



SEN Policy

Martin Wilson School

Reviewed / Adopted: 03/02/21

SENCo- Vickie Wilson

SEN Governor- Georgina Edwards

Our Ethos

At Martin Wilson School we believe in high expectations for all children and providing opportunities for every pupil to achieve within a broad and balanced curriculum. We aim to recognise pupils who need additional support and to meet their needs through quality first teaching and carefully planned intervention. We believe in helping children recognise their own strengths and the importance of encouraging independence. The SEN code of practice (2015) highlights that all pupils are entitled to an appropriate education that promotes high standards and fulfilment of potential.

In accordance with The SEN code of practice (2015) we ensure quality provision for children with needs across all four broad areas of need. These include communication and interaction, cognition and learning, social, emotional and mental health difficulties and sensory or physical needs. Support also follows the framework of Assess, Plan, Do and Review. This process allows for individualising learning, gaining the perspectives of pupils and their families and monitoring to measure the impact of support.

We aim to build strong and trusting relationships with children which allow us to promote enjoyment of learning, self-belief and challenge. Through understanding children and valuing their voices we put them at the heart of their learning.

To achieve our aims we will:

- Identify need as early as possible and provide effective support.
- Work within the guidance of the 2015 Code of Practice.
- Operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- Provide a qualified Special Educational Needs Co-ordinator(SENCO)
- Provide support and advice and continuing professional development for all staff working with special educational needs pupils
- View our special needs provision as an on-going, developing process.
- Provide appropriate in-class support which enables all children to have access to the whole curriculum, including the National Curriculum 2014 and Early Years Foundation Stage.
- Incorporate special educational needs procedures into curriculum planning through the differentiation of curriculum subjects, teaching styles and support.

- Develop an effective partnership between school, families and outside agencies.
- Encourage children and parents/carers to participate in decision-making about provision to meet their special educational needs.
- Ensure that assessment and record-keeping systems provides adequate means of recording attainment and achievement and gives sufficient information for carefully planned progression at every stage.
- Involve the Governing Body and all staff, both teaching and non-teaching, in the regular review, development and evaluation of policy and guidelines.
- Ensure all those involved with children with special educational needs work as a team to support the child's learning.
- Ensure transition from one setting to another for our children with SEN is smooth and consistent.
- Track, monitor and amend provision and procedures which have been put into place to ensure children with SEN make progress as they move through the school.

Purpose and Compliance

This policy is designed to ensure that our school meets key principles outlined in the SEN Code of Practice. These include:

- *The participation of children, their parents and young people in decision- making*
- *The early identification of children and young people's needs and early intervention to support them*
- *Greater choice and control for young people and parents over support*
- *Collaboration between education, health and social care services to provide support*
- *High quality provision to meet the needs of children and young people with SEN including high expectations and quality first teaching*
- *A focus on inclusive practice and removing barriers to learning*
- *Successful preparation for adulthood, including independent living and employment."*

(Code of Practice 2015)

The school draws upon the Special Educational Needs Code of Practice (DFES 2015) for guidance and the statutory duties introduced by the Special Educational Needs and Disability Act 2015, as well as Local Authority Policy and Guidelines.

In accordance with our Equal Opportunities, Race Equality, Behaviour Management, Accessibility and Single Equalities policies, we actively seek to include children from all cultures and backgrounds, including those with special educational needs.

Policy Development and Implementation

- Every teacher is a teacher of SEN. Every teacher in our school understands and recognises the importance of identifying, assessing, understanding and personalising a teaching approach in order to meet the needs of those children with SEN.
- The SENCo has responsibility for the co-ordination of provision, assessment, monitoring and reviewing procedures.
- The SENCo is responsible for developing and implementing the policy.
- The SENCo will coordinate with SLT and the SEN governor
- There are currently 3 SEN teaching assistants who support children with funded provision and lead group interventions. An additional HLTA and TA work to support pupils at our on site nurture hub. This support involves key mentoring, active learning and intervention to support pupils with SEMH needs.

Identification of SEN

A child or young person is identified as SEN if they have a learning difficulty or disability which calls for special educational provision.

In accordance with the SEN Code of Practice 2015, SEN needs are grouped into these 4 broad areas:

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), through to profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of needs such as dyslexia, dyscalculia and dyspraxia.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Social, Emotional and Mental Health Difficulties

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 behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Procedure for identifying SEN

Procedure for Identifying SEN:

At Martin Wilson School we identify the needs of pupils by considering the needs of the whole child which will include not just SEN needs.

We also consider other factors that may impact on progress and attainment that are **NOT** considered **SEN** and these may include:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

SEN Register

Children meeting the criteria for EHCP or GSP will automatically be placed on our School SEN Register.

Pupils who do not receive additional funding but still require SEN support are identified through one or more of the following criteria:

- Clear diagnosis or difficulty e.g. Dyslexia, Dyscalculia, Dyspraxia, Autism (ASD) or ADHD through internal or external assessments
- In receipt of targeted and rigorous interventions that focus on their areas of need
- Presents persistent emotional, social or mental health difficulties, which are not ameliorated by the behaviour management techniques usually employed in our setting
- Has sensory or physical problems, and continues to make little or no progress despite the provision of personal aids and equipment.
- Has communication and/or interaction difficulties, and requires specific individual interventions in order to access learning
- Has involvement of one or more external specialists e.g. Autism team, Speech and Language Therapists, Educational Psychologists or Paediatricians.
- Is working at a level "B" or "Below" their age related expectations or baseline targets and not in line with their peers for a period exceeding 1 academic year.
- Despite intervention, no incremental steps in attainment/ towards individualised targets.

Children with emerging SEN needs will be monitored through the graduated approach. Teachers will collect evidence of intervention tried so far and the impact this had on progress.

Graduated Approach:

The SEN Code of Practice sets out a graduated response to meeting children's special educational needs. Children are identified, assessed and provided for through the Graduated Approach.

The process of **ASSESS – PLAN – DO – REVIEW** is followed several times in order to fully understand a child's difficulties.

- **ASSESS** – Teacher assessments / Internal assessments / Specialist assessments / External agency advice
- **PLAN** – Teacher plans differentiated / personalised approach / applies appropriate interventions / liaises and gets advice from SENCO
- **DO** - Teacher implements differentiation / personalised approaches / Teacher/TA class based interventions are employed
- **REVIEW** – Teacher / TA review of provision / SENCO consults with teacher to advise on different strategies.

After external/ internal detailed assessments and after consultation and agreement with parents, referrals may be made to external agencies.

ASSESS

- If concern is raised that a child is not making expected progress, The Class Teacher will seek advice of the school SENCO at this point.
- SEN team may assess the child for more specific difficulties e.g Dyslexia screening, Speech and Language difficulties etc
- In some cases an external assessor may be deployed by the school to ascertain specific guidance or diagnosis for an individual child.
- If a concern about a child is raised by a parent, we will take the concerns seriously and investigate. The results of an assessment will be recorded and compared to our own school assessment data.
- Assessments will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.
- In some cases, outside professionals from health or social services may already be involved with the child. These professionals' opinions will help inform our internal assessments. Where professionals are not already working with school staff the SENCO will contact them if the parents agree.

PLAN

- Where it is decided to provide a pupil with SEN support, the parents will be formally notified, although parents may have already been involved in forming the assessment of needs as outlined above

- All teachers and support staff who work with the pupil should be made aware of their needs.
- Additional and on-going training for all staff to help them meet the needs of all learners will be organised by the school SENCo. External professionals will be encouraged to help train staff where appropriate e.g Autism Team, Educational Psychologists etc.
- The teacher with advice and support from the SENCo, will select and introduce a programme of support and intervention to meet the outcomes identified for the pupil.
- Parents will be informed of the planned support and interventions.

