

Stonegate C E Primary School
and
Little Acorns Pre-School



SEN Policy

Adopted: September 2019
Reviewed: September 2022
Next Review: September 2023

In this policy – Stonegate School will refer to both the Main School and Little Acorns Pre-School.

The SENCO will support the needs of the children across both settings which make up the school's education provision.

STONEGATE SCHOOL SEN POLICY

1.0 INTRODUCTION

Stonegate CE Primary School values the abilities and achievements of all its pupils, and is committed to providing the best possible opportunity for every child to succeed. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

2.0 SEN POLICY AIMS

Our school strives:

- To ensure that all pupils have access to a broad and balanced curriculum
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEN provision takes place as early as possible in their school career
- To ensure that SEN pupils take as full a part as possible in all school activities
- To ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision

We recognise that many pupils may have special needs at some time during their school life. In implementing this policy, we believe pupils will be supported to overcome their difficulties so that they are enabled to participate in the full range of school activities.

3.0 DEFINITION OF SPECIAL EDUCATIONAL NEEDS

The Special Educational Needs and Disability Code of Practice 0-25 years (DfE 2014) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

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

- Communication and interaction – this includes children/young people with speech language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger's Syndrome.
- Cognition and learning – this includes children/young people with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children/young people with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- 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/young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- Sensory and/or physical needs - this includes children/young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD). (6.28-6.35)

3.1 A child has learning difficulties if he or she:

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders the child from accessing the curriculum or participating in any school activity.
- Has social, emotional or behavioural difficulty which prevents from engaging in all aspects of school life.

3.2 Criteria for identifying SEN may include:

- A child's early history and/or parental concern
- Low entry profile
- Low Foundation Stage profile
- A pupil's lack of progress despite receiving a differentiated curriculum
- Low achievement in the National Curriculum i.e. significantly below the national expected standard for their age
- Requiring greater attention in class due to behavioural and or learning difficulties
- Requiring specialist material/equipment or support for sensory/physical problems

3.3 Special education provision means...

educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.

3.4 Dyslexia Policy

Stonegate School strives to be dyslexia friendly. We aim to build awareness of dyslexia and through on-going monitoring and discussion with our SENCO, Marta Sanchez, children will be identified as at risk of dyslexia. When a child is suspected of having dyslexic tendencies, an appropriate means of assessment will be chosen, which may include The Dyslexia Screening Test, to diagnose particular areas of difficulty. This will inform the type of support offered both in class and through additional learning programmes. We view dyslexia as a learning difference and aim to celebrate the strengths that are associated to a dyslexic child.

We follow guidelines as laid out in the East Sussex Dyslexia Policy.

3.5 Children with English as an Additional Language

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might follow.

4.0 LEADERSHIP AND MANAGEMENT OF SEN

At Stonegate School we expect all teaching staff to have responsibility for pupils with SEN.

Our duties are detailed as follows:

4.1 The Head Teacher

The Head Teacher has overall responsibility for the management of provision for children with special educational needs and keeps the governing body fully informed. The Head Teacher has the role of:

- Keeping the Governing Body well informed about SEN within the school
- Working closely with the SENCO/SEN team
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

4.2 SEN Coordinator – Marta Sanchez-Diaz

Her role is to:

- Oversee the day-to-day operation of the school's SEN policy
- Co-ordinate provision for children with SEN
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaise with parents of pupils with SEN
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Work with the head Teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensure that the school keeps the records of all pupils with SEN up to date
- Ensure that staff undergo required training to implement required strategies for children with SEN.

4.3 Class Teachers

Class teachers are responsible for:

- The inclusion of all pupils with SEN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion and ensure pupil progression.
- Collaborating with the SENCO when developing IPMs for SEN pupils.
- Making themselves aware of the school's SEN Policy and procedures for identification, monitoring and supporting pupils with SEN.
- Giving feedback to parents of pupils with SEN
- Ensuring TAs have time and support to implement extra programmes of support
- Providing information and contributing to discussions between the SENCO and professionals from outside agencies about children with SEN

4.4 Teaching Assistants

TAs work as part of a team with the SENCO and the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEN within the class. They play an important role in delivering interventions and monitoring progress. They contribute to review meetings and help pupils with SEN to gain access to a broad and balanced curriculum.

TAs should:

- Be fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for pupils with SEN.
- Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.
- Work within/or out of the classroom with small groups or 1:1 to support children in a variety of ways, including leading interventions as directed by the class teacher, SENCO and, in some cases, by other specialist professionals.
- Undergo any relevant training

4.5 Governors

Our Governing Body fulfils its statutory duty towards children/young people with SEN or disabilities in accordance with the guidance set out in the SEN Code of Practice. In particular, the governing body, ensures that:

- Arrangements are in place in school to support pupils with medical conditions (3.66)
- A SEN information report is published annually (6.79)
- There is a qualified teacher designated as a SENCO for the school. (6.84)
- Provision of a high standard is made for SEN pupils
- A 'responsible person' is identified to keep the Governing Body informed, when necessary, about the school's provision for children with SEN
- SEN pupils are fully involved in school activities
- They have regard to the Code of Practice when carrying out these responsibilities
- They are fully involved in developing and subsequently reviewing SEN policy

Our SEN Governors are Phoebe Cameron and Simon Hayes Fisher

In addition, our governing body works with the SENCO 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.

5.0 INCLUSION

This policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced, broadly based curriculum. Our SEN policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEN.

6.0 IDENTIFICATION, ASSESSMENT AND PROVISION

At Stonegate School we have adopted a whole-school approach to SEN policy and practice. Pupils identified as having SEN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

All teachers are responsible for identifying pupils with SEN and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage. There are a number of processes in which pupils with SEN can be identified.

