

Swanmead Community School



Special Education Needs Policy

DATE OF POLICY: **20th October 2016**
REVIEW DATE: **October 2017**

PERSON RESPONSIBLE: SENCO

Introduction

Swanmead Community School values the abilities and achievements of all its pupils, and is committed to providing for them the best possible environment for learning. This policy should be taken as part of the overall strategy of Swanmead School and implemented within the context of our vision, aims and values.

We aim to meet the definition of Special Education (SEN), as stated in the Code of Practice. Special education provision means: educational provision which is additional to, or different from, the educational provision made generally for children of their age in school. At any point in their school life a child may have Special Educational Needs.

This policy ensures that curriculum planning and assessment for children with SEN takes account of the type and extent of the difficulty experienced by the child. The needs of each child will be assessed and appropriate provision made.

All staff will be involved in providing for SEN pupils and are committed to removing/reducing any difficulties that SEN pupils may face related to learning and inclusion at school, whatever the nature of their needs.

Aims

Our aims for the INCLUSION of pupils with Special Educational Needs are as follows:

- to offer excellence and choice to all pupils, whatever their ability or needs.
- to have high expectations of all pupils
- to achieve success through the removal of barriers to learning and participation
- for all pupils to feel valued as part of the school community
- to respect the fact that pupils have different educational needs and aspirations
- to cater for different learning styles
- to offer a range of different teaching approaches and experiences

Our aims for the PROVISION for children with Special Educational Needs are as follows:

- to create an environment that meets the SEN of each child
- to ensure that the SEN of children are identified, assessed and provided for
- to provide effective support at the earliest opportunity
- to enable all children to have full access to all elements of the school curriculum
- to ensure that the support is given in a way that minimises the disruption to the child
- to ensure that parents are involved in supporting their child's education
- to ensure that the child has a voice in this process
- to identify the roles and responsibilities of staff in providing for children's SEN

Definition of Special Educational Needs

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 educational institutions.

The SEN Code of Practice

The SEN Code of Practice outlines a graduated response to supporting pupils with SEN, its guidelines are followed in Somerset and nationally. Pupils will be recorded on the SEN register at one of 3 levels.

School Action is the lowest level of concern. It involves assessing the pupil, putting provision in place to support them and monitoring its effectiveness.

School Action Plus recognises a higher degree of need. Pupils at this level will usually have involvement from one or more outside agencies to assist in planning and meeting their needs at school.

A Statement of SEN denotes the highest level of need. The statement is created by the Local Authority (LA) following a request and input from parents, the school or other agency. It specifies the needs of the child and the provision required to meet those needs. An LA caseworker will be assigned to each statemented pupil and will remain involved in their school life along with other appropriate, educational advisors.

Roles and responsibilities

The Role of the **Headteacher** is to:

- Ensure effective provision for SEN pupils
- Keep the Governing Body well informed about SEN within the school
- Ensure that the school has clear and flexible strategies for working with parents of SEN students, and that these encourage involvement in their child's education.

Mark Walker is the Headteacher

The role of the **Governing Body** is to:

- have due regard to the SEN Code of Practice to fulfil its duties toward pupils with SEN
- secure a high standard of provision for SEN pupils
- report annually to parents on the success of the school's policy, including the allocation of resources from the school's budget, through the school profile
- identify a governor to have specific oversight of the school's provision for SEN pupils including deployment of funding, equipment and personnel
- ensure that SEN pupils are fully included in school activities
- be fully involved through discussions with the SENCO in developing and subsequently reviewing SEN policy

Tina Young is the governor with responsibility for SEN.

The role of the **Special Educational Needs Co-ordinator (SENCO)** is to:

- manage the day to day operation of the policy
- co-ordinate the provision for children with SEN including creating and reviewing the SEN register
- liaise, support and advise colleagues within school reading teaching SEN pupils
- Advise on the graduated approach to providing additional SEN support in school
- oversee the preparation and review of Individual Education Plans (IEPs)
- oversee the records of all pupils with SEN
- inform parents when pupils are placed on the SEN register
- liaise with parents of children with SEN
- liaise between the pupil, parents and all support agencies
- liase with partner schools, particularly at times of transition for SEN pupils
- monitor and evaluate the special needs provision and report to the governors
- manage the SEN budget and resources, to ensure appropriate provision for SEN pupils
- contribute to the professional development of all staff
- Collaborate with curriculum co-ordinators so that learning for all children is given equal priority

- Ensure with the Headteacher and school governors that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

Alison Tulloch is the school SENCo.