DO

- The class teacher will remain responsible for working with all pupils on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class they will still retain responsibility for the pupil.
- Pupil profiles will be used to monitor and track any child on an EHCP/Statement or Sen Support.
- IEPs and Person Centred Plans will help class teachers and SLT to track and monitor the outcomes and progress of each individual child.
- The SENCo will be monitoring the completion of these Pupil profiles and ensuring all staff are meeting the needs of all SEN children.
- The SENCo will liaise with external professionals regarding the provision and support in place for any child with an EHCP/Statement or is on the SEN Support Register.
- The SENCo will liaise with the Local Authority to ensure reviews take place annually and where necessary as an interim review.
- The SENCo will be responsible for ensuring all applications for additional funding are completed to ensure children's needs are fully met. (In line with the new LA funding policies that require our school to fund the first £6000 of support).
- The SENCo will publish the schools SEN Information on the website and ensure it is kept up to date.
- The SENCo will liaise with the Family Support Worker regularly.

REVIEW

- The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed at exit points.
- The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents/ carers.
- Where a pupil has an EHC plan or Graduated Support Plan, the local authority and school will review the plan as a minimum every twelve months (Annual Review).
- Attainment for SEN pupils will be monitored and stored centrally so progress can be tracked. Where appropriate pre-key stage interim standards can be used to assess children achieving KS1 standards or below.

Pupil and Parent/Carer Voice:

Pupils on the SEN register have an IEP with short term targets that is discussed and reviewed with parents/carers once a term.

Pupils on the SEN register have a One Page Profile, which collects information about a child's strengths, interests, aspirations and effective support strategies. This is contributed to by school staff, parents/carers and the pupil themselves.

Pupils who receive GSP or EHCP funding have a Pupil Centred Plan. This outlines short term targets that the children and parents/carers set. This is reviewed by the SENCO termly.

An annual review for EHCP and GSP pupils will be completed alongside parents/carers, relevant external professionals and a representative from the Local Authority.

If parents would like to share concerns, or discuss the provision in place for their child they can arrange to meet with the SENCo or have a phone consultation.

Local Offer/ Sharing information

*4.1 Local authorities **must** publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available.*

4.2 The Local Offer has two key purposes:

To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it,

To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review “

(Code of Practice 2015 4.1/4.2)

- The SENCO will guide parents towards the LA local offer
- The SENCO will ensure an up to date SEN Information Report
- The SENCO will be responsible for ensuring links with other agencies are used to best effect to support the family and pupil.
- The schools admission arrangements are published on the website.
- The SENCo and SLT ensure Access Arrangements for children requiring them are implemented consistently and fairly and in line with National (SATS) expectations.
- The Head Teacher, SLT and SENCo are responsible for ensuring that the needs of children with SEN are consistently met and especially during class to class transition, across Key Stages and from one school to another. (Including secondary transition)
- With regard to managing Pupils with Medical Needs please see the policy on medical arrangements in school.

Staff training

- The staff audit helps to identify staff training requirements.
- The SENCo plans staff training in consultation with the SLT.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual pupils.
- The school's SENCO regularly attends the LAs SENCO network meetings in order to keep up to date with local and national updates in SEN
- The SENCo will support staff working with children with particular needs such as ASD, Speech and Language or Social Emotional Needs by providing opportunities for external CPD or by inviting specialists to lead staff workshops.

Monitoring and evaluating the policy:

The school regularly monitors and evaluates the quality of provision of SEN.

- The SENCo is responsible for ensuring all staff receive relevant training.
- The SENCo will complete an audit of SEN provision once a year.
- The SENCo meets with the SEN designated governor once every half term to ensure effective monitoring and evaluation occurs.
- These evaluations form an important part of the SEN Action/Development Plan which is revised annually by the SENCo.
- The SEN policy will be reviewed and updated annually by the school SENCo.