

Somerset Progressive School Special Educational Needs Policy

1: Aim of the policy

Our school has students with a wide range of interests, abilities and aptitudes. All of our students are entitled to have their needs met within the nurturing and caring environment of our school.

Within our school every teacher is a teacher of every student or young person including those with SEN (Special Educational Needs) and it is the duty of all staff to support the students in our care.

Some of our students may need support that is additional to or different from what we provide for the majority of our students. They may require additional and targeted intervention to support and enable them to meet their full potential and access the curriculum that we offer to our students. This policy will outline how we provide that support.

It has been developed in consultation with stakeholders including students, families and parents of students with SEN. It reflects the SEND Code of Practice, 0-25 guidance (2014).

The following principles are incorporated into our school policy.

- To raise the aspirations and expectations for all our students with Special Educational Needs within our school.
- To ensure that all students with SEN are fully integrated in to the life of the school and take a full part in all activities and represent the school in positions of responsibility within school and the wider community.
- The views, thoughts and wishes of students and families will be actively sought and the planning and implementation of their support plan will be achieved collaboratively.
- Our provision will be underpinned by quality first teaching, planned and delivered by the subject teacher, supported by a teaching assistant in class and targeted intervention support when required.

1.1: Definition of Special Educational Needs

This definition is taken from the SEN Code of Practice (2014).

A student of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

2. Policy:

2:1 Objectives

- To identify and provide for students who have special educational needs and additional needs.
- To work within the guidance provided in the SEND Code of Practice, 2014.
- To operate a “whole student, whole school” approach to the management and provision of support for special educational needs.
- The Special Educational Needs Co-ordinator will provide support and advice for all staff working with special educational needs students and seek specialist advice and support when appropriate, liaising with appropriate outside agencies.
- To structure the learning opportunities for students with Special Educational Needs, using personalised learning targets and through quality first teaching matching our teaching styles to the individual learning styles of the students.
- To develop the use of different resources, specialist programmes and techniques as teaching tools to support students in achieving their goals.
- To set stretching targets for students with Special Educational Needs, tracking their progress towards meeting these targets at termly student progress meetings and keeping under review the different provision that we make for them.

- To ensure that the interventions we use are matched to the needs of the student, are evidence based and achieve the required impact on their progress.
- To make accessible and available all of this information through the publication of our Local Offer, this can be viewed on our school website.

2.2 Identifying Special Education Needs

There are 4 broad areas defined in the Code of Practice that give an overview of the additional needs that we must plan for in school. Early intervention and planning is crucial to support students and we must always remember that every student is an individual, entitled to personalised support.

Communication and interaction

Young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The needs of these students may change over time.

Cognition and learning

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where students are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties.

Sensory and/or physical needs

Some young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many students with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support.

Other factors may impact upon progress and attainment in school but are not in themselves a special education need. However, students who fall into these categories will receive the same support and entitlement:

- Disability – under current Disability Equality legislation we have a legal duty to make ‘reasonable adjustments’ for students with a disability but this alone does not constitute SEN
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Student Premium Grant
- Being a Looked After Student
- Being a student of Serviceman/woman

2.3 A Graduated Approach to Special Educational Needs Support

All students in our school are tracked and their attainment monitored by the subject teacher alongside the Senior Management Team at student progress meetings. Challenging targets are set and students identified if they need to be monitored or are at risk of under-achievement.

Subject teachers are responsible and accountable for the progress and development of the students in their subject, including where students access support from teaching assistants or specialist staff. High quality teaching, differentiated for individuals is the first step in supporting students with Special Educational Needs.

Subject teachers apply the **Assess-Plan-Do-Review** cycle when considering the strategies and approaches to use in their classrooms.

The subject teacher will plan the curriculum and may ask the Special Educational Needs Co-ordinator for support and specialist advice in supporting students with Special Educational Needs. Additional training for the teacher or the purchase of classroom resources may be considered necessary to support the student within the classroom setting.

The subject teacher, Special Educational Needs Coordinator and Head Teacher will look at all the data available, including national assessments. In deciding whether to make special educational provision and plan additional interventions, the Special Educational Needs Coordinator and subject teacher will look closely at the formative assessment evidence gathered in the classroom. The Special Educational Needs Coordinator may use different standardized assessment tools at this point to gain a clear picture of need.

These may include the following, dependent on the area of need:

- Neale Analysis of Reading Ability – Revised
- Aston index – a classroom test for screening and diagnosis of language difficulties age 5-14 years.
- WESFORD Dyslexia assessment
- Access Mathematics – Colin McCarty
- MALT
- DRAS
- Special Needs Assessment Profile

At this point the Special Educational Needs Coordinator may wish to draw on more specialised assessments from external agencies and professionals. We may request a consultation with an Advisory Teacher from the Learning Support Service (termly consultation meetings can be attended) or request an assessment from an Educational Psychologist.

Parents/carers, families and students are fully involved in this process from the earliest opportunity and parental/carer concerns about progress and attainment are always communicated to the Senior Management Team. Parental/carer consent must be sought prior to referral to an outside agency.

Managing Students on the SEN Register

As we are a small school with a small cohort of students, all students with additional needs are recorded on the same register. Students with SEN needs will be recorded in a single category **Special Educational Needs Support**. This is a live document and is updated when necessary.

The Use of Effective Interventions

The Special Educational Needs Co-ordinator maps additional provision across the school, as part of the monitoring and target setting process, it may become evident that students require additional specialist support programmes in addition to quality first teaching in the classroom. Dyslexic students, for example require a multisensory, cumulative teaching programme with opportunities for overlearning. In school, individual interventions will be implemented with the expectation that students make accelerated progress as a result of the additional support. On entry-assessment will take place and clear exit criteria will be drawn up to measure the success of the intervention.

