



Langford Budville Church of England Primary School



Review date	Date approved by Governors	Date of next review
October 2017	November 2017	October 2018

Special Educational Needs (SEN) Policy

This policy should be taken and used as part of Langford Budville Church of England School's overall strategy and implemented within the context of our vision, instrument of government, aims and values as a Church of England school.

SENCO - Ms Moira Brown (PGCert Special Educational Needs Co-ordination)

Introduction

This policy was written in October 2014, in line with the revised Special Educational Needs and Disability Code of Practice 0-25 Guidance. It has been reviewed and updated, where necessary, in October 2015, 2016 and 2017.

This school provides a broad and balanced curriculum for all children. Every teacher is a teacher of every child in their class, including those with SEN. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

Some children have difficulties with learning that require particular action by the school. These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision to support individuals or groups of children and thus enable them to participate effectively in all school activities and help them become confident individuals who achieve their best. Such children may need additional or different help from that given to other children of the same age.

Children may have Special Educational Needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Aims and objectives

Members of staff aim to:

- create an environment that meets the special educational needs of each child;
- raise the aspirations of and expectations for all pupils including those with SEN;
- ensure that the special educational needs of children are identified, assessed and provided for;

- identify the roles and responsibilities in providing for children's Special Educational Needs;
- enable all children to have full access to all elements of the school curriculum;
- develop and maintain partnership and high levels of engagement with parents;
- ensure that our children have a voice in this process.

Educational Inclusion

At Langford Budville School we aim to offer excellence and choice to our children, whatever their ability or needs. We have high expectations of all our children. We want our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and emotional 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:

- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, ensuring that those who need help with communication, language and literacy are fully supported;
- helping children to manage their emotions and to take part in learning effectively and safely.

Special Educational Needs

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

The definition of SEN taken from the SEND Code of Practice 2014:

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.’

Identifying Special Educational Needs

Most of the children who join our school have already attended an early education setting. In some cases children join us with their needs already assessed. All our children are assessed using the Foundation Stage Profile in the reception year, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. For children who transfer in from other schools, we make considerable efforts to collect all details from their previous schools. Equally we liaise with receiving schools when pupils move so that transfer can be as smooth as possible.

Special educational needs and provision can be considered as falling under four broad areas. (SEND Code of Practice 2014)

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

Many children have difficulties that fit clearly into one of these areas; some have needs that span two or more areas. We will carry out a detailed individual assessment of each child and their situation to make appropriate provision for their needs. We will consider all the needs of the child not just the special educational needs. Discussions with parents will be structured in a way that all adults involved develop a good understanding of the child's areas of strength and difficulty, the parents' concerns, the agreed outcomes and the next steps. Consideration will be given to what is not SEN but may impact on attainment such as attendance, health and welfare, English as an additional language, being in receipt of pupil premium, being a looked-after child or being a child of a serviceman/woman.

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These children's needs will be assessed and support may come from within school or with the advice from health partners and other organisations such as Child and Adolescent Mental Health Service (CAMHS), or a Parent and Family Support Advisor, PFSA.

Details of the school's arrangements for assessing and identifying pupils as having SEN are set out as part of the Local Offer and are available on the school's website.

Graduated approach to SEN support

All children at Langford Budville have access to quality-first teaching. The class teacher will offer good quality personalised teaching by making reasonable adjustments and providing interventions best suited to groups and individuals in the class.

If a child does not make adequate progress despite quality-first teaching further assessments and discussions will take place.

Where a pupil is identified as having SEN, we will take action to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle of Assess, Plan, Do, Review, through which earlier decisions and actions are refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress. This is known as the graduated approach.

Assess

In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials. For higher levels of need, we may draw on more specialised assessments from external agencies and professionals.

Plan

Where it is decided to provide a pupil with SEN support, parents will be notified. Adults involved will agree upon the adjustments, support and interventions to be put in place. An education plan will be drawn up showing a summary of need and the provision to be put in place. Targets may be set which will reflect the expected impact on progress, development or behaviour. These will be discussed with the child. A date for review will be set. An education plan will normally be reviewed termly but it may be appropriate to review it more frequently.

Do

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching they will still retain responsibility for the pupil and work closely with any teaching assistants and specialist professionals. The SENCO will support the class teacher and TAs in the further assessment of the child's strengths and weaknesses and organise for staff training to take place if required.

Review

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher and the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Element 1 and 2 Funding: In Somerset the majority of funding for SEN is devolved to the school by means of a formula.

Element 3 Funding: In some cases the school may be entitled to extra funding to support children with severe and complex needs. The system for identifying funding these children is currently changing in Somerset. From 2018, all children who require additional funding will need an EHCP as a prerequisite to being allocated a budget.

