

Seaview Primary School



SEN Policy

Introduction

The staff and governors at Seaview Primary, Deneside aim to address special needs provision through a whole school approach. Our ethos is one of collaboration and inclusion between senior management, teachers, support staff, parents, agencies and, most importantly, the child.

Through a flexible approach to learning, valuing all the child's achievements, whilst allowing for individual differences, we hope to develop children's strengths, address their needs and make school an enjoyable, happy and productive time for each child.

Our overall aim is to help all children reach their full potential in a caring and co-operative atmosphere where each child feels respected and valued.

Special Educational Provision:

Special educational provision means:

Provision which is **additional to** or **different from** that of other pupils.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of pupils of the same age
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age

Aims:

Early identification of children experiencing difficulties in learning is essential. These may be temporary and addressed within the classroom by strategies adopted by the class teacher in partnership with the parents, or may be more complex and long term.

We will:

- identify the child's individual needs as soon as possible
- clearly define the identification arrangements
- make appropriate provision
- liaise closely with parents and carers
- liaise with other agencies as appropriate
- ensure that support is directed effectively
- outline procedures for monitoring, recording and reviewing progress
- build up a bank of resources
- ensure that roles and responsibilities are clearly identified
- ensure that the statutory obligation relating to the special educational needs Code of Practice are carried out

Objectives:

- to assist the development of the whole child
- to ensure that pupils are met with positive attitudes from all school staff
- to provide a climate of warmth and support, where a child can feel valued and make mistakes without fear of criticism
- to encourage partnership between child, parent and teacher so that all views and opinions are considered in the best interests of the child

- to allow children to take ownership of their own learning by allowing them to participate in the planning and evaluation of their own learning programme wherever possible
- to help the child become more independent and confident
- to obtain the necessary support and resources (human and material) to meet the child's needs

Educational Inclusion:

We respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates

Teachers respond to children's needs by:

- providing support where necessary
- planning to develop children's understanding through the use of a multi-sensory approach
- ensuring children's full participation in all learning activities
- helping children to manage their behaviour and so take part in learning safely and effectively
- helping children to manage their emotions, particularly stress, in order that they will be ready to learn

Role & Responsibilities of the Special Educational Needs Co-ordinator:

The member of staff who has the responsibility as Special Needs Co-ordinator (SENCO) is Mrs Alexis Wilkinson and Miss Samantha Hayden. The SENCO will work closely with the head teacher, other senior leadership team members, governors, fellow teachers and support staff in the development of policy and provision.

The SENCO will have responsibility for:

- the day to day operation of the SEN policy
- maintaining the SEN register and ensuring that all records are kept up to date
- assuming a supportive role to colleagues, helping with identification and, target setting & programme planning
- over seeing the appropriate allocation of Learning Support (LSA) and other staff
- acting as a focal point for enquiries and referrals
- ensuring that colleagues are aware of available resources
- undertaking relevant in service training and providing feedback to colleagues as well as arranging appropriate training for colleagues
- working closely with parents
- ensuring that the formal review process is carried out appropriately
- submitting educational advice for children undergoing statutory assessment of their needs
- undertaking a regular self review role
- initiating Early Help Assessments where necessary and participating in Team Around the Child (TAC) meetings
- acting as a focal point for liaison with multi- agency colleagues

these will include:
Educational Psychology Service
Speech & Language Service
Education Welfare Service
School Nurse / Health Visitor
Clinical Medical Officer & other physicians as appropriate
Learning Support Service
Autism Support Service
EMTAS
CAMHS
Crisis Response Service
Sensory Support Service
One Point

Responsibilities of the class teacher:

In our school, we recognise that ALL teachers are teachers of children with Special Educational Needs

It is the responsibility of all teachers to identify children whom they consider might need intervention at School Action and, in conjunction with the SENCO, to produce and review a SEN Support Plan for the child which will clearly state their strengths, areas for development and the actions and strategies taken by the school to support the child.

All targets should be small, measurable, achievable, realistic and time constrained. The targets should be reviewed termly or sooner if necessary.

Children whose needs require support and advice from outside agencies, will also receive a SEN Support Plan.

There will be children whose needs are significant and complex and may require a Statutory Assessment by the Local Authority. This may result in them being given an Education Health and Care Plan (EHCP).

The role of the Governing Body:

The Governing body does its best to secure the necessary provision for any children whose special educational needs have been identified. They consult with the Local Authority and other schools, when appropriate, and report annually to parents on the successful implementation of the policy.

The SENCO is responsible for the management of the specified funding and resources for special needs provision. The Head teacher informs the governing body of how the funding has been allocated.

Record Keeping:

Records will include information from previous schools, all support plans and relevant information from parents or outside agencies that might be involved, as well as professional notes made by the class teacher which might highlight concerns or issues.

These records will be housed with the SENCO, within individual or year group folders.

All teachers will work alongside the SENCO to produce SEN Support Plans and Provision Maps.

Access to the curriculum:

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning
- experience levels of understanding and rates of progress which bring success and raise self esteem

Teachers use a range of strategies to meet children's needs. Lessons have clear learning objectives which are shared with each child. Children know what their targets are and what they need to do to improve. Teachers use assessment to inform the next stage of learning.

SEN Support Plans, written with our assessment scheme, employ a small steps approach, which enable children to achieve and be successful.

We support children in a manner appropriate to their needs. Wherever possible, children with SEN, share the learning experiences within the classroom and with their peers. They may be supported by Learning Support Assistants, multi – agency staff and in school counsellors.

To maximise learning, children may work in small groups or in a 1 to 1 situation following targeted intervention programmes such as Read Write Inc, an O.T Program and after school booster groups.

Partnership with parents:

Parents will be informed as soon as a child has been identified as requiring help that is "different from" or "additional to" that of other children. Input from parents will be actively sought and ways in which parents might help their child will be shared.

For children who are identified as needing intervention from outside agencies or who may require a Statutory Assessment, parents will be notified for permission for this to take place. Parents will be informed of the nature and purpose of the involvement and notified of subsequent progress.

We will try at all times to involve children and parents with the contents and assessments of the Support Plan.

Working in partnership with pupils:

We strive at all times to involve children in their targets and seek their opinions at review meetings either in writing or in person.

Arrangements for the identification of pupils with special educational needs:

We aim to identify any special needs as soon as possible. The following factors may be taken into account:

- Makes little or no progress even when teaching approaches have been differentiated towards the pupil's area of weakness
- Shows signs of difficulty in developing literacy or maths skills.
- Presents persistent emotional and/or behavioural difficulties which are not ameliorated by the behaviour management system in school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication or social difficulties.
- Is working more than one year behind age related expectations.

Monitoring and provision:

Children's' targets will be monitored on a half termly basis.

Intervention strategies will be monitored by the SENCO and Senior Leadership Team.

There will be annual reviews for children with Statements / EHC Plans.

Support staff will work, for the majority of time, within the classroom to support children.

Children with Speech and Language difficulties may access the support of programmes within school provided by the Speech and Language service.

Children with specific needs may access dyspraxia, dyslexia and social skills programmes.

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Lexi Wilkinson

Deputy Headteacher