



***ST. MARY'S  
ISLAND***

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*Church of England (Aided)  
Primary School*

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## **Special Education Needs Policy**

**Date adopted:** *December 2017*

**Date for next review:** *December 2018*

**Committee/Person responsible for this document:** *Governing Body*

# 1 Introduction

1.1 This policy is currently based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) which gives statutory guidance on duties, policies and procedures relating to [Part 3 of the Children and Families Act 2014](#), and [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report. It relates to children and young people with special educational needs (SEN) and disabled children and young people. A 'young person' in this context is a person over compulsory school age and under 25. Compulsory school age ends on the last Friday of June in the academic year in which they become 16.

The governing body will review this policy in the light of any new legislation.

1.2 This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning teaching which meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

1.3 These requirements are likely to arise as a consequence of a child having special educational needs. Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them, namely provision different from or additional to that normally available to pupils of the same age.

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 use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (LA);
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

1.4 Special educational needs may relate to one or more of the following areas of need:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health difficulties;
- sensory and/or physical needs;
- medical conditions.

1.5 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

1.6 Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children deemed to be disabled will require this provision. A child with medical conditions, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs.

1.7 The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have SEN, their provision should be

planned and delivered in a coordinated way with the healthcare plan. Schools are required to have regard to statutory guidance [‘Supporting pupils at school with medical conditions’](#).

## **2 Aims and objectives**

2.1 In making provision for pupils with SEN, our aims and objectives are:

- to create a learning environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for from the earliest possible age;
- to ensure that all partners in the process of meeting a child’s individual needs understand and fulfil their responsibilities;
- to ensure, in particular, that all school staff understand and fulfil their roles and responsibilities in providing for children's special educational needs;
- to have the highest expectations of the progress in learning which can be achieved by all individual pupils, regardless of their individual needs;
- to enable all children, including those with SEN, to have full access to all elements of the school curriculum, and to maximise their learning and achievement;
- to ensure that parents or carers are able to play their part in supporting their child's education;
- to ensure that our children have a voice in deciding how their individual needs might best be met;
- to ensure that all necessary resources are made available to meet pupils’ individual needs.

## **3 Educational inclusion**

3.1 In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children and strive to put these into practice through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural 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.

3.2 Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to meet children's individual learning needs by recognising a range of learning styles, including the kinaesthetic approach to learning, and using a wide range of teaching and learning strategies;
- 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 individuals to manage their emotions, particularly during trauma or stress, so that they are able to participate fully in the learning opportunities which the school offers.

#### **4 Assessment of need and the 'graduated approach'**

- 4.1 The Special Educational Needs and Disability (SEND) Code of Practice describes a 'graduated approach', on the part of schools and Early Years Settings, through which the provision made by the school or setting intensifies over time if the child continues to struggle to make progress, despite increasing levels of support.
- 4.2 Most children who join our Reception class have already been in receipt of pre-school educational provision where any particular individual needs may already have been assessed. All children are assessed through our normal processes when they enter our school (see our Assessment Policy), so that we can build upon their prior learning and any special provision already made for them.
- 4.3 Early identification of special educational needs is vital. The school informs the parents or carers at the earliest opportunity to alert them to concerns about a child's progress or additional needs and seeks to enlist their active help and participation.
- 4.4 Wherever possible, we aim to meet children's learning needs through differentiated planning, teaching and support, as part of our normal classroom practice. This is sometimes referred to as wave 1 provision: high quality, inclusive teaching. Where a pupil or group of pupils need additional support to enable them to successfully gain lost ground in learning and catch up with age-related expectations, short-term tailored intervention programmes will be provided, often through the support of a teaching assistant. This is sometimes referred to as wave 2 provision, and pupils in receipt of such intervention will not normally be considered to have special educational needs.
- 4.5 Wherever possible, we do not withdraw children from the classroom. 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.
- 4.6 If our assessments indicate or confirm that a child has a significant longer term learning difficulty, we continue to use wave 1 and 2 strategies to support them, but will plan more specialist individualised provision, designed to meet their specific needs. This is sometimes referred to as wave 3 provision. These children will usually be included on our register of SEN, and parents will be made fully aware of this designation and the outcomes of our assessments. This level of support is referred to as SEN Monitoring. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents or carers informed of the provision being made and draw upon them for additional information to help plan that provision. The special educational needs coordinator (SENCO) will oversee the planning and provision for the pupil, and take the lead in further assessments of their needs.
- 4.7 Where the provision required differs significantly from our normal range of differentiated, inclusive strategies in the classroom, or where the pupil has specific specialist needs, such as sensory, physical, communication or behavioural needs, we will record the special planning required in a Provision Map and/or an Individual Education Plan (IEP). Some pupils receiving support through SEN Monitoring will not need an IEP, if normal classroom planning can easily encompass planning for their individual needs. An IEP will record the nature of the child's special needs, the planned objectives of the special provision being made, the agreed short-term targets set for the child, and the teaching strategies and additional support to be used. It will also indicate the date for the plan to be reviewed. In most cases, this review will take three times a year.

