



## Special Educational Needs Policy

Morgan's Vale and Woodfalls Primary School (MVW Academy) has a named SENCO, Mrs Laura Holt. Mrs Holt, who is a member of the Schools' Leadership Team, holds the National Award for Special Educational Needs (SEN) qualification and is responsible for coordinating the provision of special educational needs throughout the school. The named SEN Governor is Mr Gareth Shaw. They ensure that the SEN Policy works within the guidelines and inclusion policies of the new SEN Code of Practice (2014), the Local Education Authority and other policies within the school. The SENCO can be contacted through the school's address or telephone number. Further information on SEN can also be found in our SEND information report on the school's website.

### Aims

We believe in providing every possible opportunity to develop the full potential of all children in line with the objectives set out in 'Every Child Matters' [see further paragraph in this document]. Our aim is that all children with special educational needs participate in all activities compatible with the school's Community Values, the efficient education of other children and the efficient use of resources. All children will have the right to a broad and balanced curriculum including extra-curricular activities where appropriate and full access to the National Curriculum. All children should have high aspirations. All children are valued and their self-esteem promoted. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need as identified in the new Code of Practice (September 2014):

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

In addition to this we work in close partnership with parents/carers who play an active and valued role in their child's education. We are also aware that every teacher is a teacher of every child including those children with SEN.

### Definition of Special Educational Needs (SEN)

"Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them."

Children have a *learning difficulty* if they:-

- Have a significantly greater difficulty in learning than the majority of children of the same age  
or
- 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 school.

*Special educational provision* means:-

"For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of this age in schools maintained by the LA, other than special schools in the area."

(See Section 312, Education Act 1998 in Special Educational Needs Code of Practice p.6)

## **Objectives**

The objectives of the policy are:

- To identify and monitor children's individual needs at the earliest possible stage so that their attainment is raised.
- To plan an effective curriculum to meet the needs of children with SEN and ensure that targets set on Individual Education Plans(IEP) are specific, measurable, achievable, realistic and time related.
- To work in close partnership with parents/carers of children who have SEN.
- To involve children in the identification and review of the targets identified in their IEPs
- To raise the self-esteem of children with SEN, acknowledging the progress they have made.
- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN.
- To ensure that all who are involved with children, such as teachers and teaching assistants are aware of the procedures for identifying, supporting and teaching them.
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have SEN to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To work within the guidance provided in the SEND Code of Practice, 2014
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To ensure support for pupils with medical conditions so that they have full inclusion in all school activities by ensuring consultation with health and social care professionals.
- To identify the roles and responsibilities of all staff in providing for children's special educational needs.
- To provide a SENCO who will work with the SEN Inclusion Policy.

This policy was written by the SENCO and discussed with the SEN Governor and Headteacher. This policy will be shared with parents and can be found on our school website. The policy was written in accordance with the 0-25 SEND Code of Practice guidance.

## **Roles and Responsibilities**

### **Special Educational Needs Coordinator (SENCO)**

This role will involve:-

- Overseeing the day-to-day operation of the special educational needs policy.
- Providing advice to staff and liaising with them on the completion of Individual Education Plans.
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress.
- Overseeing and maintaining specific resources for special educational needs.
- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff.
- Monitoring, evaluating and reporting on provision for children with SEN to the governing body in conjunction with the designated responsible person. This position is currently held by Mr Gareth Shaw.
- Co-ordinating the range of support available to children with special educational needs.
- Overseeing the records of all children with special educational needs.
- In conjunction with the class teacher liaising with parents/carers of children with special educational needs.
- Liaising with external agencies.

## **Governors' Role**

The governing body of an academy, community, voluntary or foundation school must:-

- Do its best to ensure that the necessary provision is made for any child who has special educational needs.
- Ensure that where the 'responsible person' – the Headteacher or the appropriate governor - has been informed by the Local Authority (LA) that a child has special educational needs, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs.
- Consult the LA and the governing bodies of other schools when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical.
- If a Parent/Carer wishes to have support from the appointed Governor / Governing Body then they are free to request this via SENCO/Headteacher.
- Have regard to the Special Educational Needs Code of Practice (2014) when carrying out its duties toward all children with special educational needs.
- Ensure that the parents/carers are notified of a decision by the school that SEN provision is being made for their child. (See Section 317A, Education Act 1996)
- Have a written SEN policy containing the information as set out in the Education(Special Educational Needs)(Information)(England) Regulations 1999(reproduced in the SEN Code of Practice)
- In the school prospectus include the name of the person responsible for co-ordinating SEN provision in the school.

The governors play an important role in ensuring that:-

- They are fully involved in developing and monitoring the school's SEN policy.
- They are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed.
- SEN provision is an integral part of the School Development Plan and the self-evaluation process.
- The quality of SEN provision is monitored during three visits a year.

In addition as part of the Special Educational Needs and Disability Act (2001) new duties came into effect in September 2002. These state that the responsible body (governors) must take all steps not to discriminate against disabled children in their admissions arrangements, in the education, exclusion and associated services provided by the school for its pupils or in relation to exclusions from the school. The assigned governor (Mr Alan Freebury) must also publish three-year plans showing how they will increase access for disabled children to the curriculum, the physical environment of the school, and to written information in alternative formats (Accessibility Strategy – Access Plans). The act says that a responsible body for the school discriminates against a disabled child if:

- For a reason relating to a child's disability, it treats him or her less favourably than it treats, or would treat, others to whom that reason does not apply, or would not apply;
- It cannot show that the particular treatment is justified.

## **Identification**

The school follows the guidance contained in the Special Educational Needs Code of Practice (2002). This recommends a graduated approach.

The Code does not assume that there are hard and fast categories of SEN, but recognizes that children's needs and requirements may fall within or across four broad areas. These are:-

- Communication and interaction
- Cognition and learning
- Behavioural, emotional and social development
- Sensory and/or physical

However, we recognise that when identifying the needs of the child you must consider the needs of the whole child, which will include not just the special educational needs of the child.

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

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current disability equality legislation – this alone does not constitute SEN).
- Attendance and punctuality.
- Health and welfare.
- English as an additional language (EAL).
- Being in receipt of the pupil premium.
- Being a looked-after child. □
- Being a child of serviceman/woman.

## **Provision**

Where possible we will try to meet every child's needs within the classroom through ensuring that our planning, teaching and approaches meet the needs of the majority of children in our school. Through quality first teaching the majority of children will have their needs catered for and there will be suitable differentiation for all. Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in the life of the class, such as participating in assemblies and the daily literacy and numeracy session.

However, where through careful identification and assessment we and/or the parents/carers determine that a child is not making adequate progress, the class teacher will consult with the SENCO and will decide if a child goes on to the SEN Register and is given SEN support. For some children it will be necessary for them to spend time in small group work or being withdrawn from the classroom for specific, timed activities related to the needs identified in their Individual Education Plans. This may be delivered by the teacher or teaching assistant and will complement classroom work so that the skills, knowledge and understanding will be transferred to the classroom. This may be part of the school's co-ordinated arrangements which appear in a provision map. A provision map details the various programmes and arrangements that we operate to meet identified needs. The SENCO and SEN governor will oversee this provision to ensure it meets the objectives of this policy. Our approach is always to assess the child, plan the support, if necessary, carry out the support then review it. This cyclical approach is part of our everyday practice across the school.

## **SEN Support**

Following a review of the strategies and using the 'Wiltshire Graduated Response to SEND Support' it may be necessary to make provision which is additional to, or different from, that which is already provided. It may be that the child:-

- Makes little or no progress even when teaching approaches are targeted to their particular needs.
- Shows signs of difficulty in developing skills in literacy or mathematics.
- Shows persistent signs of emotional or behavioural difficulties which are not addressed through the behaviour and discipline approaches used in school.
- Has physical or sensory problems and despite specialist equipment being provided still makes little or no progress.
- Has communication and/or interaction difficulties which lead to them making little or no progress.

