

SEN Policy

West Hill Primary School



Approved by:

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Introduction

West Hill primary School has one named SENCO who will be undertaking the new Government SENCO qualification, Mrs Natalie Caraccio and a named Governor Miss Tamazin Steele responsible for SEND (Special Educational Needs and Disability)

They ensure that the West Hill Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (updated 2015), the Local Education Authority and other policies current within the school.

It is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required.

The four areas of need identified in the new Code of Practice are outlined below. Children who have needs in these areas which are 'additional to and different from' that provided within the differentiated curriculum are provided with specific support. (September 2014).

- Communication and interaction
 - Cognition and learning
- Social, mental and emotional health
 - Sensory/physical

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision (Code of Practice 2014).

This SEN policy details how, at West Hill school, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

Aims

The aims of this policy are:

- To embed a robust and consistent approach to the identification of all pupils with Special Educational Needs and Disability in partnership with parents so that they recognise the vital role they play in supporting their child's education.
- To raise the aspirations and expectations for all pupils ensuring that our approach is person-centred placing the needs, well-being, mental health and preferences of children and families at the heart of our provision so that reasonable adjustments are made to enable all children to have full access to the broad and balanced school curriculum.
- To ensure a high level of staff expertise through providing well-targeted, continuing professional development and ensuring that all class teachers are accountable and responsible for the progress of every pupil in their class including those with SEND.
- To create a rich environment that: supports the importance of nurture for development of wellbeing; uses quality first teaching; understands that the classroom offers a safe base; that language is a vital means of communication. (See Appendix 1)
- To work in productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a person-centred, multi-professional approach to meeting the needs of all learners with SEND.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of everyone, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-cultural and multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEND lead and individual teachers to ensure all children have equal access to succeeding in this subject.

Through appropriate curricular provision, 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
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available senses and experiences
- planning for children's full participation in learning, and in physical and practical activities
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

The role of the SENCO

The Special Educational Needs Co-ordinator's [SENCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Communicating with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children on the SEND Support register.
- To oversee the school's maintenance of classrooms which provide Dyslexia / SAL / ASD/ ADHD / friendly environments.

Identification, assessment and provision

Provision for children with special educational needs is a matter for the whole school.

The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experiences already established during the child's pre-school years.

If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
 - Identify and focus attention on action to support the child within the class.
 - Use the assessment processes to identify any learning difficulties.
 - Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.
- The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

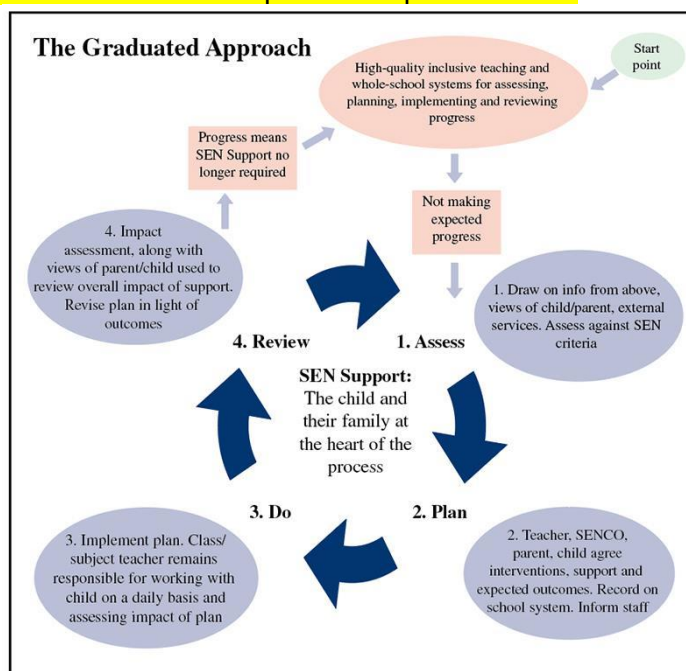
The key test of the need for action is that current rates of progress are inadequate. Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his/ her peers from widening.
- Closes the attainment gap between the child and his/ her peers.

- Better the 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.

In order to help children with special educational needs, West Hill will adopt a graduated response. This means we may use specialist expertise, if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an SEN Support Record/provision map (See Appendix 2) and the SENCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LEA with a record of our work with the child to date.

When any concern is initially noticed, it is the responsibility of the class teacher to discuss this with the SENCO, and to take steps to address the issue. This should be discussed with parents and specific intervention put in place and monitored for a period of up to 6 weeks.



If no progress is noted after this time, a further discussion with the SENCO and another cycle of a tailored intervention should be put into place for a period of six weeks. The outcome of this intervention should be shared with the SENCO and parent. If no progress is noted after this time, the child may be added to the school SEN support register with parental permission.