- 4.8 Parents or carers will always be invited to attend and contribute to the IEP review meeting. This will be chaired either by the SENCO or the headteacher. The pupil's views on their progress and the nature of the provision being made to meet their needs will also be sought, through age-appropriate means. In many cases, particularly for older pupils, it will be appropriate for them to attend the IEP review meeting.
- 4.9 If a Monitoring and/or IEP review, or other assessment of a pupil's progress, identifies that, over a period of two terms, progress has been insufficient, despite all appropriate resources being used to support the pupil, it may be concluded that support is needed from outside specialist services. In this case we will, with parental consent, request external specialist support. In most cases, children will be seen and assessed in school by external support services, including an educational psychologist. This may lead to additional strategies or strategies that are different from those used in SEN Monitoring. This enhanced level of support is called SEN Support. All pupils at SEN Support level will have an IEP. External support services will provide information for the pupil's new IEP. The new strategies in the IEP will, wherever possible, be implemented within the pupil's normal classroom setting. The service providing the additional support will be invited to attend subsequent IEP review meetings.
- 4.10 If, after a period of four terms of support through SEN Support, the pupil continues to demonstrate significant cause for concern, a school-based plan will be devised with parents and a request for an Education, Health and Care (EHC) needs assessment may be made to the Local Authority (LA). A range of written evidence about the child will support the request, and the LA will then adhere to statutory timescales in gathering assessment evidence and advice, including from the parents or carers, to decide whether a EHC plan needs to be drawn up.
- 4.11 Nationally, only a very small proportion of pupils with SEN will require an EHC plan. An EHC plan is a statutory document which outlines the nature of the child's special needs, the type of provision which must be made for them, together with any resource allocation stipulated, and identifies the type of school which can best meet the needs of the child. If our school is named in a child's EHC plan, then we will take every step possible to make the provision required by the plan. All pupils with EHC plans will also have IEPs, and a person-centred annual review of their plan, conducted in accordance with the Code of Practice, and in which parents and pupils are involved.

## **5 The role of the SENCO**

- 5.1 In our school, the special educational needs coordinator (SENCO):
- manages the day-to-day operation of our SEN Policy and maintains the SEN register;
  - co-ordinates the provision for children's special educational needs and maintains a provision map which shows the range of additional support provided for pupils in our school, through waves 1, 2 and 3;
  - supports and advises colleagues;
  - oversees all assessments of the progress made by pupils with SEN;
  - arranges and attends all IEP review meetings, many of which he/she will chair, when the headteacher is not involved;
  - maintains records of all children with SEN;
  - acts as a main point of communication with parents and carers, in addition to the class teacher;
  - acts as the link with external agencies and support services;
  - monitors and evaluates this Special Educational Needs Policy, and reports to the governing body;
  - manages a range of resources, both human and material, to enable appropriate provision to be made for children with SEN;

- contributes to the professional development of all staff, in relation to understanding and meeting the needs of pupils with SEN.

## **6 The role of the headteacher**

- 6.1 The headteacher is the named 'responsible person' for ensuring that the needs of pupils with special educational needs are met. He/she oversees and line manages the work of the SENCO. In particular cases, the headteacher may liaise with external agencies and the LA, and may chair some IEP review meetings, particularly of pupils with statements.

## **7 The role of the governing body**

- 7.1 The governing body has due regard to the SEN Code of Practice when carrying out its duties toward all pupils with special educational needs.
- 7.2 The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually, through the school prospectus, to parents and carers on the success of the school's policy for children with special educational needs. The governing body ensures that parents or carers are notified of any decision by the school that SEN provision is to be made for their child.
- 7.3 The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the headteacher. The headteacher ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement.
- 7.4 The SEN governor liaises closely with the SENCO and ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel, and the effectiveness of this policy.

## **8 The role of the class teacher**

- 8.1 Each class teacher is responsible for the progress and development of every pupil in their class. They will work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- 8.2 The class teacher will work closely with the SENCO to review each child's progress and development and decide on any changes to provision.

## **9 Allocation of resources**

- 9.1 The SENCO 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 EHC plans.
- 9.2 The headteacher informs the governing body of how the funding is allocated to support special educational needs, whether through the school's devolved formula-funded budget or through cash grant attached to some EHC plans, has been used.
- 9.3 The headteacher and the SENCO meet annually to agree on how to allocate and use our SEN funding. The SENCO draws up the necessary resources bid when the school is planning its budget.

## **10 Partnership with parents and carers**

- 10.1 The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers. The home-school agreement is central to this. Parents

and carers have much to contribute to our support for children with special educational needs.

- 10.2 The school website displays the SEN Information Report, and the arrangements made for children with additional needs in our school. The named governor overseeing SEN provision is always willing to talk to parents and carers of pupils receiving additional support.
- 10.3 Through Provision Maps/IEP review meetings each term, or regular termly parents' meetings, we share the progress of pupils with SEN with their parents or carers. We discuss with parents/carers any outside specialist support, and seek to involve them in decision-making about the provision planned for their child.

## **11 Pupil participation**

- 11.1 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 and abilities.
- 11.2 Children are involved in an appropriate way in agreeing targets in their IEPs and in the termly IEP review meetings. Children are encouraged to review their own progress against their IEP targets and contribute towards decisions about support for their learning. We seek to celebrate their successes with them as well as planning and discussing their next steps.

## **12 Complaints about SEN provision**

- 12.1 Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy. The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:
- Exclusions
  - Provision of education and associated services
  - Making reasonable adjustments, including the provision of auxiliary aids and services

## **13 Monitoring and review**

- 13.1 The SENCO monitors the progress or difficulties of children on the SEN register. He/she provides staff and governors with regular summaries of the impact of our policy on the effectiveness of our SEN provision.
- 13.2 The SENCO is involved in supporting teachers in drawing up IEPs for the children in their class. The SENCO and the headteacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold termly meetings.
- 13.3 The governing body will review this policy every year, or sooner if necessary, or in response to changes in national SEN policy.

**Signed: Mrs C Easton**  
**Mrs C Easton (Headteacher)**

**Signed: Mr S Farrin**  
**Mr S Farrin (Vice-chair of Governors)**  
On behalf of the Governing Body

**Ratified by the Governing Body: December 2017**