

Kirkby Thore School Special Educational Needs (SEN) Policy

At Kirkby Thore School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

Kirkby Thore School values the contribution that every pupil can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise achievement of the whole community, remove barriers to learning and provide physical and curricular access for all.

As such, provision for students with SEN is a matter for the school as a whole. All teachers are teachers of pupils with SEN. The governing body, Headteacher, SENCO and all other members of staff have important responsibilities.

The named SEN co-ordinator (**SENCO**) for the school is **Mrs Maeve Moore** who achieved the National Award for SEN in 2012. A member of the governing body, **Keith Robinson**, takes an interest in SEN, although the governing body as a whole is responsible for making provision for pupils with SEN. They ensure that this policy works within the guidelines and inclusion policies of the SEND Code of Practice 0-25 (January 2015), the Local Education Authority (LEA) and other policies current within the school.

1. Definition of Special Educational Needs

'Pupils have special educational needs if they have a **learning difficulty or disability** which calls for **special educational provision** to be made for them'. (SEND Code of Practice: 0-25; 2015)

Children have a **learning difficulty or disability** if they have a significantly greater difficulty in learning than the majority of others of the same age.

(NB: Pupils will 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 educational provision which is additional to, or otherwise different from, the educational provision made generally for others of the same age in a mainstream setting in England.

Kirkby Thore School recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need'.

2. Objectives of the SEN policy

The aims and objectives of our SEN policy are:

- to create an environment that meets the special educational needs of each child
- to ensure that all pupils make the best possible progress and achieve their learning potential
- to ensure that pupils with special educational needs can join in with all the activities of the school
- to ensure that parents are informed of their child's special needs and that there is effective communication between school and parents
- to ensure that pupils have the opportunity to express their views
- to work in cooperation and productive partnership with the LEA and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- to ensure support for pupils with medical conditions so they gain full inclusion in all school activities by ensuring consultation with health and social care professionals.
- to work within the guidance of the SEND Code of Practice 2015.

Review of the SEN policy: The success of the school's SEN policy will be judged against the objectives above.

3. Identification and Assessment

Kirkby Thore School is committed to early identification of special education needs in line with the SEND Code of Practice: 0-25; 2015. The school will assess each child's current levels of attainment on entry in order to ensure that they build on the learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting, and the class teacher and SENCO will use this information to:

- provide starting points for an appropriate curriculum
- identify and focus attention on action to support the child within the class
- use the assessment processes to identify any learning difficulties
- ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

4. Provision

- All 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.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Kirkby Thore School regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement.
- The teachers, SENCO and Headteacher consider all the information gathered from within the school about the pupil's progress.
- When any concern is initially noted, parents will be consulted and specific intervention put in place and monitored for a period of up to half a term. If no progress is made after this time, the child may be added to the school SEN register with parental permission.
- The school will record the steps taken to meet the needs of individual children through the use of an **Individual Educational Plan (IEP)** and **provision map**. The child will be given individual learning targets which will be applied within the classroom. Additional interventions may be provided outside the normal differentiated curriculum. The targets will be monitored by the class teacher and teaching assistants and reviewed after a specified time with the SENCO, parents and child (where appropriate).
- If, despite significant support and intervention, there is evidence that a pupil is making little or no progress, we may seek further advice and support from outside professionals such as Educational Psychologists, Speech and Language Therapists or Special Advisory Teachers.
- The school may seek advice from specialist advisory teaching services for pupils with sensory impairment or physical difficulties. Specialist outside agencies may contribute to the reviews of pupils with significant speech and language difficulties and those of physical, visual and/or hearing-impaired pupils.
- Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

5. Individual Educational Plan (IEP)

The IEP will set targets for the pupil and will detail:

- The short-term targets set for the pupil
- The teaching strategies to be used
- The provision to be put in place
- When the plan is to be reviewed
- Success criteria
- The child's views will be sought and taken into account, as will those of the parents.

5. 1. All staff have a responsibility to make themselves aware of pupil targets and to plan their teaching to help pupils to achieve their targets. The class teacher holds the responsibility for evidencing progress according to the outcomes described in the plan.

5. 2. The IEP will be reviewed at least every term at a meeting of the SENCO or other teaching staff with the parents and the child.

