

SEN Policy and Information Report



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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Furthermore the support given to the pupils should enable them to meet the aims as outlined in our Education Policy, as summarised below:

- Communicate effectively through the use of speech, signs, symbols, ICT and the written word
- Listen attentively, with understanding
- Acquire information from various sources and record findings in a variety of ways
- Develop reading, writing and spelling skills
- Develop mathematical skills that are useful and functional in various situations in the home, school and local area
- Maximise their independence and problem solving
- Gain scientific knowledge of the way the world works
- Use ICT
- Develop awareness of self and sensitivity to others; acquire a set of moral values, make good choices and develop self-discipline and appropriate behaviour
- Be aware of the geographical, historical, social, moral and cultural aspects of their environment, and of times and places
- Acquire sufficient control of self and of tools, equipment, and instruments to be able to use music, drama and several forms of arts and crafts as a means of expression
- Develop agility, confidence and physical co-ordination and extend fine and gross motor skills
- Develop self-confidence and self esteem
- Adopt a healthy life style and stay safe now and in the future

2. Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and Responsibilities

4.1 The SENCO

The SENCO is Chris Coombs – Head Teacher.

They will:

- Work with the school staff and governors to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.2 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN Information Report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Consulting and involving pupils and parents

We will have an early discussion with the pupil, parents and any other professionals involved, when identifying the type of special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

5.3 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.4 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. Pupils with Statements of Educational Need/Education and Health Care Plans are entitled to remain in full time education until the end of the school year in which they are 19. The decision as to when it is most appropriate for a pupil to leave is made through the review process.

5.5 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Further details of our approaches can be found in the school Education Policy.

5.6 English as an Additional Language (EAL)

The identification and assessment of the special educational needs of students whose first language is not English requires particular care. Where there is uncertainty about an individual, the school will need to look very carefully at all aspects of a student's performance in different subjects and situations to determine whether the problems are due to:

- Limitations in their command of the language that is used there
- Social, emotional and/or behavioural difficulties
- Additional special educational needs

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Further details of our approaches can be found in the school Education Policy.

5.8 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions with Head of Behaviour
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.9 Complaints and Concerns about SEN provision

Complaints about SEN provision in our school should be made to the Head Teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

6. Monitoring Arrangements

This policy and information report will be reviewed by Chris Coombs – Head Teacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be made available to the governing board.

7. Links with Other Policies and Documents

This policy links to our policies on:

- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions