



WOOTTON WAWEN C E PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS (SEN) POLICY

Definition of Special Educational Needs: January 2015

The Special Educational Needs Code of Practice states that children have a learning difficulty if:

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child has a significantly greater difficulty in learning than the majority of others of the same age.
- A child has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.

Our School Aims and Principles

Our aim is to create a happy, caring and secure environment in which every child can develop confidence, individuality and good relationships with others.

All children are offered a broad, balanced curriculum including a wide range of learning experiences in order to develop knowledge, skills and understanding of themselves and the world in which they live.

Everyone is expected to show consideration for others. In order to prepare our children for a place in a wider society, we encourage an awareness of different cultures alongside the Christian ethos of our school.

We depend on a close partnership between school, home, the Church and other local communities.

Where possible extra provision of help and support should be provided within existing resources for children identified as underachieving. In undertaking this we should recognise that:-

- SEN can be a temporary state.

- All children with SEN should be identified and assessed as early as possible (use of base-line data).
- The school should work in partnership with parents in terms of identification, assessment and provision of support.
- The children themselves should be involved at the earliest possible stage.
- The school will keep an up-to-date register of all children identified as having SEN.

Special Educational Needs can take a variety of forms:-

- Specific Learning Difficulty
- General Learning Difficulty
- Emotional and Behavioural Difficulties
- Visual Impairment
- Hearing Impairment
- Long Term Illness
- Speech & Language Disorders
- Physical Disability

The majority of SEN support will take place within the school using school resources. However where appropriate the school will make full use of Warwickshire SEN support agencies and other outside agencies.

The school aims to keep full and detailed reports of identification, assessment and evidence, in order to guarantee open access to the support services.

Entitlement

At Wootton Wawen, we believe that:-

- Every child should have the opportunity to experience success in learning and to achieve as high a standard as possible.
- Children with Special Educational Needs should have their needs met.
- All teachers are teachers of children with SEN.
- All the children are part of mixed ability classes and have access to all school activities.
- Any withdrawal arrangements for specialist support are made in consultation with the Headteacher, SENCO, Class Teacher and Parents are regularly reviewed.

Roles and Responsibilities

Local Education Authority (LEA) Warwickshire

The LEA provides:

- Comprehensive guidelines to support the provision of Special Educational Needs Support for Assessment, Statementing and Reviews
- SEN Training
- SEN Transport
- Monitoring of Practice
- Finance
- Support Services

Head teacher

The Head teacher is responsible for the overall provision for children with SEN in the school and will:

- Work closely with, and support, the SEN co-ordinator (SENCO).
- Keep the governing body well informed on SEN matters.
- Liaise with parents in terms of school policies, school provision.
- ensure adequate provision of SEN resources (including staff and staff time) within the constraints of the school budget and school improvement plan.

Governing Body

It is the responsibility of the Governing Body to ensure that SEN provision at Wootton Wawen School is in line with the recommendations on the SEN Code of Practice (DfES 2015). It also follows the LEA Guidelines from the Warwickshire Reference File for Special Needs and Inclusion.

SEN Governor

The SEN Governor is responsible for monitoring the SEN provision throughout the school and reporting to the Governing Body.

The named SEN Governor is Mrs Doherty.

Special Educational Needs Co-ordinator (SENCO)

The SENCO is responsible for the overall provision for children with SEN in the school and will:

- be responsible for the day to day operation of school's SEN policy
- Liaise with and advise fellow teachers.
- Co-ordinate provision for children with SEN.
- Maintain the school's SEN Register and oversee records on all SEN pupils.
- Liaise with parents and external support agencies
- Keep up to date with developments, policies etc. in terms of SEN.

The SENCO is Mrs Julie Hemming.

Support Staff

Teaching Assistants are responsible for the provision of support through individual and group work for children with SEN and will:

- Liaise with the class teacher, SENCO, Support Services on the most appropriate type of support.
- Assist the class teacher and/or SENCO in the drawing up and review of RAP plans.

Special Needs Assistants are responsible for the provision of support for those children with a Statement of Need, through individual and group work and will:

- Liaise with the class teacher, SENCO, Support Services, and parents on the most appropriate type of support.

- Assist the class teacher, SENCO, Support Services in the drawing up and review of RAP plans.

Admission Arrangements

Please refer to our Admissions Policy. When children who have had pre-school SEN provision enrol at Wootton Wawen, we will liaise with the appropriate agencies.

Accessibility

Wootton Wawen has wheelchair access to all areas in the main school building and disabled toilet facilities. Parents who have any concerns about physical access to the buildings are welcome to discuss these with the Head teacher or SENCO. We will actively seek to ensure that disabled people (including pupils) are not treated less favourably than others.

Identification, Assessment and Review Procedures

Our school complies with the Code of Practice recommendations, and guidelines for the identification and assessment of special educational need.

Stage 1 is when a class teacher raises concerns regarding a child and puts them on a monitoring list following assessments and pupil progress meetings. Many of the children at this stage will not need any specific interventions but may receive group support in class, pre teach or mop up. Parents will be informed of these interventions at parent consultations or through notes/ informal meetings asking them to support these interventions at home.

Stage 2 is when it is decided that a child might need support to catch up or fill in gaps in their knowledge and would benefit from a particular intervention discussed at pupil progress meetings. The school has a provision map which details a number of specific intervention programmes and how they can be used.

