



DRAX COMMUNITY PRIMARY SCHOOL

DSEN Policy

Date of ratification by Governing Body: 29/02/15

Signed: S. Pagliaro (Chair of Governors)

Signed: CM Habbishaw (Headteacher)

Date for next review: February 2016



Drax Community Primary School

SEN Policy

Revised September 2014

As with all policies, this Special Educational Needs and Disability (SEND) policy should be read in conjunction with the Safeguarding, Child Protection and Equality policies.

RATIONALE

At Drax Community Primary School, we endeavour to provide a caring environment where everyone is special and all children feel happy, safe and secure. We believe that all children, including those identified as having special educational needs or a disability, entitled to an education that enables them to make progress so that they can achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training. We believe that all pupils are entitled to a broad and balanced academic and social curriculum in order that they can develop intellectually, socially, morally, spiritually and culturally. We promote attitudes of mutual respect and responsibility and aim to create a stimulating environment in which learning is focused on individual needs and abilities.

This policy describes how we meet the needs of children who experience barriers to learning, which may relate to sensory or physical impairment, learning difficulties, issues surrounding emotional or social development, or factors in their environment, including the learning environment in school.

At Drax Community Primary School we aim to identify these needs as they arise and to provide teaching and learning contexts which enable every child to achieve to his or her full potential.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

At Drax Community Primary School, we follow the Special Educational Needs Code of Practice 2014 definition, which states that; "A *child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*" A child 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;
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.
- has a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities, [including] sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy, and cancer.

AIMS

- To ensure the SEN and Disability Act and relevant Code of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for, and eliminate prejudice and discrimination against, children with special educational needs.
- To monitor continually the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to a broad and balanced curriculum through differentiated planning by class teachers, SENCO and support staff as appropriate.
- To ensure provision of high quality teaching, that is differentiated and personalised to meet the individual needs of the majority of children and young people.
- To ensure that additional special education provision is provided for those children who need it as set out under Section 21 of the Children and Families Act 2014.
- To ensure that special educational provision is always underpinned by high quality teaching and is compromised by anything less.
- To ensure that pupils with SEND are perceived and treated positively by all members of the school community and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- Wherever appropriate, to involve the children themselves in any planning and decision-making that affects them.

MANAGEMENT OF SEN WITHIN SCHOOL

Provision for children with special education needs is a whole school responsibility.

The Governing Body has delegated the responsibility for the day to day implementation of the policy to the Headteacher in the additional role of SENCo (Special Educational Needs Co-ordinator).

In line with recommendations in the SEN code of practice 2014 the SENCo will:

- provide professional guidance to colleagues
- work closely with staff, parents and other agencies.
- be aware of the provision in the Local Offer
- be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

- oversee the day to day operation of this policy
- coordinate provision for children with SEN
- liaise with the relevant Designated Teacher where a looked after pupil has SEN
- advise a 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
- work with the headteacher 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

In line with recommendations in the SEN code of practice 2014 class-teachers will:

- set high expectations for every pupil, whatever their prior attainment
- use appropriate assessment to set targets which are deliberately ambitious.
- identify and addressing potential areas of difficulty for pupils
- endeavour to remove barriers to pupils achievement by addressing potential areas of difficulty in planning
- be responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- identify pupils making less than expected progress given their age and individual circumstances

The SEN Code of Practice 2014 states that this may be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

In line with recommendations in the SEN code of practice 2014 the Governing Body will:

- ensure that the SENCo is a qualified teacher.
- ensure that the SENCo, if new to role, achieves a National Award in Specialist Educational Needs Co-ordination within three years (see *Section 6.81*)
- ensure that the Headteacher makes data on the levels and types of need within the school available to the local authority.
- ensure that information about the implementation of the school's SEN Policy is published on the school's website;
- ensure that the information which is published is updated annually and that any changes to the information occurring during the year are updated as soon as possible.
- See *The SEN Code of Practice 2014 Sections 6.74, 6.76 and 6.77* for a list of the information which must be published in accordance with information required is set out in the *Special Educational Needs and Disability Regulations 2014*.
- Ensure that the SENCo has sufficient time and resources to carry out their role

AREAS OF NEED

The SEN Code of Practice 2014 describes four broad areas of need which may be identified:

- Communication and Interaction
- Cognition and Learning
- Sensory and/or Physical Needs

ARRANGEMENTS FOR COORDINATING SEN PROVISION

At Drax Community Primary School, SEN support takes the form of the four-part cycle described in the SEN Code of Practice 2014:

1) ASSESSMENT

- The SENCo, with the class-teacher will carry out a clear analysis of the pupils' needs drawing on the following evidence base:
 - the teacher's assessment of the pupil
 - the teacher's experience of the pupil
 - the pupil's previous progress and attainment
 - the pupil's current progress and attainment
 - the pupil's behaviour for learning and social behaviour
 - the pupil's development in comparison to their peers
 - the pupil's development in comparison to national data

- the views and experiences of the pupils' parents
 - the views and experiences of the pupil
 - advice from external support services as appropriate
- The SENCo will review the initial assessment regularly.
 - The SENCo will ensure that support and intervention are matched to need, barriers to learning are identified and overcome.
 - The SENCo will liaise with outside professionals from health or social services as appropriate, with the written agreement of the child's parents.

2. PLANNING

- Where it is decided to provide a pupil with additional SEN support, the SENCo will formally notify the child's parents.
- The teacher and the SENCO will agree, in consultation with the parent *and* the pupil, the adjustments, interventions and support to be put in place.
- The teacher and the SENCO will agree, in consultation with the parent *and* the pupil, the expected impact on progress, development or behaviour.
- The teacher, the SENCO, the parent *and* the pupil will agree a clear date for review.
- The SENCo will ensure that all teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.
- The SENCo will ensure that a record of the plan is stored on the school's information system.
- The SENCo will ensure that where appropriate SEN plans include parental involvement to reinforce or contribute to progress at home.

3. DOING

- The class-teacher is responsible for working with the child on a daily basis.
- The class-teacher retains responsibility for the child even when interventions involve small-group or one-to-one teaching.
- The class-teacher will work closely with teaching assistants or specialist staff to plan and assess the impact of support/interventions and how they can be linked to classroom teaching.
- The SENCo will support the class-teacher in the further assessment of the child's particular strengths and weaknesses.
- The SENCo will advise the class-teacher on the effective implementation of support.

4. REVIEWING

- The SENCo will ensure that the effectiveness and impact of support and interventions are reviewed in line with the agreed date.
- The SENCo will ensure that the evaluation of provision includes the views of pupils and parents.
- The class-teacher, with the SENCo's, will revise the support in light of the pupil's progress and development.

5. SPECIALIST INVOLVEMENT

- The SENCo will consider specialist support when a pupil *continues* to make less than expected progress over a sustained period of time.
- The SENCo will request specialists advice on early identification of SEN and effective support and interventions at any time.
- The SENCo will ensure that the pupil's parents are involved in any decision to involve specialists.
- The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.
- The SENCo, the class-teacher, the specialists, the parents and the pupils will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.
- Evidence of actions and impact will be recorded and used to inform a applications for an Education, Health and Care assessment should a child continue to make less than expected progress after specialist involvement.

INVOLVING PARENTS

- See section on 'Arrangements for Co-ordinating SEN Provision'.

USE OF DATA AND RECORD KEEPING

- See section on 'Arrangements for Co-ordinating SEN Provision'.

In addition:

- The SENCo will use provision maps to show *all* the provision that the school makes which is additional to and different from that which is offered through the curriculum. The use of provision maps will help the SENCO to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention.