



Stoke Heath Primary School

Special Educational Needs Policy

Written: Autumn 2023
Review: Autumn 2024

Approved by The Governing Body

Signed:..... Chair of Governors

Signed:..... Headteacher

Policy Statement for Special Educational Needs

Introduction

Stoke Heath Primary School is located on the north east side of the city, serving a relatively disadvantaged neighbourhood. We are proud to reflect the diversity of the City population and almost 60% of our pupils come from minority ethnic communities with 48 languages spoken. Almost 20% of our children are recorded as having special educational needs.

The pupils on the SEN register have a range of difficulties including:

- Autistic Spectrum Disorder,
- Difficulties in the area of Cognition and Learning, including dyslexia, dyspraxia
- Difficulties in the area of Behaviour, Emotional and Social Development, including ADHD Sensory impairments
- Speech and Language problems

Objectives of the School's SEN Policy The objectives of our policy are to:

- Organise all our activities to ensure that all children are included in all activities within school
- work closely with parents, sharing information on children's progress and their individual needs
- Continuously develop our ways of working to provide the highest quality of teaching provision for all our children within the resources available
- Meet the requirements of the 1966 Education Act, the Code of Practice for SEN (2001), and the Special Educational Needs and Disability Act 2001
- Encompass the LEA Statement of Policy for Children with SEN

- facilitate a pupil's learning by identifying his/her individual needs and taking steps, co-operatively with other staff, to address those needs within the context of the National Curriculum, the school curriculum as a whole, taking account of the Code of Practice for Special Educational Needs (2001)
- Respond to particular pupils flexibly according to the nature of their difficulties
- Support pupils' learning without making them feel different or inferior to their peers
- Enable each pupil to become an independent and confident student.
- SEND has a high profile in the school. There is a culture of high aspiration for all learners.
- The school's curriculum intent and implementation for learners with SEND are embedded securely and consistently across the school.
- Leaders and governors set ambitious targets for learners with SEND and ensure that all staff are ambitious for their academic attainment, regardless of starting points and the challenges they face.
- The curriculum for learners with SEND is ambitious and designed to give them the knowledge and cultural capital they need to succeed in life.

This policy sets out how we intend to meet these objectives. The procedures we set out will be reviewed every year to ensure that we are doing all we can to meet the objectives.

The responsibility for Special Educational Needs lies with the Special Educational Needs Coordinator (SENCo), who is responsible to Headteacher.

Arrangements for Co-ordinating Educational Provision for Pupils with SEN

The SENCo will:

- Manage the day to day operation of this policy
- Arrange SEN provision for pupils
- Monitor Provision Maps showing the interventions received by individual children
- Maintain the SEN register
- Make referrals to and liaise with external agencies where appropriate for support and advice

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Report on the effectiveness of provision to the Senior Leadership Team and to Governors

- Keep up to date with new initiatives to support pupils with SEN
- Manage arrangements for monitoring, reviewing and evaluating the effectiveness of provision for SEN through analysing data, learning walks and book trawls.
- Maintain and order resources for SEN
- Discuss SEN issues with class teachers and education assistants
- Provide INSET as appropriate
- Oversee the work of SEN assistants in school
- Work with the teacher designated to support the learning needs of minority ethnic pupils
- Monitor quality of SEN interventions
- Monitor the effectiveness of SEN interventions

The Headteacher will be the line manager for the SENCO.

Class Teachers will:

- Identify pupils experiencing difficulties
- Write Individual Education Plans and plan interventions
- Monitor and evaluate the effectiveness of interventions termly
- Discuss pupils with SEN with the SENCo and parents/carers
- Update the termly additional provision to show which interventions individual children are receiving
- Contribute to planning and provision to meet identified needs
- Contribute to monitoring and review procedures and set appropriate targets for individuals
- Seek to meet SEN within the overall framework of inclusion in the school
- Ensure SMART interventions are completed and effective

Governors will:

- Identify one governor with a special interest in SEN
- Report on the effectiveness of the SEN policy
- Use their best endeavours to ensure that pupils' special educational needs are identified and provided for
- Ensure that the school has effective procedures for ensuring that parents/carers are informed when special provision is made for pupils

Admission Arrangements

Before pupils join Stoke Heath primary:

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Undertake home visits to discuss individual pupils in more detail as necessary

- Collect information about the pupil's educational history from the last school attended by the pupil, any educational support services who may have been involved with the pupil, and from the parents/carers.

Once pupils arrive in school, we will:

- Undertake a range of assessments to identify pupils with special educational needs and establish their strengths and areas of difficulty
- Review any existing Individual Educational Plans (IEPs) in consultation with the pupil's parents/carers
- Discuss the placement of the pupil on the school's SEN register with parents/carers
- Make sure that information about pupils' SEN is passed on to appropriate school staff
- Give parents/carers information about the Coventry SEND information, advice and support service.

