



## **Special Educational Needs (SEN) Policy**

### **Introduction**

Sampford Arundel and Stawley Primary schools, Swallows and Stawley Pre-schools provide a broad and balanced curriculum for all children and a stimulating environment in which to develop their skills and personality. There are high expectations for all children.

The National Curriculum/EYFS is our starting point for the differentiated subject planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs.

A few children may have particular learning and assessment requirements that could create barriers to learning. These requirements are likely to arise as a consequence of a child having special educational needs.

Incorporated in this policy are the revisions to ensure compliance with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0 – 25 (June 2014) and has been written with reference to the following guidance documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (June 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy Possibly should be child protection policy
- Accessibility Plan
- Teachers Standards 2012



The Code of Practice for Special Educational Needs 2014 definition states:

“A child or young person has Special Educational Needs if they have 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 a special educational provision.”

Teachers and pre-school staff, as part of their regular planning, take account of these requirements and make provision to ensure individuals or groups of children are supported in participating effectively in curriculum and assessment activities. 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 while ensuring their strengths and skills are exploited.

### **Aims and Objectives**

We intend to provide:

- A whole school approach to children with SEND in which the teaching and learning achievements, attitudes and well-being of every child matters
- Access to a broad and balanced and relevant curriculum for all children
- A school where every teacher is a teacher of SEND
- Early identification and assessment of children with SEND
- Clear expectations of all partners in the process
- Opportunities for parents to be involved in the decisions made about and with their child
- Parents are encouraged to contribute to SEND policy
- Both schools maintain accreditation for inclusive dyslexia friendly status

### **Educational inclusion**

Through appropriate curricular provision at Basic Entitlement level, 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.



## Roles and Responsibilities

Class teachers/pre-school staff respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- adapting resources, teaching style and pace of activities
- 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;
- ensure barriers to children's learning are removed wherever possible;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- identifying areas of difficulty through ongoing observations and assessments of individual children or small groups
- informing the SENCO of concerns
- working with the SENCO and parents to devise an IEP
- delivering the IEP, at least in part, in the classroom/pre-school setting
- contributing to termly IEP reviews

The Special Educational Needs Co-ordinator (SENCO) is Moira Brown. She gained the National Award for SEN in Jan 2014 The SENCO's key responsibilities:

- managing the day-to-day operation of the policy;
- co-ordinating the provision for to children's special needs;
- supporting and advising colleagues on graduated approach to SEN support
- supporting and advising colleagues on the use of resources;
- liaising with parents of children with SEN
- linking with other educational settings and outside agencies;
- liaising with potential next providers of education;
- advising the Learning Support Assistants when requested
- overseeing the records of all children with special educational needs and ensuring the records are up to date;
- managing the SEN school-based assessment
- compiling the agenda and writing the minutes for the Consultation meeting with the Somerset Support Services;
- acting as link with external agencies and other support agencies;
- monitoring and evaluating the special educational needs provision and reporting to the governing body;
- working with head and governors on Equality Act
- managing a range of resources, human and material, linked to children with special educational needs



## **The role of the governing body**

The named SEN governor is Sarah Burns-Cox.

The whole Governing Body must be aware of the SEND Code of Practice and should oversee its implementation.

The whole Governing Body will ensure that the following information is published on each of the schools' websites:

- Named contacts within the school for situations where young people or parents have concerns
- the kinds of SEN that are provided for
- policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)
- arrangements for consulting parents of children with SEN and involving them in their child's education
- arrangements for consulting young people with SEN and involving them in their education
- arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review
- arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- the approach to teaching children and young people with SEN
- how adaptations are made to the curriculum and the learning environment of children and young people with SEN
- the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured
- evaluating the effectiveness of the provision made for children and young people with SEN
- how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN
- support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families
- arrangements for handling complaints from parents of children with SEN about the provision made at the school



This information will be provided in the form of an annually updated SEN Report, SEND policy and Local offer. The Governing body will ensure the information is easily accessible by young people and parents and is set out in clear, straightforward language.

### **Allocation of resources**

The school budget for each school incorporates an element devolved under the county's LMS scheme, element 1. This resourcing is used to provide equipment where appropriate and pay the salaries of support staff where directly employed supporting children with SEN. In addition, each school has an additional element (element 2) which is for providing for pupils with a greater level of need. This replaces the funding that was previously referred to as School Action Plus. Where a child has an even greater level of need, to the extent that the pupil needs support that would cost the school more than the element 2 funding, further funding can be applied for on an individual basis.