6. Education, Health and Care Plans

If a child has demonstrated significant cause for concern, or has made little or no progress in specific areas over a long period despite support and intervention, a request will be made by the school for an assessment for an **Education, Health and Care Plan**. The LEA will be given information about the child's progress over time, and will receive documentation in relation to the child's SEN and the action taken by the school to meet these needs. The parents of a child referred for an assessment will be kept fully informed of the progress of the referral.

The evidence will include:

- Previous IEPs and targets for the pupil
- Records of regular reviews and their outcomes
- Records of the child's health and medical history where appropriate
- Attainment levels in literacy and maths
- Reports from external agencies such as educational psychologist or advisory specialist support teacher
- Views of the parents

7. Partnership with Parents

Partnership plays a key role in enabling children with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. 'Parents' include all those with parental responsibility, including corporate parents and carers.

In accordance with the 2015 SEN Code of Practice, Kirkby Thore School believes that all parents of pupils with SEN should be treated as equal partners and given support to play an active and valued role in their child's education.

The school has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice.

7. 1. Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement within the SEN framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making processes about special educational provision
- Understand any outside intervention their child receives
- Contribute to review meetings

The school is committed to working with parents and to keeping them fully informed.

Parents will be made welcome in the school and will be invited to attend any meetings that concern their child.

7. 2. In order to make communications with parents effective the school will:

- Acknowledge and draw on parental knowledge and expertise in relation to their child
- Focus on the pupil's strengths as well as areas of additional need
- Recognise the personal investment of parents and be aware of their feelings

- Ensure that parents understand procedures and are aware of how to access support in preparing their contributions to be discussed well before meetings
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- Respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- Recognise the need for flexibility in the timing and structure of meetings.

7. 3. Children with SEN often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and the transition process.

8. Management of Special Educational Needs

8. 1. The SENCO has responsibility for:

- day-to-day operation of the SEN policy
- co-ordinating provision for pupils with SEN, including children with EHC plans or Statements of SEN
- overseeing records on all pupils with SEN, including the SEN register
- liaising with and advising fellow teachers, and teaching staff
- liaising with parents of pupils with SEN
- contributing to the in-service training of staff
- liaising with external agencies including the LEA support and educational psychology services, health and social services
- liaising with local secondary schools so that support is provided for Year 6 pupils as they prepare to transfer
- organising reviews of IEPs, EHC plans or Statements of SEN
- reporting to the governing body

8. 2. Admission Arrangements

The admission arrangements do not discriminate against pupils with special educational needs or disabilities.

When pupils move to another school their records will be transferred to the next school (if known) within 15 days of the pupil ceasing to be registered, as required under the Education Regulations 2000.

8. 3. Allocation of Resources

The school is allocated a specific sum each year for children with learning difficulties, and this is in addition to the amount allocated from the school's delegated budget.

The funds allocated are used to fund teaching staff, teaching assistants and resources used for learning. Pupils with SEN have access to the full range of the school's facilities.

8. 4. Monitoring and evaluating the success of the education provided for pupils with SEN

The school constantly evaluates the quality of the SEN provision through:

- IEP review,
- Regular pupil tracking,
- meetings with parents/carers and pupils,
- staff meetings,
- following national initiatives
- attendance at area SENCO meetings.

8. 5. Access to the curriculum

All pupils have the entitlement to a broad, balanced and relevant curriculum.

All pupils with SEN are taught for most of the week with their peers in mainstream classes by class teachers and study the appropriate curriculum. Where appropriate, materials will be modified or support provided to enable pupils with SEN to access the learning or the assessment processes.

8. 7. Access to the wider curriculum

In addition to the statutory curriculum the school provides a range of additional activities. These include:

- Sports activities and teams
- School productions and theatre trips
- Choir and instrument lessons
- Field trips to enhance learning

Staff will strive to ensure equal access to these activities for all students.

8. 8. Arrangements for in-service training

It is the school policy to provide appropriate professional development for the SENCO, and other staff, according to needs identified in the School Improvement Plan, and as part of the staff Performance Management process.

Where appropriate, regular up to date training will be provided to meet the needs of an individual child and/or needs of the teacher/TA and these will be funded by the school budget. Where possible, staff are appointed with the required training or given opportunities in school to update/refresh required training eg. Epi-pen.

For more information on SEN, go to Cumbria County Council's Local Offer - follow the link.

<http://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/family.page?familychannel=1>

Review of the policy: This policy is reviewed annually and ratified by the governing body.

Review date: Autumn 2018