When pupils leave the school we will:

- Pass on information about the pupil's educational history to any receiving school
- Complete other transfer documentation as required

SEN Specialisms

We have recent experience of working with children with the following disabilities:

- Dyslexia, Autism, Dyspraxia, Low Muscle Tone, Visual & Hearing Impairments, Speech & Language Disorders, pupils with SEN in the Early Years, Attention Deficit Disorder with Hyperactivity, Attention Deficit Disorder, Specific Learning Difficulties, General Learning Difficulties, Social Communication Difficulties, Children who need Nurture, Social Difficulties, Deprivation, School Absentees.

We have staff who have undertaken specialist training in:

- Learning Difficulties, Dyslexia, Autism, Speech & Language difficulties, Behaviour Difficulties, Attachment, General Learning Difficulties, Dyspraxia, differentiation and matching the aims of the curriculum for SEND pupils.

We also have a Family Team who work to remove barriers to learning, through individual and small group programmes on issues such as self esteem, anger management and behavioural difficulties.

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Building Adaptations and Special Facilities. We have the following facilities:

- Wheelchair access throughout the school
A toilet for pupils with disabilities including wheelchair access and changing facilities

We are aware of the need to amend facilities as resources become available, in line with the requirement to make reasonable adaptations to meet the needs of pupils with disabilities, and facilitate access for adults with disabilities.

Information about the School's Policy for Identification, Assessment and Provision for all Pupils with SEN

The Allocation of Resources to and amongst Pupils with SEN

The Governing Body of the school sets the overall budget available to meet special educational needs taking account of:

- Statutory requirements
- Other budgetary pressures in the school
- The resources identified (but not earmarked) for SEN within the Individual School's Budget
- The availability of additional grants to the school
- Priorities identified in the School Development Plan

The SENCo works as part of the Senior Leadership Team of the school to:

- Identify the pattern of need across the school
- Establish the most cost-effective means of meeting these needs
- Allocate support to groups of pupils and individual pupils, including those with statements of special educational needs
- Ensure that support is allocated to pupils on a fair and equitable basis
- Monitor the progress made by pupils with SEN
- Evaluate the effectiveness of provision for SEN
- Ensure that support staff, including teaching assistants, work within the framework of school policy and practice

Identification, Assessment, Monitoring and Review Procedures

Special Educational Needs are defined as in the Code of Practice for Special Educational Needs (2001). Difficulties arising from a difference of language between home and school are dealt with through other school policies and procedures.

Special Needs provision will be provided wherever possible alongside other children taking account of:

- The wishes of parents/carers

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- The pupil's needs
- The resources available to the school
- The efficient education of other pupils in the school

We believe that all teachers are teachers of pupils with special educational needs.

Our procedures are designed to offer a graduated response to special needs in line with the Revised Code of Practice (2001) including the following stages:

SEN support

The first formal stage where:

- Targets are established for the pupil by the teacher in consultation with the pupil's parents/carers
- These targets are met through Quality First Teaching and/or Intervention Groups led by Teaching Assistants.
- Progress is reviewed termly with parents/carers at SEND review meetings and with SLT at SEND Pupil Progress Meetings
- All children on the SEND register will have an IEP on our Provision Mapping software
We seek the involvement of external agencies to support the pupils where needed. Their recommendations are then incorporated into our additional provision.
- Continue to work closely with parents
- Continue to keep the pupil's progress under termly review

Education Healthcare Plan

The production of an Education Healthcare Plan of special educational needs is organised by Coventry Education Service, in close liaison with the school and the pupil's parents/carers.

The provision set out in a pupil's statements will be closely monitored by the SENCo and reviewed annually. Parents/carers will be invited to contribute to the review and attend the review meeting.

Interventions

Children work on their SMART targets within their classes and as part of interventions. Intervention groups are led by teachers/Teaching Assistants who observe and record pupil progress. This information is shared with the class teacher at the end of each term and will feed into the termly IEPs, interventions and SEND Pupil Progress meeting reviews. The effectiveness of interventions is monitored termly. Intervention groups generally run for approximately ten weeks and then progress is reviewed. IEPs are stored on our Provision map software.

Assessment

At the termly SEND consultation meetings, pupils with special educational needs are discussed with external agencies. Referrals are made as appropriate to the

Educational Psychologist or other relevant external agencies. Such referrals will always be discussed with class teachers and agreed with parents/carers.

Reporting of a pupil's attainment will be made in the context of the School's Assessment Recording and Reporting Policy. The method of assessment will vary depending on the pupils' need to give an accurate reflection of the progress.

Pupil Participation

Staff will seek to involve pupils (in an appropriate way) in discussions about their individual programmes and ensure that children are aware of their individual targets.

Monitoring

Staff will seek to involve pupils (in an appropriate way) in discussions about their individual programmes. The SENCo will meet class teachers termly at the SEND Pupil Progress meetings to discuss pupil progress.