The class teacher, after discussion with the SENCO will then provide specific interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCO, parents and young person.

Reasons for a child being added to the SEN support register may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.

- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.

Home- School Partnership

Partnership with parents and carers plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy for special educational needs, the special educational needs information report including the arrangements made for children in our school with special educational needs.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings each half term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child. Parents always have access to the SENCO through a school email address.

Pupil Voice

Staff at West Hill understand that every child is an individual and their needs are different. We understand that all behaviour is communication and that language is a vital means of communication. Some pupils may have their needs communicated through 'one page profiles'. This is created with the pupil and summarises their strengths and needs and interests. (See Appendix 3).

The Nature of Intervention

The child's class teacher and the SENCO will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work with TA support or other Wave 3 intervention such as Toe by Toe, or materials for mathematics.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet termly with the class teacher and the SENCO is available during these parent's evenings.

The SENCO will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

Outside agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting.

The delivery of the interventions recorded in the SEN Support Record continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

School request for education health and care plans (EHCP)

A request will be made by the school to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans or SEN Support Records and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

The parents of any child who is referred for statutory assessment or EHCP will be kept fully informed of the progress of the referral. Children with a statement of special educational needs or EHCP will be reviewed each half term in addition to the statutory annual assessment. When this coincides with transfer to high school, the SENCO from the high school will be informed of the outcome of the review.

Strategies employed to enable the child to progress will be recorded within an SEN Support Record which will include information about:

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning
- What they are responsible for
- How the child can be successful
- The review date.

- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

Testing and Assessment Access Arrangements

Depending on the nature of the child's particular need, reasonable adjustments can be made when taking a test or exam. For example, the child may be supported with a scribe, a prompter or given additional time to complete an assessment paper. However, a pupil who is eligible for extra time would need to have scores that are below average in speed of writing, reading, reading comprehension or cognitive process, demonstrating they work much more slowly than others.

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 activities and 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.

Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning.

All children on the SEN support register have an SEN Record of Support with individual targets.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

Allocation of resources

The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and education health and care plans.

The head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The head teacher and the SENCO meet regularly to agree on how to use funds directly related to statements/EHCP.

The role of the governing body

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The head teacher reports the outcome of the review to the full governing body.

Monitoring and evaluation

The SENCO monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up SEN support Records for children. The SENCO and the head teacher hold regular meetings to review the work of the school in this area. In addition, the SENCO and the named governor with responsibility for special needs also hold regular meetings.

Appendices

Appendix 1: Nurturing Principles

The Six Principles of Nurture

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

1. Children and young people's learning is understood developmentally •

Developmentally not chronologically • Assess current levels of social and emotional skills • Opportunities for earliest levels of play, communication, language and literacy in close proximity to adults • Basic experiences are adult selected and directed • Child's play enables development through clear stages: – sensory, – experimental, – repetition, – investigation – and exploration

2. Environment offers a safe base • Organisation and management of the room offers a context of security, comfort, relaxation and learning • Trusting relationships are established • Adults model positive relationships and interaction • Day is structured • Domestic settings • Clear boundaries • Consistency • Adults engage children in everyday activities – fun, part of family

3. Importance of nurture for self-esteem • Adults value children as individuals and work to establish a close relationship • Children are noticed and everyone shows pleasure in their achievement • Small achievements are praised in a variety of ways • Staff establish and maintain eye contact, use facial expression, vary tone of voice • Reciprocal shared activities • Time to remember and talk about events and feelings • Music • Staff listen to, anticipate and respond to children's needs

4. Language as a vital means of communication • Some young people's use of language may be minimal but ... • Adults understand the importance of their own language towards children and how this can impact on them • Adults understand the importance of early communication and language • Time for children and opportunity for children to explore the stages of language development • Adults can maintain a running commentary of activities especially during stressful time • Use every opportunity for extended conversations, recalling and planning for tomorrow • Opportunities for imaginative play • Adults share feelings and satisfaction

5. It is understood that all behaviour is communication • Adults should relate to the child/ young person in a developmentally appropriate way • Importance of nonverbal communication • Variety of strategies to respond to behaviour • Challenging behaviour is managed firmly, not punitively • Logical and natural consequences to behaviour • Children know their behaviour is understood

6. Importance of transitions in children's lives is understood • This includes daily transitions not just big transitions like changing placement • Simple, manageable routine • Children are prepared for changes in routine; clear procedures for this • Simple changes are introduced to routine and environment • Adults understand that children may be unable to sustain achievements and may need support in times of stress • Transitional objects

Appendix 2: SEN support provision map

West Hill Primary School Provision Map (assess, plan, do review)

Name: B.X	Teacher Mrs Pegrave	Teaching Assistant/s Mr Sharmen
Year and Class Year 3 Badgers	Area of need: Belinda has been seeing the speech and language team for 3 years and has made slow but steady progress.	

