be referred to the class teacher and a meeting will be arranged to discuss the problem.
- Depending on the outcome of this meeting, referral would be made to the SENCO and head teacher as appropriate.
- The parent would be informed of the name of the governor with the responsibility of monitoring the SEN policy, and the existence of the LEA identified/nominated persons who could help them deal with their problem.

As we aim to make the parents and the child feel as if they are part of the whole process and aware of how vital we feel their contribution is we hope that we can resolve any difficulties or complaints within the school.

The success of the policy can be judged by:

- We value parental support and feel that the support parents give us in implementing our special needs targets reflects success.
- We are constantly striving for higher standards and pay particular attention to SAT results, teacher assessments and we monitor success of IEP targets.
- We note higher achievement in reading and continuously assess each individual pupil's reading skills.
- Our staff place the highest importance on our policy and takes a team approach in ensuring its success.

- The SENCO can provide evidence of the above through monitoring classroom practice, evaluating planning, IEP's and pupil's work.

Information about the school's staffing policies and partnership with bodies beyond the schools

SEN in –service training

- The SENCO will liaise to ensure INSET provision is known and used effectively.

Points for future development

- To develop the Speech and Language provision in our school.
- To continue to develop strategies to ensure the children with SEN become more independent.

SEN and Behavioural Issues.

With reference to the Behaviour Policy, Norton Community Primary follows a whole school approach to managing behaviour setting out clear expectations and high standards which value individuals and encourage mutual respect. We have a 'reflection' policy where children are kept in at lunchtimes in order to reflect on their behaviour. This allows the learning of all children within a class to be maximised. Children who are sent to reflection three times trigger a home/ school meeting to discuss issues and future support to be implemented. Children who are on the SEND register for their behaviour will have their needs and strategies outlined on their IEP.

PSHCE

The school identifies vulnerable groups and makes provision through its PSHCE Policy and by close working with N.Deemer, Family Support Advisor.

This Policy is available in other formats on request.

