

POLICY FOR SPECIAL EDUCATIONAL NEEDS

This policy accepts the definition of SEN as set out in the New Code of Practice Introduction (Special Educational Needs SEN xiii, page 15) August 2014

1. Aims and Objectives

- 1.1 The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the headteacher or the appropriate governor has been informed by the LA that a pupil has special educational needs, those needs will be made known to all who are likely to teach them.
 - 1.2 The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
 - 1.3 Headteacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs. **(This is mandatory)**.
 - 1.4 The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.
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2. Responsible Persons

The 'responsible person' for SEN is Julie Curtis [Headteacher], supported by Jill Jarvis [SEN Governor].

- 2.1 The person co-ordinating the day to day provision of education for pupils with special educational needs is Charlotte Clark [SENDCo].
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3. Admission and Inclusion

- 3.1 All the teachers in the school are teachers of children with Special Educational Needs. As such Sir Robert Geffery's C of e School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Education Authority.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children receiving an Education, Health and Care Plan (EHCP) and those others with less significant problems.

Specialist Provision

Sir Robert Geffery's School has facilities for disabled pupils on two floors and the ramps enable full access to all parts of the building. The school is committed to meet the needs of every member of their community.

4 Access to the Curriculum

- 4.1 The National Curriculum will be made available for all pupils. Where pupils have Special Educational Needs a graduated approach will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.
 - 4.2 The school will make provision for pupils with Special Educational Needs to match the nature of their individual needs and the classteacher and SENDCo will keep regular records of the pupils' Special Educational Needs, the action taken and the outcomes.
 - 4.3 There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.
 - 4.4 The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.
 - 4.5 Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.
 - 4.6 Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.
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5. Providing the graduated approach at "SEN Support"

The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following broad areas of need: communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory and/or physical needs, the school will place the pupil under "SEN Support" and support that is additional to and different from the differentiated curriculum will be provided through a Provision Map (previously known as an Individual Education Plan (IEP)) in a range of ways including:

Classroom organisation and management
In-class support by teacher/teacher assistant
Withdrawal for individual/small group work
Home/school reading schemes
Behaviour modification programmes
Use of specialist equipment
Alternative teaching strategies

The resources allocated to pupils who have Special Educational Needs but do

not receive an EHCP, will be deployed to implement these Provision Maps under “SEN Support”, as outlined in the revised Code of Practice. Parents will be informed and pupils will be involved in decisions taken at this stage.

If a pupil does not make progress despite the school taking the action outlined, advice will be sought from the appropriate support services referred to in Section 8, the Provision Map will be amended accordingly and the pupil will be moved to “School Action Plus”.

6. Identification and Assessment – a graduated response

Please see attached copy of ‘Identification and Support for SEN at SRG’ flow chart.

6.1 If progress is still not achieved despite “SEN Support” intervention, the child may be assessed bearing in mind the County criteria with a view to initiating a statutory assessment of special educational needs under the 1996 Education Act. The appropriate forms will be used for recording and referral as necessary.

6.2 Identification of special educational needs will be undertaken by all staff through the SENDCo and the appropriate records and LA forms will be maintained. Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher or the special educational needs teacher together with end of Key Stage attainment tests. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary, pupils will be referred to the special educational needs co-ordinator, or outside agencies, for diagnostic testing to construct a profile of the child’s strengths and weaknesses.

6.3 The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice. Provision Map reviews (with and involving parents, teachers and the SENDCo) will be held termly. Additionally, the progress of children with an EHCP will be reviewed annually (SEN Review), as required by legislation, and bi-annually for children in the Early Years.

6.4 Detailed records will be kept of the pupils receiving extra teaching support. These will include:

- Current Provision Maps will be annotated to indicate progression, achievement, areas for concern and next steps.
- Class provision map
- Weekly record sheets will be kept.
- In some instances, where appropriate, behaviour log books will be kept.
- The regular administration of informal reading inventories designed to provide a profile of reading achievement.
- Phonic assessments
- Reading assessments
- Spelling assessments
- BRP Running records
- A summary of these will be passed on to any receiving school.

