

“Every child has an entitlement to personal, social and intellectual development and must be given the opportunity to achieve his/her potential in learning”.

NASEN Mission statement

1. Introduction

1. This policy outlines the nature and management of Special Educational Needs at St. Botolph's CE School.
2. It reflects the consensus of opinion of the whole teaching staff. It was originally drawn up, discussed by staff and approved by the Governing Body in November 2007 and is reviewed annually.
3. The implementation of this policy is the responsibility of the Head Teacher and all teaching and classroom support staff.

2. Objectives

1. The objective of the Special Educational Needs Policy is to improve the learning and raise the achievement of students with special educational needs.
2. The school seeks to develop an inclusive curriculum by
 - Setting suitable learning challenges for all students
 - Responding to students' diverse learning needs
 - Overcoming potential barriers to learning and assessment for individuals and groups of students
3. Every student is seen as having individual needs, and the school strives to ensure that everyone feels equally valued within the school community
4. “Children have Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them” SEN Code of Practice 2014.

A child of compulsory school age or young person has a learning difficulty of 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 of making use of the facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 education.

5. The Code of Practice gives a more detailed definition of SEN, and identifies that many students during their time at school may experience difficulties, long or short term, and that these may encompass intellectual, physical, sensory, social, emotional, behavioural and/or speech and language areas.
6. Most children with SEN will not be disabled under the terms of the Equality Act 2010 which describes a disabled person as one who has a physical or mental impairment which has a substantial and long term effect on a person's ability to carry out normal day-to-day activities. A significant proportion of those who are disabled will have SEN.
7. Our policy aims to meet these difficulties by:
 - Identifying students with SEN
 - Involving students in their own target setting and review processes
 - Enabling all staff to meet identified student needs
 - Making the curriculum accessible to all students through recognising the need for differentiation and employing a range of teaching and learning styles
 - Working closely with parents and outside agencies
 - Catering mainly for SEN students in the mainstream class, but recognising that some students may require specialised teaching which can better be provided within an individual or small group situation away from the main classroom
8. Reference is made to the Special Educational Needs Code of Practice (2014) for all SEN procedures and action taken in school.

3. The School's Provision for Special Educational Needs

1. The Special Educational Needs Co-ordinator (SENDCO) is Mrs Sally Pinchbeck. She has a 0.48 contract for non-contact SEN coordination. SEN support is also given by Mrs Julie Heslop, teacher, for 0.4 of her contract and Miss Sharon Atkinson, SEN LSA. She has a 0.5 contract to work with children in class, on withdrawal programmes in small groups and on a 1:1 basis planned by the SENDCO. She is contracted for a further 10 hours per day to specifically work with children who need support with speech and language. 0.2% of school administrator time is devoted to SEN administration. Mrs Julie James holds this position.
2. The SENDCO is responsible for:
 - Writing and reviewing the SEN policy
 - Overseeing the day to day implementation of the SEN policy and resources

- Identifying, monitoring and reviewing students' needs with teachers, parents and support staff and with the students themselves
- Maintaining the SEN register
- Maintaining all SEN records, including class SEN files
- Co-ordinating provision for students with SEN
- Setting up and monitoring in-class support and withdrawal programmes (e.g. wave 3 support)
- Teaching and assessing individuals and groups of students where applicable
- Liaising with colleagues in writing Individual Education Plans (IEPs)
- Monitoring and reviewing IEPs and statement targets
- Organising and attending annual reviews of statements
- Liaising with parents, outside agencies and other schools
- Administering submissions for special arrangements for statutory testing
- Acting as Line Manager to all permanent and temporary teaching assistants involved with supporting SEN pupils
- Acting as Performance Manager for all teaching assistants involved with supporting SEN pupils on a 1 – 1 basis
- Managing and contributing to professional development of colleagues in areas of SEN support
- Advising on all aspects of differentiation, teaching and learning styles and resourcing
- Advising the Head Teacher and staff on pertinent SEN issues
- Liaising regularly with the Governing Body, through the Curriculum and SEN governor

3. Class teachers are responsible for

- Identifying students who require extra support in class, raising initial concerns and consulting the SENDCo for advice and support (also part of the monitoring role of subject leaders)
- Differentiating activities for all students, including more or less able children
- Writing and/or contributing to IEPs and implementing targets in class
- Monitoring individual progress
- Managing teaching assistants in their classrooms on a day to day basis
- Meeting with parents and outside agencies when appropriate

4. Teaching assistants will support the teacher and student by:

- Implementing an individual or group of students' access to and progress in the curriculum
- Implementing activities designed to achieve targets on IEPs
- Encouraging and promoting student independence
- Liaising with teachers and the SENDCO, giving feedback and suggesting development
- Working with individual or groups of students (e.g. Wave 2 or 3 support)
- Carrying out specific booster teaching programmes
- Helping to prepare resources and adapting materials
- Attending planning and review meetings as appropriate

5. The Governing Body will ensure that:

- The SEN policy is implemented fully
- A summary of the SEN policy is included in the annual parent/ governor report
- The success of the SEN policy is reported annually
- A governor with responsibility for SEN is appointed. This is currently Mrs Emma Bellaby.

6. Students are taught in mixed ability year groups of up to 30 children. Early action is encouraged for students who need further consolidation or support prior to placement on the SEN 'register'.

7. Students on the SEN Register may receive extra support from a teaching assistant or the class teacher in a group or as an individual. This is planned and monitored by the class teacher. Children with EHCs are supported as directed on their EHC plans, this might be by enhanced adult provision, group support for social interaction or group or individual learning support. The support is planned to develop strategies that will lead to increased independence in learning.

8. Where a student's needs require more than the normal differentiation planned and delivered in class, an IEP will be drawn up, which sets out individual targets for the child in identified areas of the curriculum

9. IEPs work from a positive starting point of what the student is able to do, and will have 'SMART' targets (Specific, Measurable, Achievable, Relevant, Time-bound) aimed at small, achievable steps built into it to ensure success

10. Arrangements are made for students with SEN taking statutory tests. These may include a reader, extra time and help with recording, in line with government assessment policy
 11. There are two SEN bases in the school. The SENDCo and teaching assistants use these for specialised teaching, and for meetings and assessments. They are also a resource base and student records are stored there.
 12. When children leave the school, all SEN records are sent on to the new school. The SENDCo makes contact with the receiving school's SENDCo to ensure continuity of support. Wherever possible it is recommended that both these be done within 3 weeks of the child starting at the school
 13. Once students have been identified as having SEN, the staged process as set out in the Code of Practice (2014) is put in place
 14. The SEN register is updated each term by the SENDCo, after discussion with class teachers, and distributed to all teachers and teaching assistants
- Any child causing concerns that do not require further intervention at the time is placed on the *pre-SEN list* on the register ("*Record of Concern*"). This also lists children who were formerly on the SEN register.

4. Identification and Assessment

1. Students are assessed on entry to the school through the normal testing procedures. If their needs have been identified on transfer liaison will be made with the appropriate agencies.
2. If a teacher refers a child to go onto the SEN register, a record of concern is used for recording suspected problems, action taken prior to going on the SEN register, and strategies now adopted in class as part of early SEN intervention. Parents will also be informed of the school's concern. If progress is still not made after a period of support, individual targets will be drawn up on an IEP.
3. The red SEN class files include the LEA's "Gold SENR sheets", which record all action, (including tests and meetings), undertaken for a child from his/her point of entry on the SEN register. This is normally filled in by the SENCO or class teacher
4. Parents are involved prior to placement on the SEN register so all procedures can be explained, and agreement reached regarding future support. Parents are then regularly updated on their child's progress, and involved in supporting the child at home with individual targets. A Gold Form (SENR) is put in place
5. Once on the SEN register, students are placed on School Support. Students are monitored carefully and differentiated work and/or IEPs are put in place. All support at this stage involves parents, the SENDCo, relevant teachers and Teaching Assistants
6. IEPs are reviewed in accordance with the SEN Code of Practice with the students, their teachers, teaching assistants and parents
7. If the child continues to make minimal progress, outside agencies are involved in providing further advice and support as appropriate to the student's' needs. These may include:

- Educational Psychology
 - Learning Support Services
 - Speech and Language Therapy Service
 - Teaching and Learning Centre (formerly Emotional and Behavioural Support)
 - Sensory Impaired Service
 - Social Services/ Child Protection
 - School Medical Service
 - Child and Adolescent Mental Health Service
 - Family GPs
 - Social and Communication Outreach, formally Autism Outreach
 - Dyslexic Outreach
 - Physiotherapy Service
 - Occupational Therapy
 - Educational Welfare Officer
8. If a child is recommended for an Educational Health Care Plan assessment as a result of a SS review meeting, the SENCO completes the application paperwork and submits it, along with an application from parents to SEN services, Lincoln. If a decision is made to instigate statutory assessment, the above support in school continues, and a Multi-Agency Meeting takes place in line with current legislation
9. A student with a statement or EHC plan for SEN for over 15 hours will have a timetable of support by the SENDCo, Teacher and Teaching Assistants within the classroom supporting the child and working with outside agencies and parents. Funding for this comes from the LEA and is put into the main school budget to be used to supplement existing support (not to replace it)
- The SEN funding the school is given includes £6000 for up to and including three children with statements or EHC plans. The number funded depends on the number of children in school. For children above this number with EHCs or statements, the funding (-5%) comes from LCC. Other SEN funding for children at School Support and Statements or EHC plans up to and including 15 hours are also put into the main budget. A school SEN resources budget is supplied on a yearly basis depending on need. The current SENCO's salary is paid through the Government's formula allocation from the main school budget, i.e. 0.4 on relevant MPG scale and 0.4% of set SEN allowance.
10. Students are encouraged to be involved in the process of identifying targets, devising support and reviewing progress.
11. Triggers for SEN concerns may include:

- Lack of progress in acquiring literacy or numeracy skills
- Poor short term memory
- Difficulties with following instructions, or sequencing events or tasks
- Poor listening and attention skills
- Short concentration and high level of distractibility
- Poor gross or fine motor control
- Clumsiness/lack of co-ordination
- Visual or hearing problems
- Speech and language difficulties
- Communication problems
- Behavioural problems
- Delayed physical development
- Low self esteem
- Attention seeking behaviour
- Aggression
- Withdrawn or isolated behaviour/Over-anxiety
- Lethargy
- Neglected appearance
- Toileting problems
- Obsessive behaviour/nervous tics/habits
- Attendance problems
- Child protection issues
- Family problems – family break ups, bereavement

12. Contact is made with the school nurse or child's doctor/consultant if any medical issue arises. This is always carried out with parental consent. More complex medical/behavioural concerns may be referred by GPs to the Child and Adolescent Mental Health Service (CAMHS).

13. Inclusive practice is encouraged at all times and the school is always looking at ways of removing barriers to learning. The school is all on one level with wheelchair access and has medical and disabled toilet facilities. In line with current recommendations, the school has an accessibility plan which

contains short and long term targets to ensure full provision for all students, regardless of SEN and/or disability.

14. The SENDCo will ensure a range of standardised assessments are completed with individual children when necessary. For further information of appropriate test materials, advice will be sought from the Educational Psychologist and other appropriate outside agencies

15. Regular updates on SEN are given to the SEN Governor and the Standards Committee

16. Curriculum Discussions on concerns about SEN students are regularly on the agendas for management, staff and teaching assistants' and lunchtime supervisors' meetings.

5. Review

The SENDCo and SEN Governor will review this policy in Nov 2016. Any amendments will be presented to the Governing Body for approval.

Signed _____ Emma Bellaby SEN Governor

Signed _____ Sally Pinchbeck SENDCO

November 16

To be reviewed Nov 2017