Review

Parents/carers will be invited to the termly SEND review meeting where the child's IEP or interventions will be discussed and reviewed. The school wants parents/carers to be active participants in pupils' education. Information on progress will be made available by set teachers for the relevant class teachers. The SENCo will update the school's SEN register at least termly. The SENCo will work with SLT to review the overall pattern of SEN support regularly.

Arrangements for Providing Access to the Curriculum for Pupils with SEN We support access to the full curriculum through differentiation, allocating extra support to an individual or group according to set criteria and availability of resources. We develop self-esteem through positive reinforcement, using assessment processes to identify any learning difficulties. We ensure ongoing observation and assessment and provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

How pupils with SEN are integrated into the school as a whole

We seek to be an inclusive school by:

- Using the SEN review procedures to identify any barriers in the way of the pupil and plan appropriate and reasonable action
- Ensuring that all pupils have appropriate learning targets which are challenging
- Valuing the diversity of our pupils of which SEN are a natural part
- Ensuring that our reading stock includes stories with positive images of pupils with SEN

- Looking for opportunities within the curriculum to raise SEN issues
- Seeking to make provision for SEN within routine class arrangements wherever possible
- Seeking opportunities for pupils with SEN to work with other pupils □
Encouraging pupils with SEN to play/socialise with other pupils
- Developing links with special schools to extend all pupils' experience of diversity

Criteria for Evaluating the Success of the SEN Policy The following criteria will be used:

- The number of pupils with special educational needs attaining specified levels in National Curriculum assessments.
- The levels of progress made by children with SEN
- The effectiveness of IEPs and planned programmes of intervention and support.
- INSET time allocated to staff development with reference to special educational needs
- The proportion of parents attending or contributing to reviews and consultations
- Staff fulfil the expectation of the school in carrying out procedures for special needs and produce the necessary paperwork e.g. IEPs, Reviews, Reports, Class Organisation for Special Needs, sheets etc.
- Recommendations by external agencies are acted upon and incorporated into the curriculum.
- Children are confident and well motivated and are making measurable progress
- The number of pupils with special educational needs engaging in extra curricular activities
- SEND pupils access quality first teaching at all points throughout the day

Arrangements for Considering Complaints about the SEN Provision within the School

In the first instance, complaints should be taken up with school staff directly concerned.

If the complaint is not resolved then the matter should be raised with the Headteacher, who may:

- Arrange a joint meeting with complainant
- Undertake further investigations
- Seek the involvement of external agencies, such as the Coventry SEND information, advice support service
- Take action to address the complaint
- Decide that the complaint does not warrant any action, and advise complainants of further action they can take

Information about the School's Staffing Policies and Partnership with Bodies beyond the School

The School's Arrangements for SEN In-service Training

- All staff have the opportunity to receive In-Service training on SEN Procedures in school
- All staff have the opportunity to receive In-Service training on specific disorders and/or disability of children within their care as appropriate
- All staff have the opportunity to receive training in specific techniques related to differentiation, class management and specific disorders e.g. Dyslexia, Autism, Speech and Language disorders, Dyspraxia etc as relevant
- The SENCO will identify areas for In-Service training or with the Headteacher which will be written into the school's development plan.

The Use made of Teachers and Facilities from Outside the School Including Support Services

- External agencies will be used to provide advice and In-Service training for staff especially specific needs as they arise within school
- External agencies will be used to identify specific targets for pupils in line to the schools procedures
- Planning meetings will be held at the beginning of each term to agree a programme of work with the Educational Psychology Service, Pre- School Education Service and Complex Communication Team.
- Regular liaison takes place with Area Health professionals to access the following services: School Nursing Service, Speech and Language Therapy, Physiotherapy, Occupational Therapy, Child and Adolescent Mental Health Service

Arrangements for Partnership with Parents

The concept of parents as partners is central to the Code of Practice for SEN (2001). Parents/carers should always be kept informed about their child's progress at school and any difficulties should be made known to parents at the earliest stage.

Parents/carers will be encouraged to attend termly SEND review meetings/consultation evenings where they will have the opportunity to express their feelings about their child's progress. They will have the opportunity to discuss how they will support the targets at home.

We recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for pupils.

We seek to work in partnership through:

- Regular consultation and termly review procedure for the sharing of information
- Sharing of assessment and planning information
- Liaison regarding referrals to external agencies
- Open School Access for parents/carers
- Discussing with parents/carers options when pupils leave schools
- Meeting the parents/carers of prospective new pupils to the schools to discuss SEN support

Links with Health, Social Services, Educational Welfare Services and Relevant Voluntary Organisations We liaise with:

- Health Visitors
- Social Care
- Child Health Service
- National Society for the Prevention of Cruelty to Children
- Community Education
- Child and Adolescent Mental Health Service
- Surestart and other Nurseries

References

Our policy is based on legal requirements. The framework for SEN Policies is set out in The Education (Special Educational Needs) (Information) (England) Regulations, 1999 (Statutory Instruments Number 2506)