


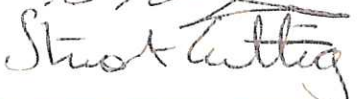
Battle and Langton Church of England Primary School



Special Educational Needs Policy

Policy Title	Special Educational Needs Policy
Purpose and Scope of Policy	This policy sets out our approach to supporting children/young people with special education needs (SEN)
Related Policies	Behaviour Policy , Equality Policy , Accessibility Plan, Anti-Bullying Policy
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1. Introduction

At Battle and Langton Church of England Primary School we are committed to offering an inclusive environment and curriculum for all our pupils. We ensure every effort is made to meet the individual needs of pupils whatever their needs or abilities. Every student is valued, nurtured and helped to develop confidence and self-belief in their abilities and strengths and encouraged and supported to meet their full potential.

This policy sets out our approach to supporting children with special educational needs (SEN). For more information about how we support children with SEN please also see our SEN information report that is updated annually. It can be found on our website:

<https://www.battlelangtonprimaryschool.co.uk/sen-local-offer-information-report>

or you can request a paper copy from the school office.

There is information about the support that the Local Authority and other services provide in the East Sussex Local Offer for SEN.

<http://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer>

Other school policies that include information that may be important for pupils with SEN and are available from the school office or the website are:-

Our Behaviour policy (including Our Anti-Bullying Policy)

Our Equality policy

Our Accessibility plan

<https://www.battlelangtonprimaryschool.co.uk/behavioural-management>

2. Leadership and management of SEN

The Inclusion Manager / SENCO

The Inclusion Manager has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have Education Health and Care Plans (EHCP). The Inclusion Manager provides professional guidance to colleagues. In addition, she will work closely with staff, parents and other agencies. The Inclusion Manager is aware of the provision in the East Sussex Local Offer and works with professionals providing a supporting role to families to ensure that our pupils with SEN receive appropriate support and high quality teaching.

Our Inclusion Manager is Julie Crocker.

She achieved the National Award in Special Educational Needs Co-ordination in 2012.

The Governors

The Governing Body fulfils its statutory duty towards *children* with SEN or disabilities in accordance with the guidance set out in the SEN Code of Practice (2014). In particular, the governing body ensures:

- Arrangements are in place in school to support pupils with medical conditions.
- An SEN information report is published annually.

- There is a qualified teacher designated as an Inclusion Manager/SENCO for the school.

In addition, the Governing Body works with the Inclusion Manager and Head teacher in determining the strategic development of SEN policy and provision, including establishing a clear picture of the resources available in the school.

The governing body also ensures that the school meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements and publishes information about this that includes specific and measurable objectives.

3. The kinds of SEN that are provided

The areas of need that are described in the SEN Code of Practice are:

- **Communication and interaction** – this includes children with speech language and communication needs (SLCN) and those with an Autism Spectrum Conditions (ASC) .
- **Cognition and learning** – this includes children with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and developmental co-ordination disorder (DCD).
- **Social, emotional and mental health difficulties** – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- **Sensory and/or physical needs** - this includes children with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

Children with these needs are and can be included in our school community.

4. Identification and assessment of SEN

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

We will assess each pupil's current skills and level of attainment on entry to the school.

We will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances. These assessment will be reviewed at regular pupil progress meetings.

This is progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness.

In identifying a child as needing SEN support, the *class teacher*, working with the Inclusion manager, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data.

Slow progress and low attainment do not necessarily mean that a child has SEN. Equally; attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

Difficulties related solely to limitations in English as an additional language are not SEN.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a *child* has SEN.

We are alert to emerging difficulties and respond early. For some children, SEN can be identified at an early age. However, for other children difficulties become evident only as they develop.

We recognise that parents know their children best and listen and understand when parents express concerns about their child's development. We also listen and address any concerns raised by *children* themselves.

Where it is decided to provide a pupil with SEN support the decision will be recorded in school records and we will formally notify parents. We are required to make data on the levels and types of SEN within the school available to the Local Authority. This data collected through the School Census, is also required to produce the national SEN information report.

SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

All children identified with SEN at Battle and Langton CEP will have an Individual Education Plan (IEP) that will be reviewed three times a year.

In East Sussex an early years/ school/college Additional Needs SEN support plan is used when, despite the appropriate targeted support, a child/young person continues to make little or no progress or to work at levels considerably below those of their peers. Many of these children are likely to be receiving support from other agencies.

Where, despite taking relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, consideration will be given to requesting an Education, Health and Care assessment. This request can be made by the school or by parents.

In considering whether an EHC needs assessment is necessary the Local Authority will consider the evidence of the action already being taken by the school to meet the child's SEN. An EHC needs assessment will not always lead to an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter term targets at school level.

5. Working in partnership with parents

We are committed to working in partnership with parents and carers.

We will:

- Have regard to the views, wishes and feelings of parents.

- Provide parents with the information and support necessary to enable full participation in decision making.
- Support parents in order to facilitate the development of their child to help them achieve the best possible education and other outcomes, preparing them effectively for adulthood.
- Meet with the parents of children at least three times each year.
- Provide an annual report for parents on their child's progress.

If there are any disagreements with parents about SEN support for their *child*, we will work with them to try to resolve these. If parents have a complaint they can use the school's complaints procedure. Details about this are available from the school office or on the school website:

6. Involving children

We are committed to involving children with SEN in decisions about their learning. We will:

- Have regard to the views, wishes and feelings of children.
- Provide children with the information and support necessary to enable participation in decision making at a level they can understand.
- Support children and their development and help them achieve the best possible education and other outcomes, preparing them effectively for adulthood.
- Ensure their views are recorded on their Individual Education Plans, Additional Needs Plans and at Annual Reviews.

7. Assessing and reviewing outcomes

We record evidence of pupil progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided. We record details of additional or different provision made under SEN support. This forms part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps.

SEN support takes the form of a four part cycle: assess, plan, do and review. Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

Dates for reviewing progress are agreed and the parent, pupil and teaching staff will be clear about how they will help the pupil reach the expected outcomes. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

Reviewing an EHC plan

EHC plans are used to actively monitor children's progress towards their outcomes and longer term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child and their parents, and will take account of their views, wishes and feelings. The

review will focus on the child's progress towards achieving the outcomes specified in the EHC plan. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents, a school representative, a Local Authority SEN officer, a health service representative and a Local Authority social care representative where relevant will be invited to the review meeting.

Before the meeting we will:

- Give notice to all parties at least two weeks before the meeting and seek advice and information about the child.
- Send out any advice or information gathered to all those invited at least two weeks before the meeting where possible.
- We will prepare and send out a report of the meeting to everyone invited within two weeks of the meeting.
- Where a child is looked after by the Local Authority, we will endeavour to synchronise EHC plan reviews with social care reviews.

8. Transition

The great majority of children with SEN or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. We encourage these ambitions right from the start. Our SEN support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We will agree with parents and pupils the information to be shared as part of this process. We support children so that they are included in social groups and develop friendships. This is particularly important when children are transferring from one phase of education to another.

If a child has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education. The review and any amendments must be completed by 15th February in the calendar year of the transfer.

9. The approach to teaching children with SEN

We set high expectations for all pupils whatever their prior attainment. We use assessment to set targets which are deliberately ambitious. We deliver high quality teaching that is differentiated, personalised and provide scaffolding that meets the individual needs of the majority of children. Some children need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it.

We have a self-funded Learning Support Pod. A few children that have complex learning needs are taught in the Pod by a qualified teacher, and supported by a high ratio of learning support assistants. These children are also linked to a class in their year group which they spend time in regularly (supported by a LSA if felt necessary). Other children with SEN have some sessions in the Pod either on a regular basis or as need arises.

10. Curriculum and learning environment

All pupils have access to a broad and balanced curriculum. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement.

We do what is necessary to enable children to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child with SEN.

11. Training and continuing professional development (CPD) for staff

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes, identifying particular patterns of need in the school, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively.

