

## **Special Educational Needs (SEN) Policy**

### **Rationale**

This policy outlines the identification, organisation and management of children with Additional Needs at Firfield Primary School. Children with additional needs are those whose learning is affected by any additional factor, including physical needs, social, emotional and mental health. The policy for additional needs is in keeping with the school's aims for teaching and learning. Children with additional needs are not viewed as separate but as part of the whole school. We recognise and value the experiences that all children bring to the school and the contribution that they make.

Children may have additional needs either, throughout, or at any time during, their school life. All of our children, including those identified as having additional needs, receive a curriculum relevant to their needs and ability and which fulfils the requirements of the National Curriculum and the National Code of Practice for children with Special Educational Needs. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs within a broad and balanced, creative curriculum.

This policy should be read alongside the school's Special Educational Needs Information Report. This report is updated annually in September of each year. An Inclusion Statement can also be found on the school's website.

### **Aims**

The aims of this policy are:

- ◆ to create an environment that meets the needs of every child;
- ◆ to ensure that any additional needs of children are identified, assessed and provided for;
- ◆ to make clear the expectations of all partners and services in the process;
- ◆ to identify the roles and responsibilities of staff in providing for children's additional needs;
- ◆ to enable all children to have full access to all the elements of the school's creative curriculum.

## **Organisation**

Miss Lauren Trigg is responsible for co-ordinating the SEN provision at Firfield Primary School. In our school, the Inclusion Manager (SENCO):

- ♦ manages the day-to-day operation of the policy;
- ♦ co-ordinates the provisions for and manages the responses to children's additional needs;
- ♦ supports and advises colleagues;
- ♦ maintains the school's SEN register;
- ♦ contributes to and manages the records of all children with additional needs;
- ♦ manages the school-based assessments and completes the documentation required by outside agencies and the LEA;
- ♦ acts as the link with parents of children with additional needs;
- ♦ maintains resources and a range of teaching materials to enable appropriate provision to be made;
- ♦ acts as link with external agencies and other support agencies;
- ♦ completes referrals to outside agencies as needed;
- ♦ monitors and evaluates the provision and reports to the governing body;
- ♦ manages a range of resources, human and material, linked to children with additional needs.

## **The Role of the Governing Body**

The governing body is kept informed about the school's provision for children with additional needs and the number of children on roll at termly governors meetings. The governing body nominates a member to be the named governor of Special Educational Needs. For academic year 2022-2023, this is Olivia Dale. This member of the governing body will meet more frequently with the Inclusion Manager to discuss matters arising.

The governors consult the Local Authority and other schools, when appropriate, on the success of the school's policy for children with additional needs. The governing body has decided that all children will be admitted to the school in line with the school's agreed admissions policy.

Individual transition plans will be made for children who are considered to need this. This is done through liaison with prospective parents and nursery settings to ensure the needs of all children can be met from the outset.

### **Partnership with parents**

Our policy for additional needs can be viewed on our school website. At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes and feelings of parents and encourage parents to make an active contribution to their child's education.

Individual Provision Maps are reviewed three times a year. Parents have the opportunity to review their child's targets and set new targets with the class teacher. Meetings are held with the Inclusion Manager to share the progress and new targets of individual children.

Parents are fully involved in the statutory Annual Review process for children with an Educational Health Care Plan or Derbyshire's Graduated Response to Individual Pupil evaluations. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education and well-being of children with additional needs.

### **Monitoring and evaluation**

The Inclusion Manager:

- closely monitors the movement of children with additional needs in school
- provides staff and governors with regular summaries of the progress of children with additional needs
- is involved in supporting teachers in drawing up both class and individual provision maps (IPMs), taking all needs into account
- has regular contact with outside agencies to discuss and evaluate the changing needs of pupils
- makes observations of teaching staff to ensure the most appropriate learning environment is being provided for all children, most specifically, those with additional needs

## **Resources**

The Inclusion Manager is responsible for:

- the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Educational Health Care Plans
- auditing resources for individual children and providing resources which enable a challenging, creative and accessible curriculum for all.

Additional Needs resources are located in the downstairs TA room and classrooms.

## **Inclusion**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- ♦ understand the relevance and purpose of learning challenges;
- ♦ experience levels of understanding and rates of progress that bring feelings of success and achievement.

Through appropriate creative curricular provision, we respect the fact that children:

- ♦ have different educational, physical, emotional and social needs and aspirations;
- ♦ require different strategies for learning;
- ♦ acquire, assimilate and communicate information at different rates;
- ♦ need a range of different teaching approaches and experiences.