We will seek additional information from the parents/carers, and in some cases, outside agencies, who may be involved with the child. When we have all the available information we will consider, with the parents/carers and the child, the next strategy for action. This will involve negotiating and discussing an Individual Education Plan (IEP) with the child, parents, teacher and SENCO. The children will be referred to as having SEN support. An IEP will provide for:-

- The child's strengths and weaknesses
- The date the IEP is written
- The names of staff and/or outside agencies involved with the targets
- Short-term targets.
- The teaching strategies.
- What provision we will make.
- When we will monitor and review the plan.
- How we will judge progress (success criteria) including the exit criteria.
- Any outcomes after a review.
- The signature and comment from both the child and the parent

IEPs will be reviewed at least twice a year. Parents' views on the child's progress will be sought as part of the review process. Wherever possible the child will also take part in the review process and be involved in setting the targets.

For some children it may be necessary to put together a My Support Plan (MSP). These are children who have a number of needs but who do not meet the criteria an EHC/My Plan. A My Support Plan can be completed by an educational setting or another professional working with a young person and used to plan and co-ordinate their support. A My Support Plan is not a legally binding plan. The MSP matches up as closely as possible with an EHC/My Plan, so that if a child's needs increase, their support can be delivered without interruption.

### **School Request for Education Health Care Plans/ Wiltshire My Plan**

The school will make a request to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- IEPs
- WGRSS
- Attainment levels
- Assessments
- Advice from external agencies
- Views of parents

The parents of any child who is referred for an EHC Plan or in Wiltshire it is known as a My Plan will be kept fully informed of the progress of the referral. Children who do have an EHC Plan or a statutory assessment will be reviewed annually. Where a child has a My Plan or Statement we will carry out an annual review which parents/carers, child, outside agencies, SENCO and other staff as appropriate, will be invited to attend.

### **Admission arrangements**

Normal admission arrangements apply. The admissions policy is based on the agreed Wiltshire policy. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need, e.g. wheelchair access, the governors will make reasonable adjustment to ensure the child's needs are fully met. If a child is transferring into the school with an Education Health and Care Plan (EHC), or has been receiving extra support from LA centrally funded resources in their previous school, the continuation of this support will be negotiated with the appropriate officer of the LA to ensure their needs can be met.

Any variation to the above will need to be agreed by the full governing body.

### **Specialist facilities**

There are no specialist facilities or special unit in the school. There are currently no teachers with specialist knowledge of special educational needs.

### **Resources**

Most of the resources used by pupils having SEN are available within the classroom. Money may also be spent on further additional resources, staffing costs and time allocated to the SENCO to manage the support for SEN and meet the objectives of this policy. Any requests for further additional resources should be made to the SENCO. 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 statements of special educational needs and Education Health and Care plans.

### **Criteria for evaluating the success of the policy**

The policy will be evaluated against the objectives stated on page one and measured by:-

- SENCO and class teachers ensuring that children are making Good Progress.
- Parents/carers being involved with individual targets set with children by discussing, having their views recorded on, and receiving copies of IEPs for their child.
- Children being involved in discussing, constructing, reviewing and having their views recorded on their own IEPs.
- IEP targets being monitored to ensure that children progress through specific, measurable, achievable, realistic, time-bound targets(SMART).
- Ensuring outside agencies, where appropriate, have their comments and recommendations recorded on the IEPs and are involved in their development.
- Pupils with SEN are fully involved in all aspects of school life such as attendance at out of school activities.
- Termly monitoring of procedures and practice by the SEN governor.
- Value for money review of our SEN funding.
- Any external evaluation or inspection.