Autumn Term 1: Date: School Support (YES/NO) EHCP (YES/NO)			Parent consent and concerns: (comment/ signature and date) <i>We are very concerned about her slow progress and appreciate what the school is doing to try and assist her. We do not want her to get further behind. 17/10/19 Mrs Carpaccio</i>			
Assessment			B-Squared (n/a or Year and %)			
Reading: 2B Writing: 1S Maths: 2W Sp &lis: 1W			Reading:	Writing:	Maths:	
Other assessment results: (Suffolk/ spelling/NFER/SATs etc)						
Recent NTS assessments showed she is working below the age related expectations for Y3 pupils in R W M						
Target	Staff/ child ratio	Frequency	Delivered by	Action/strategy	Outcome (review end Autumn 2) (a-achieved, p-partially, n-not achieved)	
To improve spelling of Y3 words (5): special, February, group, different, often	1:6	3 x weekly	Teacher/TA	3 x morning wordsearch Jumbled words to unscramble Fill in the gaps	X can now read and spell 4 out of 5 of the words and needs to practice different still (A) Evidence in English book	
To improve attention & focus for 10 minutes each lesson		Every lesson	Teacher	Call her name to gain her attention Targeted questions to support learning	She maintains focus for at least 10 minutes of each lesson and responds appropriately to questions when asked. (A) Evidence from observations	
Speech and Language targets	1:1	2x weekly	TA	Ensure that the strategies are consistent and robust To answer in short sentences.	(N)ot achieved- she has met some of the speech and language targets but not securely	
				Number of targets achieved: 2/3		
Have you read the previous provision map? Have you read the latest medical/SEN documents regarding this child? Are the targets relevant to the EHCP if applicable? Did the pupil achieve the targets set and meet the expected outcomes? Were the targets SMART? Were the targets shared with the pupil and the parent? Was the intervention consistent? Is there evidence to support the progress that this pupil has made? Can they work with increasing independence?						

Name: B. X		Year and Class Year 3 Badgers			
Spring Term 1 School Support (YES/NO) EHCP (YES/NO)		Parent consent and concerns: (comment/ signature and date)			
Assessment				B-Squared (n/a or Year and %)	
Reading:	Writing:	Maths:	Sp &lis:	Reading:	Writing: Maths:
Other assessment results: (Suffolk/ spelling/NFER/SATs etc)					
Target	Staff/ child ratio	Frequency	Delivered by	Action/strategy	Outcome (review end Spring 2) (a-achieved, p-partially, n-not achieved)
				Number of targets achieved: 2/3	
Have you read the previous provision map? Have you read the latest medical/SEN documents regarding this child? Are the targets relevant to the EHCP if applicable? Did the pupil achieve the targets set and meet the expected outcomes? Were the targets SMART? Were the targets shared with the pupil and the parent? Was the intervention consistent? Is there evidence to support the progress that this pupil has made? Can they work with increasing independence?					

Name: Belindi Carpaccio		Year and Class Year 3 Badgers			
Summer Term 1 School Support (YES/NO) EHCP (YES/NO)		Parent consent and concerns: (comment/ signature and date)			
Assessment				B-Squared (n/a or Year and %)	
Reading:	Writing:	Maths:	Sp &lis:	Reading:	Writing: Maths:
Other assessment results: (Suffolk/ spelling/NFER/SATs etc)					
Target	Staff/ child ratio	Frequency	Delivered by	Action/strategy	Outcome (review end SUMMER 2) (a-achieved, p-partially, n-not achieved)
				Number of targets achieved:	
Have you read the previous provision map? Have you read the latest medical/SEN documents regarding this child? Are the targets relevant to the EHCP if applicable? Did the pupil achieve the targets set and meet the expected outcomes? Were the targets SMART? Were the targets shared with the pupil and the parent? Was the intervention consistent? Is there evidence to support the progress that this pupil has made? Can they work with increasing independence?					

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This is my Pupil Passport

Name:	
Language/s I use:	
My faith:	
Year Group and Class:	
Area of Need:	
Staff that work with me:	
Other specialist staff:	
Who is in my family:	

I really enjoy...	What I find difficult is...
I learn best when...	People who help me to learn are...
I like to learn by (resources etc)...	How I stay focused is...
Children that I play with are...	I work independently when...

What does effort look like on a

Good/Positive Day



Bad/Ineffective Day