### **Assessment, Recording and Reporting**

Early identification of any SEN is vital. Most of the children who join our school have already attended a pre-school setting. All our reception children are assessed upon entry (within the first half term) using our in-house assessments. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

Additional and/or subsequent assessment may include:

- Foundation Stage Profile (end of Reception Year)
- High Frequency word checklist ( termly)
- Phonics assessment ( at least termly )
- Year 1 Phonics assessment
- A target tracking system such as Assessing pupil progress (APP) sheets updated for Maths, Reading and Writing (termly) or Frome.
- Sampford Arundel have Portfolio Books- termly sampling of each child's unaided work annotated and used for target setting. Stawley use their marking system within day to day exercise books for this purpose.
- Annual NFER Reading tests in September
- Annual Spelling tests in September
- Annual NFER or similar Maths tests in September
- Continuous Teacher Assessment in KS1 and 2 in the form of annotated notes/ jottings
- SATs in Year 2 and 6
- "Building a picture" from Foundation stage to Year 2
- Optional SATs in Year 3, 4 and 5
- In class reading and phonic records show progression.
- In class maths assessments at end of teaching unit
- Informal Concerns Sheet, compiled by class teacher, LSAs, parent
- Advice from external agencies



The SENCO and other staff plan any appropriate programme of intervention and support beyond Basic Entitlement. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators. A termly whole staff meeting is held to discuss how successful provision has been and what the next steps should be. The resulting SEN support level of provision might include:

- adapting resources or the learning environment
- having some individual help in pre/ post tutoring, commencing and completing tasks
- alternative methods of recording
- specific resources or equipment
- a group/ individual IEP (Individual Education Plan) or Pupil Passport
- access to Somerset Support Services' advice and support

### **Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum (Wave 1), which is differentiated to enable children to understand the relevance and purpose of learning activities and to 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; we differentiate work appropriately, using assessment to inform the next stage of learning taking into account the relevant learning style of the individual child. This means that within our mixed aged classes we can meet many SEN at the Basic Entitlement level by flexible grouping and additional adult support in the Literacy and Numeracy lessons. (Wave 2)

Individual Education Plans or pupil passports, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children at accessomg SEN support have personalised provision maps or, where necessary, IEPs or Pupil passports delivered within their own class for the most part. Some children may need individual short term 1 to 1 intervention in Literacy or Numeracy known as Wave 3. Each school have highly trained staff who are able to deliver this provision.

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.

### **Partnership with parents**

The schools' websites provides links to our SEN and Medical Needs Policies, our local offer and our SEN report. Parents are involved in planning and writing the policies and the local offer.

At all stages of the special needs process, parents are consulted. 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. We consider them to be an essential part of the team around the child.

We have regular meetings to share the children's progress with their parents and inform them of any outside intervention. We share the process of decision-making by providing clear information relating to the education of children with special educational needs.

### **Training and Partnership**

SEN training needs may be linked to the SIP as a result of particular whole school needs or current initiatives within the LEA. In addition training needs may be identified in response to a particular child's needs. Such training, advice, and systems development may stem from the Support Services at the Holway Centre or directly within school following in-service course feedback from a practising specialist in a particular field. The SENCO may identify training needs for the staff following the termly held LEA workshops or the Wellington and Wiveliscombe cluster SENCO meetings with local colleagues. Consultation meetings are held on a termly basis and are attended by our SEN support teacher (Sarah Melhuish); the school Educational Psychologist (Samantha Sidney for Sampford Arundel and GC for Stawley) and, in some circumstances, a member of the Behaviour Support team (Annabel Lennox).

We ensure strong links are forged with all local pre-schools including, in the case of Sampford Arundel, its own, onsite, preschool, Swallows. In addition similar links have been forged with our main feeder secondary schools, Courtfields in Wellington and Kingsmead in Wiveliscombe. Liaison with the SEN coordinator of those receiving schools ensures a smooth transition and up to date information and support for particular pupils during Year 6. Liaison with feeder preschools allows us to put in place suitable provision for children with additional needs to ensure their initial school experience is as successful as possible.

To maximise appropriate provision for each child the school links with external



agencies such as:

- MAISEY: Multi-agency identification and support in the Early Years.
- Child Health Services: Integrated Therapy Services: Occupational Therapy; Physiotherapy and Speech and Language (SLT)
- CAMHS
- SEN: Learning support service; Educational psychology and the Sensory, physical and medical service (SPMSS) which includes PIMS – physical impairment and medical service; VI – vision support and HI –hearing support.
- SEBSS (social, emotional, behaviour support service);

### **Monitoring and evaluation**

The SENCO and Headteacher monitor children on the SEN register. Membership of the 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 named governor with responsibility for special needs each term and informs the Governors with periodic updates. The Governing body reviews this policy annually.

### **Complaints**

In the event of a parent wanting to make a formal complaint about our provision for a child with SEN information about that process can be found in the school complaints policy which states that the Governing Body has agreed that the County Complaints Toolkit will be used in the case of a complaint against the school.



## **Supporting children with special educational needs in the WARF Pre-schools**

### **Aims**

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

1. We have regard for the DfES Special Educational Needs Code of Practice (2001); the Somerset Early Years interpretation of that COP (Supporting Children with Special Educational Needs in Early Years Settings) and the Equality Act 2010.

2. We ensure our provision is inclusive to all children with special educational needs. The Code of Practice for Special Educational Needs (2001) definition states:

“Children have SEN if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) Have a significantly greater difficulty in learning than the majority of children the same age or;
- b) Have a disability which either prevents or hinders them from making use of the educational facilities of a kind provided for the children of the same age in schools in the area of the LEA
- c) Are under compulsory school age and fall within the definition at a) or b) above or would do so if SEN provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which they will be taught.

Special educational provision means:

- a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
- b) For children under two, educational provision of any kind.”

Section 312 Education Act 1996

3. We support parents and children with special educational needs (SEN).



4. We provide opportunities for parents to be involved in the decisions made about and with their child.
5. We identify the specific needs of children with special educational needs and meet those needs through a range of SEN strategies.
6. We work in partnership with parents and other agencies in meeting individual children's needs.
7. We monitor and review our policy, practice and provision and, if necessary, make adjustments.

#### EYFS key themes and commitments

#### A Unique Child Positive Relationships Enabling Environments Learning and Development

##### 1.1 Child development

##### 1.2 Inclusive practice

##### 1.4 Health and well-

being 2.1 Respecting each other 2.2 Parents as partners 2.3 Supporting learning 2.4 Key person 3.2 Supporting every child 3.3 The learning environment 3.4 The wider context 4.1 Play and exploration 4.2 Active learning 4.3 Creativity and critical thinking

#### 2. Procedures

1. We designate a member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her name to parents. Our SENCO is Moira Brown
2. We ensure that the provision for children with special educational needs is the responsibility of all members of the setting. We provide in-service training for our staff.
3. We ensure that our inclusive admissions practice ensures equality of access and opportunity.
4. We use the graduated response system for identifying, assessing and responding to children's special educational needs. This is outlined in the Somerset response to the COP (See 1.1)
5. We work closely with parents of children with special educational needs to create and maintain a positive partnership by meeting regularly to give feedback about their child's progress. This feedback always includes positive news about activities the child has enjoyed as well as any information about the child's development that is related to their



Special Educational Need. Pre-School will liaise with parents on a daily basis, this may include the use of a home/ School book. When necessary the SENCo will arrange regular, more formal, meetings with parents to keep them updated about progress.

6. We ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education.
7. We provide parents with information on sources of independent advice and support.
8. We liaise with other professionals involved with children with special educational needs and their families e.g. through the Multi-agency Identification and Support in the Early Years (MAISEY); Health Visitors; SaLTS and Early Years Adviser (the Area SENCo).
9. We liaise with other professionals to support children with special educational needs during transfer to or when dual-placed with other settings and schools using e.g. when developing a School Entry Plan.
10. We provide a broad, balanced and differentiated curriculum for all children with special educational needs.
11. We use a graduated response system of planning, implementing, monitoring, evaluating and reviewing individual educational plans (IEPs) for children with special educational needs as described in the Early Years interpretation of that Code of Practice mentioned in 1.1.
12. We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
13. We have systems in place for supporting children during Early Years Action, Early Years Action Plus, Statutory Assessment and the Statementing process.
14. We use a system for keeping records of the assessment, planning, provision and review for children with special educational needs.
15. We provide resources (human and financial) to implement our Special Educational Needs Policy.
16. We provide in-service training for parents, practitioners and volunteers.
17. We ensure we remain up to date and informed of SEN issues by the SENCo who attends the termly Local Network training sessions with other SENCOs. In addition the SENCo ensures the Pre-school staff receives specific training when necessary for children with particular needs. The SENCo also regularly updates his/her own training every 2 years.
18. We raise awareness of any specialism the setting has to offer, e.g. EYSTC



trained staff.

19. We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. Individual Education Plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints.

This information is collated, evaluated and reviewed annually by the SENCO and Pre-School leader.

20. We provide a complaints procedure.

21. We monitor and review our policy annually.