

# Special Educational Needs Policy



## Princefield First School Special Educational Needs Policy September 2022

### 1. Introduction

At Princefield First School we are committed to helping every student, irrespective of background, to access a high quality education which meets their ability, interests and aspirations and which enables them to enjoy success in their learning. We recognise that some students may require more support than others and we aim to plan accordingly.

This policy has particular regard for students with needs which require provision that is different from or additional to that made generally for students of the same age. This includes those with learning difficulties, a disability or particular medical needs as well as our high attainers.

### 2. Definitions

A pupil has SEN where their learning difficulty or disability calls for Special Educational Provision, namely provision different from or additional to that normally available to pupils of the same age.

A child may have a learning difficulty or disability if they are:

- Significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rates of progress
- Fails to close the attainment gap between the child and their peers
- Has a disability which prevents or hinders them for making use of facilities of a kind generally provided to others of the same age in mainstream schools

(SEN Code of practice 2014)

Children must 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.

This policy has been developed by SENCO's from the Penk Valley Federation. Princefield First School will do its best to ensure that the necessary provision is made for any pupil who has Special Educational Needs and those needs are made known to all who are likely to teach them. The school will endeavour to ensure that teachers in the school are able to identify and provide for those pupils who have special educational needs to enable equal opportunities so far as is reasonably practical and compatible with the child receiving the special educational provision, and the efficient education of the pupils with whom they are educated.

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### 3. Objectives and Aims of the Policy

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning that can hinder or exclude individual pupils or groups of pupils. We aim to ensure equality of opportunity for all children by paying attention to specific groups of children within our school.

The aims of this policy are:

- To create an environment that meets the needs of all children
- To ensure that any additional needs of children are identified, assessed and provided for
- To make clear the expectations of all partners on the process
- To identify the roles and responsibilities of staff in providing for all children
- To enable all children to have full access to all elements of the school curriculum
- To ensure that parents/ carers are able to play their part in supporting their child's education

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these four questions:

- Do all children achieve their potential and make progress?
- Are there differences in the achievement of different groups of children?
- What are we doing for those children who we know are not achieving their potential or making progress?
- What is the impact of SEN provision?

### 4. Responsibility and arrangements for Co-ordination of SEN provision

In our school, Senior Management and the SENCO:

- Manages the day to day operation of the policy
- Co-ordinates the provision for and manages the responses to children's special educational needs
- Supports and advises colleagues
- Oversees the records of all children with special educational needs
- Acts as the link with parents
- Acts as the link with external agencies and other support agencies
- Monitors and evaluates the special educational needs provision and reports to the governing body
- Manages a range of resources, both human and material to enable appropriate provision to be made for children with special educational needs
- Contributes to the professional development of all staff

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### 5. Role of the Governing Body

The Federation and school Governing Body has important statutory duties towards pupils with special educational needs:

- The Governors, working in partnership with the Head teacher, have responsibility for deciding the school's general policy and approach to meet the needs of SEN pupils.
- Through the performance management process, Governors ensure that objectives for leadership and the school development plan include SEN.
- Through the school's self-review procedures' Governors monitor effectiveness of the school's SEN policy and provision.
- All governors will have an up-to-date knowledge of the school's SEN provision, but Governors will be designated to have specific roles for SEN.

### 6. Specialist SEN Provision

The school works closely with outside agencies to ensure pupils receive specialist provision in accordance with their needs. In addition, support from Special Schools may be requested through the SEN HUB which meets every half term.

### 7. Facilities for vulnerable pupils, those with SEN or those who are disabled

The school is committed to providing an environment that allows all children full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access and all the designated points of entry for our school also allow wheelchair access. We believe that Princefield First School has good inclusive practice and are actively working together with each other and external agencies to provide an environment that meets the needs of all children. We liaise closely with outside agencies such as Autism Outreach, OT and Behaviour Support.

### 8. Allocation of resources for vulnerable pupils, those with SEN or who are disabled

Funding allocations are received annually as part of the schools delegated budget to schools and include specific provision as follows:

- SEN funding
- Pupil Premium funding

Additional funding applications are completed to support pupils with severe and complex needs. The Local Authority decides if the pupils' needs meet the specific criteria and funding is allocated accordingly.

### 9. Identification and review of pupil's needs

All children are assessed when they enter our school so that we can build upon their prior learning. We use this information, along with the previous school's information, to provide starting points for the development of an inclusive curriculum for all our children.

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If our assessments show that a child may have a learning difficulty, quality first teaching will be used in the first instance. If the difficulty persists, the child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practice. The class teacher will keep parents informed and draw upon them for additional information. The Special Educational Needs Coordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. This may involve the child being added to the SEN Support register.

We will record the strategies used to support a child on a APDR (Assess, Plan, Do, Review). The APDR will show the target areas set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term. If the child continues to demonstrate significant cause for concern, a request for an Education Health Care Plan Assessment can be made to the LA. A range of written evidence about the child will support the request. The class teachers will produce the APDR and will be responsible for the termly reviews. The SENCO will support this process if a child has significant difficulties.

### **10. Complaints Procedure**

If parents wish to make a complaint about the educational provision they are invited to discuss their concerns with the class teacher in the first instance or the head teacher or SENCO. If they are still dissatisfied they can register a formal complaint in accordance with the school's Complaints Policy.

### **11. Continuing Professional Development/ links with other schools**

The SENCO attends regular pyramid SENCO updates where local schools are present and can share ideas, resources and training needs. The SENCO seeks advice from SENSS (Special Educational Needs Support Service) staff. This information is shared with the head teacher and staff. Teachers and TA's are updated regularly by the SENCO and relevant training opportunities are accessed where appropriate. Inset days and staff meeting time are also used for staff training purposes.

### **12. Links to support services/ other agencies/ working with parents**

The SENCO liaises regularly with outside agencies such as Speech and Language, Autism Outreach and SENSS. Agencies regularly visit Princefield First School to make assessments, meet parents and staff and work with individual children and groups of children. Parents are involved in the review and target setting process of the APDR, they are encouraged to share any concerns with staff at school.