



Orleton C. E. Primary School

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Special Educational Needs Policy

In Herefordshire all schools are encouraged to provide appropriate support for those children with special educational needs and disabilities (SEND) who join their school. In our school we support all children to achieve well throughout their school life. Every pupil with SEN and disability in our inclusive school has an entitlement to fulfil their potential. This is achieved by ensuring the health and well-being of all pupils as well as supporting them to make academic progress. We work in partnership with parents and carers, other schools, the local community and external support services and providers. These outcomes are embraced in every aspect of school life; personalised teaching and learning approaches; access to technology across the curriculum; flexible learning pathways and out of hours learning activities; support for emotional well-being; flexible time tables and assessment systems that engage pupils in having a say about their progress and additional provision.

Our specific aims and aspirations for children with special educational needs are:-

To endeavour to meet the changing needs of all pupils, whether they be: academic, social, emotional or mental health. All pupils have the opportunity to reach their full potential and to make progress we provide a positive, stimulating and nurturing environment. We believe pupils thrive when all key people in their lives work as a team.

SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCO):

Miss Lisa Butler

SPECIAL EDUCATIONAL NEEDS GOVERNOR:

Mrs Camilla Argyle

As with all policies, this document will be kept under constant review.

Policy reviewed – May 2022 Date the policy was agreed by Governors:

1.0 OBJECTIVES

Aims of this SEND policy:

The aims of our SEND policy and practice in this school are:-

- (1) To ensure that children and young people with SEND engage in the full range of activities offered by the school alongside pupils who do not have SEND.
- (2) To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment
- (3) To make every effort to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum.
- (4) To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- (5) To work in partnership with the Local Authority and outside agencies included health professionals.
- (6) To work in partnership with parents/carers and children in order to help them to be the best they can be.

What are Special Educational Needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:-

*“SEN: A child or young person has special educational needs if he or she has a learning difficulty or a disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age.** Special educational provision means **educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.**”*

*Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**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.**’ This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.*

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

2.0 ADMISSION AND INCLUSION

Definition of Special Educational Needs:

“Pupils have Special Educational Needs if they have a *learning difficulty* which calls for special educational provision to be made for them.

“Children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have a disability which prevents or hinders them from making full use of the educational facilities of a kind generally provided for children of the same age in school within the area of the local educational authority (LA); and
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

“Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.”

Special Educational Provision means:

- for pupils of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LA, other than special schools, in the area
- for children under two, educational provision of any kind.”

Section 312, Education Act 1996

- 2.1 The school adopts a ‘whole school approach’ to special educational needs which involves all the staff adhering to a model of good practice. The staff of Orleton Primary School are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Education Authority.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with Education, Health and Care Plans of special educational needs and those others with less significant problems.

3.0 ROLES AND RESPONSIBILITIES

3.1 The Governors

The governing body has a duty, which it will normally discharge through the Headteacher. The Governing Body is required:-

- to do its best to ensure that the necessary provision is made for any pupil who has special educational needs.
- to ensure that, where the ‘responsible person’ – the Headteacher or the appropriate governor – has been informed by the LEA that a pupil has special educational needs, those needs are made known to all who are likely to teach them.
- to ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs.
- to consult the LEA and the Governing Bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- to ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision, their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- to report to parents on the implementation of the school’s policy for pupils with special educational needs.
- to ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

3.2 SENCO (Special Educational Needs Co-ordinator)

SENCO (working closely alongside class teachers, support staff and parents) will take the lead in further assessment of the child's particular strengths and weaknesses; in planning future support for the child in discussion with colleagues; and in monitoring and subsequently reviewing the action taken. The teacher usually responsible for the child should remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents should always be consulted and kept informed of the action taken to help the child, and of the outcome of the action.

The SENCO will take responsibility for:

- ensuring liaison with parents and other professionals in respect of children with special educational needs.
- advising and supporting other members of staff.
- ensuring that relevant background information about individual children with special educational needs is collected, recorded and updated.
- The SENCO should also ensure that appropriate records are kept detailing clearly, the needs of each child with SEND, creating a profile of information.

4.0 IDENTIFICATION AND ASSESSMENT

How does our school know if children have special educational needs and need extra help?

We know children need help if:-

- Concerns are raised by parents/carers, teachers or the child's previous school or setting, or from information from the Local Authority or outside support agency regarding a child's level of progress or inclusion.
- A pupil asks for help.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need as described in the code of practice for SEND:-
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- Whole school tracking of outcomes indicates concern about progress or general well-being.

What should a parent do if they think their child may have special educational needs?

If parents have concerns relating to their child's learning then they should initially discuss these with their child's teacher. This then may result in a referral to the school SENCO.

Parents may also contact the SENCO or the Head teacher directly if they feel this is more appropriate.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

The kinds of Special Educational Needs for which provision is made at the school.

Children and young people with SEN have different needs, but all children with SEND are welcomed at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.

For children with an Education, Health and Care Plan (EHCP), parents have the right to request a particular school and the Local Authority must comply with that preference and name of the school or college in the Education, Health and Care Plan unless:-

- It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the Local Authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the Local Authority must also seek the agreement of the school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

How will the school support a child with SEND?