Teachers respond to the children's needs by:

- ♦ providing support for children who need help with communication, language and literacy;
- ♦ planning to develop children's understanding through the use of all available sense and experiences;
- ♦ planning for children's full participation in learning, and in physical and practical activities;
- ♦ helping children to manage their behaviour and to take part in learning effectively and safely;
- ♦ helping children to manage their emotions, particularly in trauma or stress, and to take part in learning.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

### **Pupil Participation**

In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Early Years recognises the importance of children developing social, as well as educational, skills.

Children are involved at an appropriate level in setting targets in their Individual Provision Maps. Children are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

### **Health and Safety**

The general teaching requirements for health and safety apply to this subject.

### **Assessment**

Teachers use a range of strategies to meet children's additional needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use appropriate assessment to inform the next stage of learning. If learning is of a pre-key stage level, the Engagement Model will be used to make assessments and track progress.

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. A Record of Concern is written at this stage and passed on to the Inclusion Manager (see appendix 1). The class teacher and the Inclusion Manager assess and monitor the children's progress in-line with the existing school practices. The Inclusion Manager works closely with parents and teachers to plan an appropriate programme of intervention and support which is recorded on the class provision map.

The assessment of the children reflects, as far as possible, their participation in the whole curriculum of the school. The class teacher and the Inclusion Manager can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The 2001 Education Act instructs school to distinguish between the different stages of assessment. The school adopts a three stage code of practice to respond to the children's additional needs:

- ♦ **Wave 1** - Is short, temporary support to move learning on. Booster groups, 1:1 support for specific areas of learning;
- ♦ **Wave 2** - Structured, specific support, including IEPs (Individual Educational Plans) and interventions;
- ♦ **Waves 3** - High levels of support, children with Education and Health Care Plans (EHCP) / Graduated Response to Individual Pupils (GRIP), Temporary Additional Provision (TAPs) and Enhanced Temporary Additional Early Years Support (ETAEYS).
  - The teacher and the Inclusion Manager are supported by outside agency involvement;
  - If necessary, the LA considers the need for statutory assessment and may order a multi-disciplinary assessment;
  - The LA may issue a formal Education and Health Care Plan of Additional Needs. The LA seeks a range of advice before making a formal decision. The needs of the child are considered to be paramount in this.

### **Roles and Responsibilities**

The role of the Inclusion Manager is to:

- ♦ evaluate the effectiveness of the provision for children with Additional Needs, indicating areas for further development;
- ♦ monitor the progress and development of the policy;
- ♦ keep staff up to date with developments and new resources;
- ♦ provide support for colleagues;
- ♦ establish and organise training needs alongside the CPD co-ordinator;
- ♦ liaise with leadership team, parents, governors and support agencies.

This policy will be reviewed every year.

Date of Policy: September 2022

Date of review: September 2023

## Appendix 1



## Firfield Primary School Record of Concern

Name of Pupil:

DOB:

Age:

Year Group:

Date:

People contributing to record of concern:

Name:

Position:

Name:

Position:

Name:

Position:

**Area(s) of concern (please highlight):**

- ❖ Cognition and learning difficulties
- ❖ Social, Emotional and Mental Health difficulties
- ❖ Communication and interaction difficulties
- ❖ Sensory difficulties
- ❖ Physical/medical difficulties

**Brief description of difficulty:**

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**Evidence of pupil's performance relating to concerns e.g. levels/attainment:**

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**Details of strategies which have been used with this pupil within ordinary differentiated provision** *(these might include individual and group support within the ordinary classroom from staff/other adults, reward systems, alternative resources for this pupil, teaching styles matched to need):*

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**Details of outcomes and successes as a result of these interventions:**

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Note of discussion with pupil (if appropriate):

Note of discussion with parents:

External agencies currently involved:

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Action following discussion with the SEN Co-ordinator:

- ❖ Remain within ordinary differentiated curriculum, move to School Action. Place pupil on SEN Register and draw up and IEP.
- ❖ Move to School Action Plus. Place pupil on SEN Register and draw up an IEP.

Signed: \_\_\_\_\_(SENCO) \_\_\_\_\_(Teacher)

Date: \_\_\_\_\_

Signed: \_\_\_\_\_Parent/Carer Date: \_\_\_\_\_

**NB** *It should not necessarily be expected that the child will "catch up" in his or her attainments since some children will always have learning difficulties. What is significant is the extent of their learning difficulties and their rate of progress.*