The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

12. Evaluating the effectiveness and impact of SEN provision

We maintain an overview of the programmes and interventions used with different groups of pupils to provide a basis for monitoring their effectiveness and impact. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

We will publish an annual SEN report on the school website.

13. Inclusion

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Pupils with SEN engage in the activities of the school together with those who do not have SEN, and are encouraged to participate fully in the life of the school and in any wider community activity.

14. Emotional and social development and well-being

We support the emotional, mental and social development of children with SEN and disabilities by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying. The focus for this is both the Nurture Approach and Thrive Programme. Both approaches draw on the latest findings of neuroscience, attachment theory, child development and research into the role of creativity and play in developing emotional wellbeing and resilience for all learners. We make provision for pupils' spiritual, moral, social and cultural development.

15. Involving specialists

We will always involve a specialist where a child makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils at a similar age despite evidence-based SEN support delivered by appropriately trained staff. Parents are always involved in any decision to involve specialists. We may involve specialists at any point to advise on early identification of SEN and effective support and interventions.

We work with parents and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child's progress. Together, we agree the needs of the child, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of involvement of specialists are kept and shared with parents and teaching staff.

Where the Local Authority looks after a child (LAC), we will work closely with other relevant professionals involved in the child's life as a consequence of being looked after.

We work closely with the Local Authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. Some services may be commissioned directly.

16. Funding for SEN

We have an amount identified within our overall school budget, called the notional SEN budget. This is not a ring-fenced amount. We provide high quality appropriate support from the whole of our school budget including any resources targeted at particular groups such as the pupil premium.

The Local Authority provides additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

In some circumstances, parents may request a Personal Budget. A Personal Budget is an amount of money identified by the Local Authority to deliver provision set out in an EHC plan where the parent or young person is involved in securing that provision.

17. Data Protection

Education Health Care plans (EHC plans) will be kept securely so that unauthorised persons do not have access to it. EHC plans will not be disclosed without the consent of the child's parents, except for specified purposes or in the interests of the child.

See our Data Protection policy for more information.

Appendix A - Legislation and Policies

Statutory policies for schools

Schools are required to have the following policies in place:

(DfE advice published September 2014)

A. Statutory policies required by education legislation

- Capability of staff
- Charging and remissions
- School behaviour
- Sex education
- Special educational needs
- Teacher appraisal
- Teachers' pay

B. Statutory policies required by other legislation, which impact particularly on schools

- Data protection
- Health and safety [Error! Bookmark not defined.](#)

C. Other statutory documents

- Admissions arrangements
- Accessibility plan
- Behaviour principles written statement
- Central record of recruitment and vetting checks
- Complaints procedure statement
- Freedom of Information
- Governors' allowances (schemes for paying)
- Home-school agreement document
- Instrument of government
- Minutes of, and papers considered at, meetings of the governing body and its committees
- Premises management documents
- Equality information and objectives (public sector equality duty) statement for publication
- School information published on a website
- Register of business interests of headteachers and governors
- Register of pupils' admission to school
- Register of pupils' attendance
- Staff discipline, conduct and grievance (procedures for addressing)

D. Documents referenced in statutory guidance

- Child protection policy and procedures

Early Years Foundation Stage (EYFS)

Statement of procedures for dealing with allegations of abuse against staff

Relevant but non-statutory policies include:

Anti-bullying

Teaching and Learning

Listed below are the regulations and legislation that are relevant to this policy.

Legislation

The following sections of the Children and Families Act 2014:

- Co-operating generally: governing body functions: Section 29
- *Children/young people* with special educational needs but no EHC plan: Section 29
- Children with SEN in maintained nurseries and mainstream schools: Section 35
- Using best endeavours to secure special educational provision: Section 63

- SEN co-ordinators: Section 64
- Informing parents and young people: Section 65
- SEN information report: Section 65
- Duty to support pupils with medical conditions: Section 100

Equality Act 2010

Education Act 1996

Data Protection Act 1998