Whether or not a pupil is making progress is seen as a significant factor in considering the need for SEN provision. Children are identified who:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

6.1 Early Identification

Early identification of pupils with SEN is a priority.

The school will ascertain pupil progress through:

- Information provided by pre-school settings and other feeder groups.
- Evidence obtained by teacher observation/assessment.
- Carrying out pupil tracking and setting achievement against expected national standards.
- Standardised screening or assessment tools.
- Evidence/reports/assessments from outside agencies
- Information from parents
- We are able to use the following additional diagnostic assessments to inform our decisions: Dyslexia Screening Test, Miscue Analysis, Individual Reading Analysis, Single Word Spelling Test, Detailed Assessment of Speed of Handwriting, Mathematic Assessment for Learning and Teaching and Pupil Voice Questionnaire

7.0 THE RANGE OF PROVISION

The main methods of special educational needs provision are:

- Extra learning resources i.e. dyslexia packs, ICT, writing slopes etc...
- In class support, where extra adult support is provided to deploy specific strategies to enable a child to access the curriculum.
- Intervention programmes provided by a support teacher to address needs individually and in a small group.
- Support programmes carried out by specialists from outside agencies

8.0 STAGES OF SUPPORT

The SEN Code of Practice defines adequate progress for pupils with General Learning Difficulties as that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is on a par with pupils starting from similar base line but less than most of peers
- Equals or improves upon the pupil's previous rate of progress
- Enjoys full curricular access
- Is satisfactory to pupil and parents

Teaching SEN pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in pupils' abilities, aptitudes and interests. Some pupils may need increased levels of provision and support. A graduated approach to support is usually adopted.

8.1 SEN Support

SEN Support is characterised by interventions that are different from or additional to the normal differentiated curriculum. SEN support intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

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. (6.43, 6.48, 6.73, 6.83)

We follow a four part cycle 'assess, plan, do and review' when providing for children with special needs. These are detailed in individual provision maps at this level of support, in which targets, or agreed outcomes, are set, planned for and reviewed every term. Parent's receive a copy of this and have the opportunity to meet with the SENCO to discuss/plan the interventions. Provision will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. 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. (6.44)

'Good progress' is made when provision:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is on a par with pupils starting from similar base line but less than most of peers
- Equals or improves upon the pupil's previous rate of progress
- Enables full curricular access
- Is deemed beneficial by both pupils and parents

8.2 School Based Plan

In East Sussex a School Based SEN support plan is used when, despite the appropriate targeted support as set out in the provision maps, a child continues to:

- Make little or no progress in specific areas over a long period
- Work at National Curriculum levels considerably lower than expected for a child of similar age
- Experience difficulty in developing literacy/numeracy skills
- Have emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Have sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Have communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

Many of these children are likely to be receiving support from other agencies. A school based plan is written alongside parents and any other professionals from outside agencies. School based plan review meetings are arranged where prior agreed outcomes are reviewed, information is shared and then new outcomes are devised to be carried out within an agreed time-frame. Clear dates for reviewing progress are agreed and the parents 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. (6.43, 6.53)

8.3. Education, Health and Care Plan

Where, despite taking relevant and purposeful action to identify, assess and meet the SEN of the child through a School Based Plan, 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. (6.63)

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, as evidenced in previous school based plans. An EHC needs assessment will not always lead to an EHC plan. (6.63)

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 secondary school. The EHC plan also specifies the arrangements for setting shorter term targets when required. (9.2)

Reviewing an EHC plan

EHC plans are used to actively monitor children/young people'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 will be invited to the review meeting.

9.0 INTERVENTIONS

The SENCO, in collaboration with the class teacher and parents, will decide the action required to help the pupil progress.

Based on the results of previous assessments, the actions might be:

- Extra learning programmes
- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Group support
- Staff development/training to undertake more effective strategies
- Access to LEA support services for advice on strategies, equipment, or staff training

9.2 Individual Provision Maps

Strategies for intervention will be recorded on an Individual Provision Map (IPM) containing information about:

- The extra learning programmes provided
- The professional involved with providing the programme
- The time and frequency of implementation.
- The short-term targets relating to these programmes as agreed with the child
- Proposed teaching strategies
- Date for review
- The outcomes in relation to targets following review

The IPM will record only that which is different from or additional to the normal differentiated curriculum. It will include all intervention programmes to be implemented and specific targets, set with the child, that relate to these. A copy will be provided for the child's parents, class teacher as well as any professional included in the information. The IPM will be reviewed termly and an opportunity will be provided for parents to attend an informal consultation session to express their views on their child's progress.

10.0 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 educational outcomes.
- Provide opportunities to meet with the parents of children at least three times each year. Provide copies of reports 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.

11.0 EXTERNAL SUPPORT SERVICES

The school recognises the important contribution that external support services make in assisting to identify, assess and provide for SEN pupils. Parents are always involved in any decision to involve specialists. We may involve specialists at any point to help with the identification of SEN and advise on effective support and interventions. (6.59) Via the school, colleagues from the following support services may be invited to work with SEN pupils:

- Educational psychologists
- Child Integrated Therapy Services
- Medical officers
- Speech and Language Therapists
- Social/Family Services
- Child and Adolescent Mental Health Service
- CAHMS

12.0 SEN POLICY REVIEW

This SEN policy is managed by Marta Sanchez (SENCO) and Jonathan Elms (Headteacher). The school considers the SEN Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. Any issues arising from this review are used to inform the School Development Plan.

13.0 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. (6.96, 6.97)

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. (6.99)

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. (9.95,9.98)

14.0 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 or the young person, except for specified purposes or in the interests of the child/young person. (9.211)

15.0 REFERENCES

The information in this policy is taken from
SEN and disability Code of Practice 0-25 years (DfE 2014)

Jonathan Elms
Headteacher
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