All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:-

- (1) Classroom observations by the senior leadership team, the SENCO, external verifiers;
- (2) Ongoing assessment of progress made by pupils with SEND;
- (3) Work sampling and scrutiny of planning to ensure effective matching of work to pupil need;
- (4) Teacher meetings with the SENCO to provide advice and guidance on meeting the needs of pupils with SEND;
- (5) Pupil and parent feedback on the quality and effectiveness of interventions provided;
- (6) Attendance and behaviour records.

5.0 STATUTORY ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS

5.1 School Request for a Statutory Assessment

Where a request for a statutory assessment is made by a school to an LEA, the child will have demonstrated significant cause for concern. The LEA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried, or the reasons why this has not occurred. The LEA will need information about the child's progress over time, and will also need clear documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

By the time the SENCO considers asking for statutory assessment of a child's special educational needs, the school should be able to provide written evidence of information about:

- The school's action through *School Action* and *School Action Plus*.
- Child Centred Plans for the pupil
- Records of regular reviews and their outcomes.

- The pupil's health including the child's medical history where relevant.
- Academic attainment levels.
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist.
- Views of the parents and of the child.
- Involvement of other professionals.
- Any involvement by the social services or education welfare service.

The description of the child's learning difficulty and progress together with information about the special educational provision made will form the basis on which the LEA can consider whether a statutory assessment is necessary. If the LEA's support services and in particular, the LEA's educational psychologists have already been involved in assessing the child and reviewing provision, the LEA should be able to decide relatively quickly whether a statutory assessment is necessary. In the meantime the child should continue to be supported through School Action Plus.

6.0 Education, Health and Care Plans to support Special Educational Needs

On receipt of the proposed EHCP, parents have a right to state a preference for the maintained school their child should attend. LEA's must comply with parental preference unless the school is unsuitable to the child's age, ability, aptitude or SEN or the placement would be incompatible with the efficient education with whom the child would be educated, or with efficient use of resources. (Code of Practice 2014).

When an EHCP is created the LEA must inform the Headteacher and ensure that the child's special educational needs are made known to all those who teach them. Schools should ensure that teachers monitor and informally review the child's progress during the course of the year. If a child's special educational needs change, a review must be held as soon as possible to ensure that the provision specified in the EHCP is still appropriate.

The LEA may cease to maintain an EHCP for a child only if they believe that it is no longer necessary to maintain it.

EHCP's must of course be reviewed annually and during the course of the year schools should monitor the child's progress towards the targets set.

7.0 SCHOOL TRANSFER

When children move schools, primary schools are required to transfer school records within 15 school days of the child ceasing to be registered at the school. All records of children identified as having special educational needs should be passed on including copies of PMs prepared to support School Action or School Action Plus, and any EHCP documentation.

8.0 PARTNERSHIPS

8.1 We endeavour to keep parents fully informed as to their child's needs and progress. Parents are invited in at the end of each term for their child's Special Educational Needs Review. This gives the parents chance to meet with the class teacher, SENCO and any other professionals who may need to attend, so that they can discuss how their child is progressing each term.

- 8.2 We aim to provide user-friendly information to ensure that parents understand procedures and are fully involved in any intervention, informing them from the outset encouraging a collaborative partnership.
- 8.3 The school works in partnership with local high schools, in order to ensure effective transition of all pupils with Special Educational Needs.
- 8.4 The school works in close partnership with the LA, Educational Psychologist and Learning Support Professionals in order to access support for special educational needs.

9.0 RESOURCES

- 9.1 At Orleton C.E. Primary School we believe that the most important resources that can be provided for children with Special Educational Needs are teachers and teaching assistants who provide differentiated learning and additional support.
- 9.2 Resources will be purchased as identified and used in class teaching situations and Intervention group sessions or with individual children.

10.0 COMPLAINTS

- 10.1 Complaints which may arise from the implementation of this policy will in the first instance be directed to the Headteacher and SENCO.
- 10.2 If a satisfactory solution to a complaint cannot be found, a committee of Governors, led by the governor with responsibility for Special Needs, will meet to discuss the issue.

11.0 STAFF DEVELOPMENT

- 11.1 In-service training needs related to special educational needs will be identified by the **Headteacher Mr A Breakwell** in consultation with the staff and will be incorporated into the staff development plan supported by SEN Standards Fund.

12.0 FUNDING FOR SEN

- 12.1 Resources are provided to the school for supporting those with special educational needs. The amount is determined by a local funding formula, and is referred to as the 'notional SEN budget'. It is not a ring-fenced amount and its use is determined as part of the school's annual budget planning. The school tracks spending on all additional educational provisions and regularly reviews the impact. The school funds special educational provision up to £6000 per pupil per year. Additional 'top-up' funding is provided for needs beyond this by the Local Authority.

The funding will be used to support pupils through:- classroom assistant hours, materials and resources, intervention programmes, courses, IT for SEN programmes, support from outside agencies.

Appendix 1:

The assessment process followed by our school:

