

Special Educational Needs Policy



Abbreviations used in the policy.

SEN	Special Educational Needs
SENCO	Special Educational Needs Co-ordinator.
ILP	Individual Learning Plan
NSPCC	National Society for the Prevention of Cruelty to Children.
EHCP	Education Health Care Plan
Wave 1	Quality First Teaching provided too all children at the Academy.
Wave 2	Intervention level (previously School Action)
Wave 3	Where schools seek the help of external support services (previously School Action plus)

General information

The SENCO is: Mr Matt Foster

SEN Academy Councillor: Mrs Rita Arya

A copy of this policy is available for all parents who request one from the school office. All parents/carers whose children are on the school SEN register will be given a copy of this policy and also the opportunity to read through it with the class teacher, SENCO or SEN Governor.

AIMS

All children to:

1. Be happy and feel secure.
2. Be included.
3. Achieve the very best of which they are capable.
4. Have access to a broad balanced and relevant curriculum.
5. Demonstrate personal development and growth.
6. Make good progress.
7. Experience wider activities leading to greater independence.
8. Make effective independent decisions.
9. Children to have the school's resources targeted at their greatest need

All staff to:

- Be well equipped to identify and meet needs.
- Identify children's needs early.
- All staff to plan inclusive differentiated lessons.

National Curriculum Inclusion Statement points out

- All teachers should set suitable learning challenges.

- Respond to the diversity of learners needs.
- Remove barriers to learning and assessment.

SENCO to:

- Plan effective interventions.
- Evaluate and revise interventions regularly.
- Attend/organise annual review meetings each year for children who have a statement of Special Educational needs or an EHC PLAN (Education and Health Care plan).

All parents/carers to:

- Be kept informed at all times.
- To have the opportunity to be fully involved.

OBJECTIVES

1. Be happy and feel secure.

- Provide a secure and caring environment.
- Use positive and supportive language.
- Use praise to celebrate achievement.
- Set suitable learning challenges.
- Provide opportunities for parents and children to celebrate achievement together (Home – School book).

2. Be included.

- All children to be given a sense of belonging whatever their social, ethnic or cultural background.
- Children to be fully included by compensating for their needs.
- Wherever possible children with sensory impairments to be given access to all areas of the curriculum.
- Wherever possible children with physical disabilities to experience a broad and balanced curriculum.
- Provide a range of resources to suit particular individual or group needs e.g. speech games.
- Differentiate within class teaching to enable all children to achieve their full potential.

3. Achieve the very best of which they are capable.

- Use effective assessment and monitoring (Foundation Stage Profile, observational assessment, parental views).
- Provide high quality learning opportunities and materials.
- Use positive and supportive language with pupils. Intervene early to promote progress. Make effective use of outside agencies.
- Liaise effectively with parents and carers.

4. Have access to a broad balanced and relevant curriculum

- Plan differentially and set targets for individuals and groups (ITPs and GTPs).
- Provide support in an effective manner.
- Involve parents by providing formal and informal information.

5. Demonstrate personal development and growth.

- Use praise and positive language to reinforce all aspects of personal development e.g. learning to curb a temper, eating with a knife and fork.
- Celebrate all achievements.
- Involve parents in celebrating success and achievement.
- Recognise and celebrate personal achievements as a whole school.
- Personal development targets to be included on Individual Learning Plans wherever appropriate. (All children to contribute to their targets.)
- Use effective personal and social assessments and record sheets to show development and growth.

6. Make good progress

- Set targets which are reviewed regularly.
- Use appropriate teaching styles to meet the needs of the children.
- Encourage parents to be involved.
- Celebrate achievement in all areas.

7. Experience wider activities leading to greater independence.

- Children to work in a variety of different groups and with the opportunity to work with partners and friends of all abilities.
- Appropriate use of support staff.
- Children to have individual responsibilities in school/classroom.

8. Make effective independent decisions.

- All children to be given the opportunity to make choices regarding certain activities – guide them by making sensitive suggestions.
- Increase children's responsibilities in school where they can feel secure in their decisions.

9. Be well equipped to identify and meet needs.

- Liaise regularly with parents and keep up to date with home situations/health etc.
- Each member of teaching staff to be given a guidance file containing articles, notes etc. to be built up to help with identification of particular difficulties and with ideas for teaching activities. This will be continually updated.
- Effective communication with SENCO and outside agencies to keep up to date with new developments.

10. Identify children's needs early.

- Early Years staff, the Attendance Team and Safeguarding Officer to gain early information from parents on preschool visits.
- Early years staff, Safeguarding Officer and SENCO to liaise with Health Visitors, NSPCC workers etc. about difficulties pre-school.
- Use of Foundation Stage Profile, to highlight areas of weakness at an early stage.
- Regular communication with parents to ensure any concerns are noted/discussed and addressed.

11. Plan effective interventions.

- All ITP targets to be clear, broken down, achievable and specific.
- All planned interventions to be known to all staff working with the child e.g. teaching assistants.
- Parents/carers to be seen as partners working alongside teachers to create an effective learning intervention.
- Good communication with parents, outside agencies and SENCO.
- Where appropriate children to discuss their future targets and celebrate in their own achievements.

12. Evaluate and revise interventions regularly.

- Good communication between Teacher, Teaching Assistants, and Learning Mentors etc. to ensure information about targets/children's progress is monitored.
- Interventions to be reviewed and evaluated on a half termly basis. Future planning to be based on this information.
- Progress to be regularly shared and discussed with parents/carers.
- Children to be involved where appropriate in discussing and evaluating their progress.

13. Parents/carers to be kept informed at all times.

- Class teacher to keep parents/carers fully informed from the initial concern.
- Information to be exchanged in a sensitive way.

14. Parents/carers to have the opportunity to be fully involved.

- Parents/carers and teachers to work in partnership when setting targets for ITPs.
- Where possible to work in partnership with the school and outside agencies to meet the targets on the ITP.
- To jointly celebrate success however small.
- To understand and be involved at all stages of SEN according to the new Code of Practice.

Placing children on the school's register of Special Education Needs.

- Children whose prior attainment is low enough to cause serious concern will be recorded as having low prior attainment and noted as Early Years Concern/School Concern. Their progress in the Early Years will be closely monitored. Where provision is made for them

which is additional to and different from that which is made for all pupils, they will be registered at Wave 2 support and have an GTP or ITP.

- Where, after discussion with relevant staff, parents/carers, outside agencies and the child as appropriate, it is decided that additional provision is required, the child will be registered at Wave 3 and an ITP drawn up by the class teacher in liaison with the SENCO, the parents/carers and where appropriate the child.
- The SENCO alongside the assessment co-ordinators will maintain a record of children whose prior and current attainment gives cause for concern but whose needs are met within the school's differentiated curriculum planning. These children will not be registered at Wave 2 or 3 but their progress will be closely monitored. High quality differentiated planning, record keeping including children's profiles and portfolios will demonstrate children's progress and value added.

When a child is identified as having SEN, the Class Teacher and SENCO will:

- Ensure that the child's parents/carers are aware of the local authority's Parent Partnership Service.
- Ensure that parents are kept informed from the start of any SEN provision and notify any changes.
- Use information arising from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child.
- Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class.
- Use the curricular and baseline assessment process to allow the child to show what they know, understand and can do and celebrate their strengths, as well as to identify any learning difficulties.
- Ensure that ongoing observation and assessment provide regular feedback to teachers and parents/carers about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning.
- Involve parents in developing and implementing a joint learning approach at home and in school.

Deciding to place a child at Wave 2 or Wave 3 Support

The triggers for intervention through Wave 2 or Wave 3 support could be the teacher's or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas.

- Presents persistent emotional or behavioural difficulties which are not met by the behavioural management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

What is adequate progress for children with SEN?

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- All children at the academy, whether SEN or not, are expected to make 3 to 4 points progress over a year from their starting points.
- Children on the SEN register can be tracked on a previous year's tracking sheet, which is deemed to be their academic stage by the Class Teacher and/or the SENCo.
- Closes the attainment gap between the child and their year group.
- Prevents the attainment gap growing wider.
- Is similar to that of children starting from the same attainment baseline, but less than that of the majority of children.
- Matches or betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.
- Demonstrates that a higher level of independence is achieved.

When a class teacher or the SENCO identifies a child with SEN the class teacher should provide interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum. We provide quality first teaching (Wave 1) at OAA and if children are not making progress then intervention at Wave 2 will be introduced. Intervention at Wave 2 does not mean your child will be placed on the SEN register.

If after suitable provision has been made and reviewed, **adequate progress** is not observed the SENCO will consider a move to Wave 3 support. This is characterised by greater involvement of external agencies.

Wave 3 Support

Where schools seek the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. They can then advise on new and appropriate targets for the child's ILP and on accompanying strategies. The targets set may require specialist assessment arrangements to measure the child's progress. If so, outside specialists, for example educational psychologists may be required for this.

The SENCO will liaise with the educational psychologist making sure that the Psychology Service gives appropriate advice and support to both parents and colleagues. The SENCO can also make referrals to CAMHS (Children and Adolescent Mental Health Service) where it is appropriate and with the permission from parents.

The SENCO and class teacher, together with curriculum, English and maths leads and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. In some instances, improved management or alternative arrangements based on advice from health professionals may considerably reduce the child's special educational needs.

The resulting new ILP for the child should set out fresh strategies for supporting the child's progress. Although developed with the help of outside specialists, the strategies specified in the ILP should usually be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the ILP continues to be the responsibility of the SENCO with close liaison with the class teacher.

If the SENCO and the external specialist consider that the information gathered about the child is insufficient, and that more detailed advice must be obtained from other outside professionals, then the consent of the child's parents must be sought.

Where professionals and SENCO agrees an EHCP (Education Health Care Plan) can be applied for with the parent's consent.

For more information on EHCP please visit:

Manchester City Council

http://www.manchester.gov.uk/info/500132/special_educational_needs/628/information_advice_and_support_ias_manchester

Stockport Metropolitan Borough Council

http://www.manchester.gov.uk/info/500132/special_educational_needs/628/information_advice_and_support_ias_manchester

Tameside Metropolitan Borough Council

<http://www.tameside.gov.uk/localoffer/families/ehcp>

This policy is supported by the Guidance File available to all teachers.

Links to other policies

Early Years Curriculum

Policy and practice for Children in Public Care

Teaching and Learning

Good Behaviour

Attendance

Child Protection

Admissions (**Admissions policy should take note of the SEN Disability and Discrimination Act.**)

Inclusion

This policy is due for review in September 2018 and reported on annually in the Governing Body's Annual report to Parents.