

The Martin Wilson School

Special Educational Needs Policy

Adopted 12th November 2014

Reviewed: 24/05/16

13/11/18

Special Educational Needs - ETHOS

At The Martin Wilson School we value the contributions made by every child, parent/carer and professional to help enhance and maintain our inclusive school community - hence our Achievement for All statement. We aim, in line with the Shropshire Local Offer approach, to:

- appreciate and value the best efforts of all children in all aspects of school life, ensuring they realise their maximum potential;
- provide a broad, balanced, stimulating curriculum for every child regardless of race, gender or ability;
- create a happy, caring community where all feel valued and secure.

One of the most significant changes arising from the reforms is the replacement of the Statement of Special Needs, for those children with the most complex needs, with the Education Health and Care Plan. The plan gives the same statutory protection and rights as the Statement.

Some of the key aims, of the reforms, are that:

- teachers are responsible for making sure that each child makes progress;
- pupils and families to have more of a say;
- School Action and School Action Plus has been replaced by a single school-based category;
- groups of SEN pupils are to receive more teacher time;
- lessons are differentiated well;
- evidence is collected on the effectiveness of any intervention;
- expectations of SEN pupils are sufficiently high and progress and attainment are tracked carefully.

A child has Special Educational Needs if he or she has a learning difference (i.e. a significantly greater difference in learning than the majority of children

of the same age, or a disability which makes it difficult to use education facilities generally provided in school), and if that learning difference calls for Special Educational Provision (i.e. provision additional to, or different from, that made generally for children of the same age in school).

PRINCIPLES

- In accordance with our Equal Opportunities, Race Equality, Behaviour Management and Single Equalities policies, we actively seek to include children from all cultures and backgrounds, including disabled children and those with special educational needs.
- Children with SEN have a right to a broad and balanced curriculum and to be educated alongside others in accordance with the DfE Special Educational Needs Code of Practice 2014.
- All pupils should be encouraged and enabled to develop their full potential intellectually, socially, emotionally and physically according to their age, aptitude and ability.
- Encourage acceptance, understanding and appreciation of SEN among others within the school community.

ARRANGEMENTS FOR CONSULTING PARENTS

The school has learnt from its role as a pilot school in the Achievement for All initiative and strives to involve parents in their children's education, helping to create an effective home-school partnership. We have a governor, Mrs Georgina Edwards, with responsibility for SEND, who is experienced in this area by virtue of her ongoing development, training and regular meetings with the SENCO.

Well established procedures exist for managing the transition from EYC to KS1, KS1 and KS2, and from Class 6 to secondary school. Baseline assessment is completed on entry, followed by class based observations, work sampling and differentiated support. The SENCO, an experienced Class Teacher, liaises closely with staff, ensuring information is shared as efficiently as possible, whilst making links with outside agencies whenever appropriate. Such links may include the School Nurse, Social Care, Speech Therapists, counsellors and so on. In school we also offer therapy and nurture group sessions, run by Acorn Families, the Family Support Worker and Learning Mentor. We also assess regularly how accessible the school is to promoting learning

Every child's progress is reviewed termly, with reference to tracking data, Individual Education Plan (IEP) outcomes, lesson observations and pupil feedback.

ARRANGEMENTS FOR CONSULTING PUPILS AND INVOLVING THEM IN THEIR EDUCATION.

Staff hold age-appropriate conversations with each child about their targets, progress and the type of interventions that can be deployed. The importance of equal opportunities is emphasised, with the restructuring of our Achievement for All approach seen as a key step forward in allowing a meaningful pupil voice.

SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCO)

Our SENCO is available every day. Along with the Leadership Team she is responsible for managing the SEN budget in line with the School Development Plan. The SENCO is responsible for ensuring that all adults supporting a child are working together as effectively as possible, for judging the quality and impact of the interventions put in place and determining – together with Governors - the strategic development of SEN policy and provision, evaluating how inclusive the school is for all our pupils.

SHROPSHIRE LOCAL AUTHORITY OFFER

Information on the Shropshire Local Offer for SEN can be found by copying and pasting the following address into your browser:

<https://www.shropshire.gov.uk/local-offer>

IDENTIFICATION AND EARLY INTERVENTION

We adopt a graduated approach, whereby concerns are raised and addressed through normal classroom practice. With our own Nursery on site, the transition period runs smoothly, with close links between staff ensuring that any pupil needs are dealt with in a consistent and robust manner. Where the need for action is identified, a range of assessments and interventions are then used to measure impact and progress. IEPs are developed collaboratively, involving outside specialists whenever necessary. Progress is reviewed termly, with close monitoring from the SENCO on a weekly or fortnightly basis. IEPs use SMART targets with clear expected outcomes designed to stretch each child's learning and development. Our SEN budget is deployed to ensure our SEN process is consistent and effective. In line with the Local Offer any child requiring more intensive support may require an assessment of Educational, Health and Care needs to be undertaken by Shropshire LA and an EHC Plan developed. At all times, the child, family and staff will be fully involved in the process. The Pupil Premium may also be deployed to support a child, with its use, along with SEN funding, reported termly to Governors and available on the school website.

SEN AT THE MARTIN WILSON SCHOOL

The SENCO updates her knowledge of SEN regularly by attending CPD network meetings and other courses related to SEND. There is a clear expectation that all members of staff will make a significant contribution to raising standards of achievement, with high aspirations for every child. Interventions, and intervention from the Family Support Worker, are all deployed to support and challenge the children, with support from outside agencies for areas such as speech and language therapy. The school nurse also plays a key role, with close links with outside agencies, particularly in respect to autism and behaviour management.

We allocate a portion of our SEN budget to the purchase of high-quality resources, such as Teodorescu games, writing slopes, IT resources and other specialist equipment.

We strive to promote equality for all.

The CPD plan for SEN is part of the overall School Development and Improvement Plan, which is reviewed regularly.

In addition to the work of the SENCO, Teaching Assistants are trained to deliver a range of support programmes such as Spelling support programmes, Maths and English interventions and Speech and Language support.

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