### **Complaints procedure:**

See School Complaints Procedure

### **Continuing Professional Development**

Through the monitoring and evaluating of our provision the SENCO, with the head teacher, will identify any particular professional development needs of the staff and nominated governor. This will, where appropriate, be linked closely to the school's development plan and/or performance management objectives. Staff who attend further courses will feedback on courses attended through staff meetings. The effectiveness of such professional development will be monitored and evaluated by the SENCO, and information provided during the annual review of the school's overall SEN provision

### **Every Child Matters**

We believe that every child in our school should have the support they need to :

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

This is particularly important for those children with SEN and every effort is made to ensure that these children and their parents/carers are involved in every step of the decision-making process that affects their future. Contact with other practitioners in Health Services, Social Services, Police and those mentioned in the next paragraph is maintained so that children at risk are closely supported. The Common Assessment Framework will be used from January 2008 if a child needs to be referred to external agencies.

### **Links and Use of outside agencies**

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for pupils with SEN. Where it is necessary to contact outside agencies, the SENCO will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the local education team including the educational psychologist, learning support service, visual impairment, physical impairment, hearing impairment service, speech and language therapist, behaviour support service, health and LA personnel. Any or all of these agencies may be involved in the provision map and/or construction, delivery or review of targets set in children's IEPs in order to ensure pupils attainment is raised.

### **Partnership with parents/carers/children**

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision making process in the school. Parents'/carers' contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and in implementing and reviewing where necessary the IEP. The school will also update parents/carers with relevant information.

### **Links with other schools and agencies, including the voluntary sector**

With the formation of Mini-Morgans in September 2009 most children entering Foundation Stage 2 (Reception) will already be familiar with the setting and staff, having attended the Nursery and Foundation Stage 1. All staff will ensure that the necessary paperwork for transition will be completed and passed on. If children attend more than one setting a letter of liaison is sent. Children with SEN who have attended Mini-Morgans will already be known to the SENCO and transition will be facilitated by use of a common IEP.

Pre-school children from other settings are invited to visit our school for induction visits in the term before they start in the unit. The reception teacher may visit the new children in their home or pre-school setting to establish a good home / school relationship. If necessary the school liaises with other agencies at this stage.

Close links are maintained with all secondary schools in our area to ensure smooth transition between Year 6 and 7. There is the opportunity for parents to visit the various secondary schools and discuss any individual needs. In the summer term staff from the secondary schools visit us to talk to any children in our school who will be transferring to their establishment. The Transition documents are completed by the end of Term 6 and handed to the relevant secondary school. Extended induction is arranged for those children who need it. SEN files including IEPs and professional advice from outside agencies are given to the school at the end of Term 6. In the past some SEN children have been able to attend weekly sessions at Trafalgar to aid them with their transition.

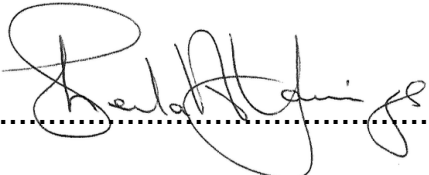
The SENCO will ensure that a smooth transition will be arranged for children with SEN who move to other schools during KS1/KS2. The new school will be fully informed of their needs and all documentation will be sent on. Children with SEN who transfer from other schools are supported through their induction to the school by the class teacher, the SENCO and their classmates to ensure they have a smooth transition.

**Date of review**

This policy will be reviewed annually in October and reported on in the school prospectus.

Agreed at the governing body meeting on

**Date ...06.12.2017**

**Signed.....**  **(Chair of Governors)**

**Policy History/Review Log**

Effective Date	Reason for change or revision	Authored/Reviewed by	Next review date
	Previous review	F.Green	
October 2010	Annual Review Update to current guidance	F.Green P.Hendle	October 2011
October 2011	Annual Review	F.Green P.Hendle	October 2012
November 2012	Annual Review	F. Green P. Hendle	October 2013
November 2013	Annual Review	F. Green L. Nicholas	October 2014
November 2014	New Code of Practice	L. Holt R. Proudley	October 2015
October 2015	Annual Accuracy Review	G. Nagel-Smith R. Proudley	October 2016
December 2016	Annual Accuracy Review	L.Holt G. Shaw	December 2017
December 2017	Annual Accuracy Review	L.Holt G. Shaw	December 2018