7. Resources

7.1 and 7.2

School Funded SEN

Mealtime Assistants

We pay several teaching assistants at lunchtimes to organise structured activities that means children can be directed to be supervised and also we can separate children. The impact is that there are less issues and children also become better at making the right decisions and taking choices that help..

Overall we have 10 people on duty and three each day are now specifically organising activities.

Cost MTAs £100 a week

Teaching assistants

Every class has two within morning at least to support general learning and also targeted groups. Part of the time allocation is given to support Provision Map time and wave intervention work that focusses on children with additional needs. This has allowed us to close the gaps and give the children the support to make better than expected progress. It is a school commitment in time and money. The impact is good but the implication is that the provision must be monitored and best value and practice observed to justify the expense.

Intervention TAS 1 25 hours £200

2 12 hours £125

3 6 hours £75

4 12 £125

Provision Map TAs 14 TAs 140 £928

General TA targeted SEN 70 hours £458

Employed TA for additional needs children not funded 25 £200

HLTA SENDCO release £ £1600 per year

Provision Map review meetings £300 X 3 £900

Money needed £66,614 plus £1600 plus £900

Resources £1000 to support recommendations

Training SEN £1000

SEN expenditure for support through school = £71,114

7.3 Currently the school has:
29 Children on the Register of SEN Support
2 Statemented Children
1 child on a EHC Plan

7.4 County funded Statemented / EHC Children

Child 1 (Year 2) 32 hours
Child 2 (Year 5) 15 hours
Child 3 (Year 6) 20 hours



8. **Liaison**

Parents will always be informed when an external agency becomes involved with their child. (See also 11)

8.1 Regular liaison is maintained with the following external agencies for pupils under "SEN Support" and pupils with EHCPs [as applicable]

SEN Support Services (including Behaviour support team, ASD team)
Psychological Services (CAMHS)
Social Services
Audiology Service
Service for the Visually Impaired
Health Service (including Speech and Language, OT, Physiotherapy)
Welfare Service
Early Years Service
Looked after children officer
Special Education Section
Parent Partnership Service

8.2 The school has links to Saltash area Schools and liaison is maintained particularly with regard to transition issues.

9 **Arrangements for the Treatment of Complaints:**

The procedure for managing complaints is as in school complaints policy.



10. **Staff Development**

10.1. In-service training needs related to special educational needs will be identified by the headteacher in consultation with the staff and will be incorporated into the

11. Working with Parents

- 11.1. The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.
- 11.2. Parents will always be kept informed about the Special Educational Needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. Parents will be kept fully informed about the Parent Partnership Service.
- 11.3. As mentioned in Section 8, parents will be fully consulted before the involvement of LEA support agencies with their children, and will be invited to attend any formal review meetings at all stages

12. Pupil Participation

The school will work to ensure that pupils are fully aware of their individual needs and the targets in their Provision Maps. These will reflect their progress and achievements as well as what they would like to target next. Steps will be taken to involve pupils in decisions which are taken regarding their education..

13. Evaluating Success

- 13.1. This school policy will be kept under regular review. The governors will gauge the success of the policy by the achievements of previously agreed targets outlined in the pupils' Provision Map, progress review and/or SEN review. In addition evidence will be gathered regarding:

- Staff awareness of individual pupil need
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- Improved behaviour of the children, where this is appropriate
- The increase in the level of inclusion achieved within the school setting as a percentage of time
- The number of children participating in home/school reading schemes
- Pupil attendance
- Number of exclusions
- Number of children supported by the funding allocation for non-statemented special educational needs
- Consultation with parents
- Number of pupils moving between stages
- Pupils' awareness of their targets and achievements.

◆ **THIS POLICY WAS REVIEWED by the Curriculum Committee in the Summer Term 2016, and is reviewed annually.**

Identification and Support for SEN at SRG

