

PEVENSEY & WESTHAM C.E. PRIMARY SCHOOL



Special Educational Needs Policy

Our School vision

By nurturing their exceptional talent, children at Pevensey and Westham School will be self-assured, inquisitive learners who embrace challenge, celebrate success and exceed their expected potential.

This inclusive, respectful and encouraging school will deliver excellence for all and by upholding the Christian faith and beliefs will build an environment in which all children will flourish and grow into amazing individuals.

Our school motto is simply:

‘More amazing every day.’

Our Inclusion vision

We at Pevensey and Westham CE Primary School are committed to providing all our children with a high quality education. We provide equal opportunities for all and ensure that any differences that exist due to race, language, social background, gender, ability and special educational needs or disabilities are valued.

Our SEN policy aims to ensure that:

We meet the needs of every child and ensure that they are given full and equal access to a broad and balanced curriculum.

We adopt a whole school approach to identify and assess children with SEN as early as possible.

We find ways to overcome barriers to learning so that each and every child can fulfil his or her potential.

Children with SEN as far as possible are involved in decisions affecting their future learning and targets, with their views sought and taken into account.

We work in partnership with parents recognising the vital role they play in supporting their child’s wellbeing and education.

We liaise closely with outside agencies to enable every child and all involved in delivering those personalised learning needs, to have access to specialist support and expertise.

Outcomes:

Pupils with SEN are thriving at school.

Increased differentiation of the curriculum is provided to meet diverse individual needs.

Staff understand the objectives of their curriculum planning for pupils with SEN.

Regular monitoring and reviews of individual needs takes place with clear records kept of action taken.

Good home/school communication is established and maintained.

What are Special Educational Needs?

According to the Code of Practice for Special Educational Needs and Disabilities 2014, there are four areas of special educational needs:

- Communication and interaction.
- Cognition and learning.
- Social, mental and emotional health
- Sensory and/or physical.

A child has a learning difficulty or disability if he/she has;

- A significantly greater difficulty in learning than the majority of children of the same age.
- Has a disability that either prevents or hinders the child from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Stages of Identification and Assessment

SEN support

The trigger for intervention is where there is concern (underpinned by evidence) that a pupil is making little or no progress in spite of differentiated learning opportunities within the classroom.

- The teacher will identify pupils who they are concerned may have SEN
- The class teacher will plan and differentiate lessons to support identified pupils

- The SENCO will monitor and review the action taken through pupil progress meetings and monitoring of class provision maps

The trigger for further support is where, despite receiving an individualised programme of support, the child continues to make little or no progress over a longer period of time. The child is likely to be working well below the expected standards for their age..

- The SENCO and class teacher will seek advice from external services
- The class teacher and SENCO will act on advice and support provided by external agencies
- The class teacher and SENCO will monitor and record progress using an Individual Provision Map and, if felt appropriate, start an Additional Support Plan
- The class teacher and SENCO will monitor and review action taken

Education and Health Care plans

For a very small minority of pupils, progress through SEN support interventions may not provide adequate or even appropriate support. In these cases the school will consult parents/carers, teachers and involved outside agencies in making a formal request for an Education and Health Care plan. In this period, while the local authority is considering the request, the pupil will remain supported by the school.

Once a child has an Education and Health Care plan our school will:

- Continue to follow the procedure for school based provision#
- Supervise pupils' timetables, to accommodate provision and support specified in the EHC plan
- Ensure that plans are kept up to date and review meetings take place
- Plan an Annual Review to include parents and involved external agencies

The role of the class teacher

- To identify and record any concerns highlighted through regular monitoring and assessment
- To differentiate the curriculum according to the pupils' needs and to deliver the personalised learning programme as set out in any plans for the child
- To work closely with the SENCO to decide the action required to assist the pupil to progress
- To inform parents of the intention to place the pupil on the Special Needs Register and invite them to discuss concerns and action to be taken with the support of the SENCO

- To regularly review and update plans for children with SEN, in liaison with the SENCO

The role of the SENCO

- To monitor and co-ordinate the day to day implementation of the SEN policy and provision
- To maintain the school's SEN register and ensure that records and any support implemented to meet children's needs are kept up to date
- To co-ordinate reviews at SEN support and to call Annual Reviews for children with statements or EHC plans
- To work with staff to plan interventions and ensure they are appropriately delegated
- To liaise with external support agencies
- To collate evidence and organise paperwork for children being put forward for additional support through the Education and Health Care plan process
- To liaise with and advise staff on issues regarding SEN
- To liaise with parents regarding their children's SEN and to establish a good working relationship with them

The role of the Senior Leadership Team

- To ensure that there is strong quality first teaching in every classroom
- Ensuring accurate assessment and identification, especially for those children identified with additional needs
- Close tracking and rigorous monitoring of pupil progress
- To evaluate the impact of additional provision (including alternative provision)

The role of the Governing body

- To ensure that the SEN policy is in line with the requirements set out in the Code of Practice for Children with Special Educational Needs (2014)
- In conjunction with the head teacher, to ensure appropriate resources are in place to support the SEN policy
- Ensure that the SEN policy is accessible to all staff including supply staff
- Ensure that SEN records are maintained and kept up to date