The role of the **Teacher and Learning Support Staff** is to:

- have regard for the Code of Practice when teaching pupils with SEN
- support the identification of SEN through assessment procedures
- Provide high quality teaching and/ or support to meet the needs of SEN pupils
- develop and review IEPs for SEN pupils in collaboration with the SENCO
- work with SEN pupils to ensure delivery of the IEP and support the review of IEP

Admissions

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN and has due regard for the practice advocated in the Code of Practice, in that 'All schools should admit pupils already identified as having SEN, as well as identifying and providing for pupils not previously identified as having SEN . Pupils with SEN but without statements must be treated as fairly as all other applicants for admission.' (CoP 1:33) The Local Authority has the responsibility to name the school for all pupils in receipt of a statement of SEN.

Special Provision

The school has no special provision other than that listed in this policy (eg. language unit, autism support unit or dedicated provision for the hearing or visually impaired).

Facilities for vulnerable pupils, those with SEN, Disabled Access

The school site is almost completely accessible via level corridors and outside paths, the use of platform lifts and an enclosed lift. Only two areas are currently inaccessible to wheelchair users – Room 18 (music/ drama studio) and the HUB (Helping Understand Behaviour rooms). Arrangements are made for pupils and visitors with limited mobility to receive music/ drama teaching or to meet members of the HUB team in alternative, accessible rooms. There are dedicated rooms for Learning Support, Nurture Groups, Pastoral support (HUB) and Therapy, each fully equipped with appropriate resources & facilities and staffed by adults with relevant, up to date training.

Allocation of Resources

The school employs a **SENCo** (part-time) to manage the provision for SEN pupils.

All **teachers** are teachers of pupils with SEN and have a responsibility to ensure that the needs of every child in their class has their needs met.

Learning Support Assistants (LSAs) are employed by the school to offer additional support to pupils. Some LSAs will be assigned to named individuals and their role and duties will be defined by the needs of that pupil. Some LSAs will work with differing groups of pupils and individuals under the direction of the SENCo and class teachers. The employment of LSAs is to some extent dependent on the level of High Needs Top Up funding for individuals on the SEN register and numbers of LSAs may vary accordingly. Funding is allocated to some SEN pupils according to need through the School Action Plus audit process administered by the Local Authority in Somerset.

Two **Higher Level Teaching Assistants** (HLTAs) are employed, to support progress in English and Maths respectively. These adults will work regularly with individuals or groups of pupils on the SEN register to support their needs.

A **Learning and Progress Tutor** is employed at Swanmead School who may at times support pupils on the SEN register.

There are two **Pupil Support Assistants** (PSAs) at Swanmead School, who offer pastoral support for social, emotional and behavioural difficulties as well as support during times of illness, bereavement or family upheaval. Their work will regularly, but not exclusively involve pupils listed on the SEN register.

A wide range of resources, programmes and diagnostic tests are available for use with SEN pupils in school.

Identification of Learning Difficulties

All designated SEN pupils are assessed on entry to determine appropriate provision for their needs. The school will always strive to identify pupils with new SEN at the earliest opportunity and to inform parents of any concerns.

Regular monitoring of pupil achievement alerts staff to poor attainment or progress. Reading and Spelling ages are tested annually. If the gap between a pupil's score and their chronological age widens beyond accepted levels this raises concern and, in discussion with parents, the pupil is likely to be placed on the SEN register. If attainment levels in the core subjects of English and Maths fall significantly below age expected levels, or their progress has slowed or ceased, these will also raise concern. Concerns are likely to have been discussed with parents prior to reaching this level, unless the change occurs suddenly. For other aspects of SEN – Speech, Language & Communication Difficulties; Sensory and Medical conditions; Behavioural, Social & Emotional Difficulties; prior knowledge, observations in school, information from home and input from other agencies will inform the identification of SEN.