Additional support programmes include:

- Toe by Toe
- Auditory memory skills
- Visual memory skills
- Brinsford Books
- Rising Stars – Extraordinary Files
- Reading Sight words
- Clicker 6
- Basic Bingo
- Homonyms
- Pop for sight words
- Power of 2: The one to one coaching system for math success
- Perform with Times Tables: The one to one coaching system for success with multiplication and division
- Perform with Time: The one to one coaching system for success with Time
- Braingym: processing skills
- Fine motor skills: handwriting and dot to dot exercises

- Listening skills
- Comprehension programme
- Talkabout
- Talkabout children's addition
- Managing emotions: Chalkface
- Phonics program
- WESFORD Dyslexia program

In addition to these published programmes, specialist approaches and individual support may be drawn up by the Special Educational Needs Coordinator in consultation with the subject teacher.

Additional funding may be requested to support students with Special Educational Needs. Strict criteria are set out by the Local Authority and a system of high tariff need funding can be applied for each term. This is allocated on an audit basis when the needs of the students are considered by a panel based on the evidence submitted on behalf of the school by the Special Educational Needs Coordinator.

At this point, the Special Educational Needs Coordinator may take advice from external specialists and a referral may be appropriate to a specialist county based outreach or in reach provision to support students with Special Educational Needs.

Criteria for Exiting the Special Educational Needs Register

When students have completed an intervention, an exit assessment will take place and the effectiveness of the intervention considered. At this point, if the student has made accelerated progress and they are considered 'on track' against end of year expectations they may leave the Special Educational Needs register and be monitored through student progress meetings.

Supporting Students and Families

This policy is published on our school website as part of our local offer to young people, parents, carers and the wider community. This provides a direct link to the local offer provided by the Local Authority through the Access Unlimited web site.

The families of young people with SEN may also be supported through the Children and Family (CAF) route in school if it is considered that this will deliver positive outcomes for the student and their families. It may also be appropriate to request support for the school nurse or other medical professionals.

Admission Arrangements

It is the aim of our school to be fully inclusive and no student will be refused admission to the school solely on the grounds of having Special Educational Needs. We also recognise that a request may be received from the Local Authority to support a student with Special Educational Needs through admission to our school.

Transition

Additional transition support may be required to support our students with SEN. Some students may require support to move between lessons during the day and prepare for changes to their daily routine.

Students with an Education, Health and Care Plan will have transition support at the earliest opportunity.

Supporting Students at School with Medical Conditions

We recognise that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

2.4 Monitoring and Evaluation of SEND

Scrutiny of our SEND policy and practice is monitored as part of our ongoing school improvement cycle. The views of all stakeholders, parents/carers, students and staff

are sought. Annual questionnaires are undertaken in school by the headteacher. This is an active process that is regularly reviewed.

2.5 Training and Resources

Special Educational Needs has an annual allocated budget to spend on resources and these are kept centrally and can be accessed by all teaching and support staff.

It is the role of the Special Educational Needs Coordinator to attend courses for school improvement and report back to staff during staff meetings.

Individual staff development needs can be addressed informally or through performance management targets and the Special Educational Needs Coordinator can provide support or suggest courses to attend.

Newly qualified teachers are made aware of school policy and have time with the Special Educational Needs Coordinator to discuss school procedures and their training needs.

Teaching and Learning Support Assistants are entitled to staff development and can attend specific training programmes.

2.6 Roles and Responsibilities

The person responsible for managing the provision we make for students and young people with SEN within our school:

Miss Stephanie Taylor – Special Educational Needs Coordinator

stephanietaylor@keysgrouppce.co.uk

The key responsibilities of the Special Educational Needs Coordinator include:

- overseeing the day-to-day operation of the school's Special Educational Needs Policy and co-ordinating provision for students with Special Educational Needs
- liaising with the relevant Designated Teacher where a looked after student has SEN
- advising teaching and non-teaching staff working day to day with students on the graduated approach to providing Special Educational Needs support.

- advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- liaising with parents/carers of students with Special Educational Needs.
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- The Special Educational Needs Co-ordinator is a key point of contact with colleagues within the local authority and its support services.
- liaising with next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned.
- Working with the Head Teacher to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring evidence based interventions are used to support students with Special Educational Needs and that these are carefully planned and their impact monitored.
- Oversee the records on all students with Special Educational Needs. (Individual files are kept in the Head Teachers Office).
- Maintain an up to date Special Educational Needs register.
- Make school referrals for Education, Health Care plans when appropriate.

The school has a statutory responsibility to provide a Special Educational Needs information report each year and this is published on our school website.

2.7 Storing and Managing Information

All files relating to the Special Educational Needs of individuals are kept in a secure cupboard in the Head Teachers office. Day to day summative assessment information is kept by the subject teacher. All information is passed onto next providers when students move provision.

2.8 Complaints Procedure

Day to day concerns are addressed to the subject teacher, the SENCo/ Headteacher. Please refer to the complaints procedure if you consider the matter to require further investigation.

2.9 Bullying

At all times our aim is to safeguard the needs of students with SEN, promote their independence and build resilience in their learning. Day to day concerns should be addressed to the subject teacher, or the Special Educational Needs Coordinator/ Head Teacher. Please refer to our bullying policy for further information.

2.10 Monitoring and Review

This policy will be reviewed in line with the school's policy review cycle.

3: Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Head of Education. Keysgroup will then actively respond to the enquiry.

This policy is written by Stephanie Taylor

Date: August 8th 2018

Signed: S.Taylor