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St Wilfrid's School

Special Educational Needs
(SEN) Policy
2020- 2021

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1. COMPLIANCE

St Wilfrid's School School is an inclusive school. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs Code of Practice 2014
- Statutory Guidance on Supporting Pupils with Medical Conditions 2014
- Teachers' Standards 2012
- Equality Act 2010: advice for Schools DFE Feb 2013
- Schools SEN Report Regulations 2014-08-30
- Accessibility Plan
- Safeguarding Policy
- Inclusion Policy
- The National Curriculum in England, Key Stage 1 and Key Stage 2 document, Sept 2013.

2. Aims

The aims of this policy are:

- To create an ethos and educational environment that is person centred and has the views and needs of the child/young person at its heart along with their families/carers;
- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEN which will enable them to succeed in their education and make a successful transition into adulthood.
- To reflect the New Code of Practice (2014) in stating that teachers are 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. (p86, para 6.33).

'Every teacher is a teacher of every child or young person including those with special educational needs or disabilities.'

- To fully adopt the graduated approach to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting with high expectations for the best possible progress.
- To work within a 'person centred approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies.
- To encourage and engage the participation of children and young people and parents in the decision making and the planning and review of outcomes with regard to their provision.
- To clearly identify the roles and responsibilities of school staff in providing an appropriate education for pupils with special educational needs and/or disabilities.
- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self-esteem with a long term goal of independence and preparation for adulthood.

3. Definition of Special Educational Needs.

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

A child has learning difficulties if he or she:

- a) Has a significantly greater difficulty in learning than the majority of children of the same age.
- b) Has a disability which prevents or hinders him or her from making use of educational facilities of a kind provided for children of the same age.

Special education provision means provision which is **additional to, or different from,** the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.

The school reflects what the Code of Practice states (p88 sect 637) in that pupils are only identified as SEN if they do not make adequate progress once they have had relevant adjustments and strategies, including good quality personalised teaching. This is known as 'SEN Support'. We are alert to emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or the children/young people themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.

Pupils are not regarded as having learning difficulties solely because their language is different from that in which they are taught. Difficulties related solely to limitations in English as an additional language are not SEN.

What is **not** SEN but may impact on progress and attainment include:

- Disability *'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'*. *Equality Act 2010*. This may include sight or hearing impairments, and long term health conditions such as asthma, diabetes, epilepsy and cancer.
- Attendance and punctuality
- Health and welfare
- Looked After Children
- Pupil Premium
- Being a child/young person of servicemen/women
- EAL

St Wilfrid's School will have due regard for the Special Needs Code of Practice when carrying out its duties towards all pupils with special educational needs, and ensure that parents are notified when SEN provision is being made for their child.

4. Categories of Special Educational Need

The four broad areas identified within the SEN Code of Practice 2014 (p86) are:

Communication and Interaction,
Cognition and Learning,
Social, Emotional and Mental Health Difficulties,
Sensory and/or Physical needs.

These areas exemplify the range of need for which the school is able to identify and provide support from within the school's provision. In practice, pupils often have needs that cut across all these areas and their needs may change over time. The support provided to a pupil with SEN is always based on a full understanding of their particular strengths and needs and seeks to address them

Although the SENCo has overall responsibility for supporting the identification of pupils with SEN in the school it is recognised that other members of staff have a key role to play in this process. This is part of the collective responsibility and collaborative approach of the school.

5. Access to the Curriculum

All children will have access to a broad and balanced curriculum. All opportunities will be explored as to ways the curriculum can be developed to become more inclusive. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or 1:1 outside the classroom. .

Teachers' planning is flexible in order to recognise the needs of all pupils as individuals and ensure progression. Teachers use auditory, kinaesthetic and visual approaches and strategies to teach the curriculum to maximise the achievement of all pupils. The school ethos and learning environment contribute to the inclusive provision for all pupils.

6. SEN SUPPORT

Early identification of pupils with SEN is a crucial factor in overcoming barriers to learning.

At St Wilfrids we do this by:

- Termly scrutinies of data by SLT, including use of standardised testing to track progress over time.
- Observations.
- Information from the child.
- Any teacher or support staff concerns.
- Following up parental/carers concerns.
- Information from previous schools.
- Information from other services.

The school's SEN register will make staff aware of students that have additional educational needs. IEPs will be created for all students on the SEN register. Classroom teachers, students and parents will be involved in the creation of these plans, with teachers specifically with providing subject specific support strategies. It will be the responsibility of the class teachers and SENCO to ensure the needs of all pupils on the register are met.

7. The Graduated Approach

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school records. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four – part process: • Assess • Plan • Do • Review

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services, will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. External support may be used if appropriate. Parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. I

Plan

Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. Short term targets, teaching strategies to be used, provision in place will be put into a child's IEPs.

Do

Teachers remain responsible for working with the child on a day-to-day basis, this may include small group work or 1:1 input. Teaching assistants will work with the teacher to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

Review

IEP outcomes of targets will be reviewed regularly with staff, parents and pupils. The review process will evaluate the impact and quality of the support and interventions. After each review, parents receive feedback via an updated IEP and opportunity to meet with SENCO at termly parents evenings.

8. Requesting an Education, Health and Care Plan

SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the School having taken relevant and purposeful action to identify, assess and meet the SEN, the pupil has not made expected progress, the School will consider requesting an Education, Health and Care assessment. Parents and the pupil will be fully involved in this process.

Further information about EHC Plans can be found via the Devon SEND Local Offer: <https://www.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

9. Annual Reviews

The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place. We invite parents and professionals involved, to consider the progress the pupil has made over the previous 12 months and whether any amendments need to be made to the description of the pupil's needs or the provision in the statement/EHCP. The child's view is taken into account prior to the meeting. During the annual review we record the views of any people involved with the child. The evidence received, and comments on the evidence, together with an account of the review meeting form the basis of the report.

10. In service training

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

We do this via:

- Individual training in response to need
- Whole staff training and INSET.
- The SENCo attends relevant SEN courses and has links with other independent schools and signposts relevant SEN focused external training opportunities for all staff. Teachers are expected to keep abreast of their knowledge and understanding of SEN and they may do this via elearning modules.

11. Monitoring and Evaluation of SEN

St Wilfrid's school encourages feedback from staff, parents and pupils throughout the year. Examples of which include staff appraisals, pupil progress meetings (PATS) , parents evenings, structured conversations and meetings that arise. Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

The SENCO and the Headteacher hold regular meetings to review the work of the school in this area.

12. Partnership with parents

At all stages of the special needs process, St Wilfrids will keep parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents/carers to make an active contribution to their child's education.