Review of Pupil Needs Individual Education Plans / Provision Map

Strategies to support SEN pupils will be recorded in an Individual Education Plan (School Action Plus & Statement) these include: targets, teaching strategies, provision made, date for review and the outcomes. The IEP will record only that which is different from or additional to the normal differentiated curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The IEPs will be discussed and agreed with the pupil and the parent. It will be reviewed twice a year (SA+) and termly for pupils with a statement. An individual Provision Map for pupils at School Action will detail the additional support which is in place for that child. It will be reviewed and updated, if necessary, twice a year.

Pupils at School Action Plus and those with Statements will have an Annual Review meeting, involving parents, the pupil and relevant professionals to ensure that appropriate provision is in place. The purpose of this review is to evaluate success against agreed criteria and set new targets. In the case of statemented pupils, the LA caseworker should also be invited to attend this meeting as amendments may need to be made to the statement; this is particularly pertinent at times of transition between schools.

For Year 8 Annual Reviews the SENCO of the new school will be invited to attend. This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to meet the new SENCo. At Year 4 the SENCo will attend relevant review meetings prior to transfer.

SEN INSET

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEN pupils. The SENCO attends local training to ensure that provision at Swanmead School remains up to date with current legislation and best practice in SEN. Part of the SENCO's role in school-based INSET is to develop awareness of resources and practical teaching strategies for use with SEN pupils. As a routine part of staff development, INSET requirements for SEN will be assessed and the Governing Body will be informed of training needs. The School's SEN INSET needs will be included in the School Management Plan. Specific SEN training is provided to all staff as and when appropriate and can be bought in via Somerset LA services eg. SLCN, Team Teach, Dyslexia friendly teaching, Hearing Impairment (all of which have taken place since 2010).

Partnership with Parents

Swanmead firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEN to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them and that this gives them a key role in the partnership.

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.' (CoP 2.2)
The school will make available, to all parents of pupils with SEN, details of the parent partnership service available through the LA.

Links to Support Services

The school makes full use of expertise provided by external agencies and professionals in Somerset for identification, assessment and support for SEN pupils at all stages. The following are actively involved with the school:

Educational Psychologist	Learning Support Service (LSS)
Physical Impairment and Medical Support Service (PIMS)	Hearing Impairment Service (HI)
Speech & Language therapists (SLT)	Visual Impairment Service (VI)
Parent and Family Support Assistant (PFSA)	Occupational Therapist (OT)
Child and Adolescent Mental Health Service (CAMHS)	Children's Social Care
Language & Communication / Autism Team (SLCN/ ASD)	Paediatrician
SENATAS (ICT support for pupils with SEN)	Physiotherapist
Somerset Social, Emotional & Behavioural Support Service (SEBSS)	

Links with other Schools

The school likes to maintain close links with its local partner schools – Greenfylde First School, St Mary & St Peter's Primary School, Shepton Beauchamp Primary School and Wadham School. These links are particularly important at times of transition for SEN pupils. SENCOs liaise to ensure that the needs of SEN pupils are understood and considered in advance. They may attend meetings and Annual Reviews at link schools to plan for transition, arrange additional pupil visits, etc.

Links with other Agencies and Voluntary Organisations

The school also has contact with the following agencies – some regularly, some as required:

Traveller Education	Education Welfare Officer
Children's Social Care	Community Police
The Youth Service	Youth Offending Team
School Nurse	Parent Partnership

Barnardo's counselling/ bereavement support
Local Organisations, eg. Ferne Animal Sanctuary, Pre-school, Rotary Club

Complaints Procedure

The school's complaints procedure is outlined in the school prospectus. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents as required.

Monitoring

The Governing Body will report annually on the success of the policy and will consider the views of all parties involved with this provision. Pupil progress will provide evidence for the success of the SEN policy and this will be analysed carefully through consideration of each pupil's success in meeting IEP targets, progress noted through use of standardised tests and across the curriculum.

The outcomes of this review will be to inform the School Management Plan.

Policy Review

The Special Education Needs Policy is reviewed and updated annually by the SENCO, the Headteacher and the Governing Body.

Policy ratified at the Full Governors' Meeting on Thursday, 20th October 2017