Education, Health and Care plans (EHC Plans)

If the child continues to demonstrate significant cause for concern and the SEN provision is not enabling the child to make adequate progress a request for an Education Health and Care Plan will be made to the LEA.

In our school the SENCO is **Ms Moira Brown**. She is employed for 0.4 of a week and she:

- Has day to day responsibility for the operation of the SEN policy co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues on the graduated approach to providing SEN support;
- oversees the records of all children with Special Educational Needs;
- acts as a link with parents;
- acts as link with external agencies and other support services;
- monitors and evaluates the Special Educational Needs provision and reports to the governing body;
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- keeps up to date with current trends and research
- contributes to the professional development of all staff.

The role of the governing body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with Special Educational Needs.

The governing body aims to secure the necessary provision for any pupil identified as having Special Educational Needs. The governors ensure that all teachers are aware of the importance of providing for these children. They report annually to parents on the success of the school's policy for children with Special Educational Needs. The governing body ensures that parents are notified of a decision by the school that SEN provision is being made for their child.

The governing body has identified a governor, **Andrew Brodie** to have specific oversight of the school's provision for pupils with special educational needs. He meets the SENCO once a term for liaison. The SEN governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel. He attends an annual conference about SEN with the SENCO.

Admission Arrangements

No child will be refused admission to our school because she has special educational needs. However, any child in receipt of an Education, Health and Care Plan can only be admitted with the consent of the LA.

Langford Budville School has the benefit of wheel chair access to the ground floor area

Allocation of resources

The Head of School, in liaison with the Executive Head, 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 an Education, Health and Care Plan.

Appropriate in-service training is arranged to enable the staff to understand the needs of our particular pupils and make provision for them.

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

The Head of School, in liaison with the Executive Head, and the SENCO meet to agree on how to use the funds.

Partnership with parents

The school works closely with all parents in the support of their children. We encourage an active partnership through an ongoing dialogue with parents. We encourage parents to take an active part in their child's education.

The school web site has links to our Policy for Special Educational Needs, our SEN Information Report, and our Accessibility Plan. It also has a link to Somerset Choices where Somerset's Local Offer of SEN can be found.

Transition

Throughout a child's progress through statutory education regular transition take place. Transitions can be disruptive to any child's progress: for children with additional needs this can be exacerbated. In order to ensure smooth transitions, we forge strong links with all local pre-schools. In addition, similar links have been forged with our main feeder secondary schools, Court Fields in Wellington and Kingmead in Wiveliscombe. Liaison with the SENCO of those receiving schools ensures a smooth transition and up to date information and support for more vulnerable pupils during year 6. Liaison with feeder pre-schools allows us to put in place suitable provision for children with additional needs to ensure their initial school experience is as successful as possible.

Monitoring and evaluation

The SENCO and Head of School monitor children on the SEN register. Membership of the SEN register is reviewed on a termly basis. Discussions with staff and Governors focus upon reviewing children's progress towards their identified individual targets. The SENCO briefs the SEN Governor each term and informs the Governors with periodic updates.

Arrangements for considering complaints about Special Needs provision within school

Complaints from parents about provision for children with special needs are treated in the same way as any other complaints and we follow the LA complaints procedure.

Pupil participation

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. Our curriculum recognises the importance of children developing personal as well as

educational skills. Children are involved at an appropriate level in discussing their own needs, setting targets and reviewing their progress.

The use made of teachers and facilities from outside the school, including links with support services for SEN

Formal contact with the support services is generally the responsibility of the Head of School or the SENCO but any other member of staff may have contact with them when they visit. Planned visits are organised through the annual Consultation Meetings but it is always possible to contact the support services, when the need arises, throughout the year. Contact about specific pupils is only done with parental and Head of School consent.

This policy will be reviewed annually.

OUTSIDE AGENCIES:

Taunton and West Somerset Multi-Professional Team:

HOLWAY CENTRE Telephone: 01823 334475 FAX: 323656

**Holway Centre
Keats Road
Taunton
TA1 2JB**

**Social, Emotional and Mental Health Support
Learning Support
Educational Psychologist
Hearing Impairment
Sight Impairment
Information Technology
Physical and Medical Support**

**INTEGRATED THERAPY SERVICE - Park Gate House, East Reach, TA1 3ES 0303 033 3002
Speech and Language Therapy Service
Occupational Therapy Service**

CAMHS - Child and Adolescent Mental Health Service- East reach, Taunton

PFSA - Parent and Family Support Advisor, Children's Centre, Wellington

Paediatric support – Musgrove Park Hospital, Taunton