Stage 3 involves using external specialists such as EIS, IDS or the Educational Psychology Service to support more specific needs. These children will receive one to one support and follow specific programmes. These children will be provided with a Special Needs Support Plan or it may be decided that they need an **Education Health Care Plan**. Teachers and the SENCO will use a range of data and reports to make these decisions including:

- Evidence from teacher observation and assessment.
- Their performance against the level descriptors within the National Curriculum at the end of Key Stage.
- Their progress against the objectives specified in the National Literacy and Numeracy Strategy Frameworks.
- Phonics screening check
- SATs
- Standardised screening or assessment tools.

How will parents know how their child is doing?

- Attainments towards the identified outcomes will be shared with parents termly through feedback regarding SEN support reviews but also through the school reporting system and Parents' Evenings.

- Parents may also find the home-school diary a useful tool to use to communicate with school staff on a more regular basis.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCo, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you.

How will parents be helped to support their child's learning?

- Please look at the school website and portal. It includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. In addition, the termly newsletter includes a section that identifies local learning opportunities.
- The class/subject teacher or SENCO may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops and drop in sessions during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

Curriculum Access and Inclusion

Wootton Wawen School strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all pupils through Foundation Stage, KS1 and KS2
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children
- Materials and lessons plans which are modified and differentiated to enable all pupils to succeed at their appropriate level
- Support for individuals or groups of pupils to overcome potential barriers to learning
- Withdrawal, where appropriate, to provide an enhanced degree of additional support

All the children are part of mixed ability classes and have access to all school activities.

Any withdrawal arrangements for specialist support are made in consultation with the Head teacher, SENCO, Class Teacher and Parents, these are regularly reviewed.

Monitoring SEN Provision

The Governing Body, Head teacher, SENCO and SEN Governor evaluate the success of the education which is provided at Wootton Wawen School for pupils with Special Educational Needs.

The success of our school's SEN policy and provision can be evaluated through:
Chapter 6 – SEN Code of Practice (DfES January 2015)

- RAPs(Rapid Action Plans): evidence of targets achieved

- Monitoring of classroom practice by SENCO/Subject Co-Ordinators/HT/SLT
- Analysis of pupil tracking data and test results
 - for individual pupils
 - for cohorts
- Value added data for pupils on the SEN register
- Termly monitoring of procedures and practice by the SEN Governor
- School self evaluation
- The Governors' Annual Report to Parents
- Using LEA SEN data/Specialist and Link Inspector visit information
- The School Development Plan (SDP), School Improvement Plan (SIP) or SEN Development/Action Plan
- Movement through or off the Special Needs Register
- Ensuring that pupils with SEN take part in as many of the school's normal activities as possible.

Complaints Procedures

In the event of a complaint, parents may discuss their concerns with the Class Teacher, SENCO, School Governor or Headteacher. Appropriate action will be taken to deal with the matter. A copy of the School Complaints Procedure is available from the office.

Partnership within the school and with appropriate outside agencies

Staff Development and Performance Management

SEN In-Service training of staff will be an on-going process and will be identified in our school development plan and through the Performance Management process.

Links with other agencies, organisations and support services

Expertise, advice and training from the following sources will be sought as required:

- Early Intervention Service (EIS)
- Integrated Disability Service (IDS)
- Educational Psychology Services
- Physio/Occupational Therapy Services
- Clinical and Mental Health Service (CAMHS)
- Speech and Language Therapy Service
- Social Services
- Educational Welfare Services
- LEA Special Educational Needs Department
- School Nurse

Partnership with Parents

Parental involvement in their child's SEN provision will be implemented using the SEN Code of Practice guidelines, which state that:

At a strategic level, partners **must** engage children and young people with SEN and disabilities and children's parents in commissioning decisions, to give useful insights into how to improve services and outcomes.

All parents of children with SEN should be treated as partners. They will be informed when their children are initially identified as having SEN.

Parents should be supported so as to be able 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 decision-making processes about Special Educational provision
- discuss the outcomes of any assessment with the Specialist who completed it.

Pupil Participation

Children at Wootton Wawen are encouraged to:

- participate in target setting and be aware of their targets
- review their targets with staff and parents

Links with other schools and transfer arrangements

Written transfer forms are discussed between the Year 6 teacher and the relevant secondary teacher before being sent on with the highlighted assessment sheets.

Latest teacher assessments and targets are sent to the new school if a child leaves before Year 6.

Monitoring and Evaluating SEN Provision

- Children on the SEN Register are monitored regularly by their Class Teacher and Teaching Assistant. Any concerns are discussed with the SENCO and the appropriate action is taken.
- Targets are reviewed termly unless amendments are needed prior to this.
- Parents are informed of the stage that their child is on and are involved in termly target setting and reviews.
- Outside agencies are involved with all pupils at Stage 3 according to the Code of Practice requirements.
- SEN Code of Practice (DfES 2015)
- The School Action plan is reviewed annually and the SENCO's role is appraised annually.
- The Governors' Annual Report is prepared by the Governors in collaboration with the Headteacher, SENCO and SEN Governor. This documents the progress of pupils and expertise of staff, and the admission arrangements for disabled pupils.

Special Education Needs and Disability Act 2015

Under this act, a school must also take reasonable steps to ensure disabled pupils are not placed at a substantial disadvantage compared to their non-disabled peers.

However, not all pupils who have a disability under the Disability Discrimination Act will have Special Educational Needs.

Policy Review

This Policy will be reviewed in April 2018.

Julie Hemming April 2016