

Ratified by Governors
September 2016

Elmwood & Penrose Federation SEN Policy

Special Educational Needs Policy and Guidelines

Executive Head Teacher:
Special Educational Needs Co-ordinators:
Designated Governor for SEN:

This document should be read in conjunction with the following related policies and guidelines:

- Special Educational Needs and Disability Code of Practice:0-25 years 2015 (references to Code in this document appear in brackets)
- Special Educational Needs and Disability Act 2001
- LA Policy and Guidelines
- Inclusive Schooling – Children with SEN (2001)
- Accessible Schools (2002)
- Disability Discrimination Act (1995)

INDEX

- 1 – Principles & Equality of Opportunity Statement
- 2 – Definition of SEN
- 3 – Roles & Responsibilities (including admissions,)
- 4 – The local offer
- 5 – In service Training
- 6 - Complaints Procedure
- 7 – Monitoring, Evaluation and Review

1. Principles

At Elmwood & Penrose Federation we provide teaching and learning which enables all children to gain access to a broad, balanced and appropriately differentiated curriculum.

Our aim is to ensure all children are supported in order that they may work confidently towards reaching their full potential. Policy and practice reflects the philosophy and fundamental principles within the SEN Code:

The code refers to principles underpinning the expected practice:

- The views wishes and feelings of the child or young person, and the child's parents
- The importance of the child or young person and the child's parents participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- The need to support the child or young person and the child's parents in order to facilitate the development of the child or young person and to help them achieve the best possible and educational and other outcomes, preparing them effectively for adulthood.

The code is designed to support:

- Participation
- Early identification
- Greater choice
- Collaboration between health, education and social care
- High quality provision

Equal Opportunities

The staff of Elmwood & Penrose Federation believe that all members of the schools should be treated with respect; have individual, diverse needs recognised, and be given the opportunity to reach their full potential, regardless of age, ability, religion, gender or culture.

To achieve our aims we will:

- Identify need as early as possible and provide effective support
- Adopt a whole school approach to the identification, assessment and provision for children with special educational needs
- View our special needs provision as an ongoing, developing process
- Provide appropriate in-class support which enables all children to have access to the whole curriculum, including Early Years Foundation Stage and post 16 curriculum.
- Incorporate special educational needs procedures including individual education plans (IEPs) into curriculum planning
- Develop an effective partnership between school, parents and outside agencies
- Encourage children and parent carers to participate in decision-making about provision to meet their individual needs
- Ensure that assessment and record-keeping systems provide adequate means of recording attainment and achievement and give sufficient information for carefully planned progression at every stage
- Involve the Governing Body and all staff, both teaching and non-teaching, in the regular review, development and evaluation of policy and guidelines
- Ensure all those involved with children with special educational needs work as a team to support the child/young person's learning
- Track and monitor provision and procedures which have been put into place to ensure children with SEN make significant progress as they move through the school

2. DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND THE FOUR AREAS OF NEED

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 of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- 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 or mainstream post-16 institutions

3. Roles and Responsibilities:

Teaching Assistant:

The Teaching Assistant (TA) works under the direction of the school. The TA:

- Works with all pupils, sometimes attends person centred reviews, assesses progress and contributes to the planning of the IEP. S/he plans the individual additional work needed to achieve targets
- Works closely with the class teacher, and other outside agencies to meet the child's individual needs.
- Supports small groups of pupils towards attaining targets either as part of a learning support group or a nurture group.
- Supports individual children towards attaining targets
- Works with the class teachers to assess and write targets and annual reports for pupils
- Acts as a key worker for named students – ensuring frequent contact with parent carers
- Continuously assesses pupil progress and identifies the next steps to learning
- Is aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEN
- Contributes to individual assessments
- keeps parents informed of pupil progress

Teachers

Teachers will:

- Be aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEN
- Work with the SLT (senior leadership team) and ML (middle leaders) to decide the action required to assist a pupil to make progress
- To collect all available information and evidence that students are progressing
- Develop and review individualised targets for each student both curriculum related and linked to IEP for pupils
- Work with pupils on a daily basis to deliver the individual programme
- Develop effective relationships with students and parents
- Encourage pupils to participate in decision-making
- Be involved in the development and review of the school's policies
- Continuously assess pupil progress and identify the next steps to learning
- To keep parents informed of pupil progress
- Work with the SLT and ML to identify their own training needs

Liaison between Teaching Support Staff, and Class Teachers

The planned meeting schedule includes time for class groups to meet at phase meetings and whole Federation meetings which are designed to encourage the sharing of best practice and discussion of approaches that may work for individual students. TA's are required to contribute to assessment by providing feedback to inform the teacher of student progress and achievement. We have a clear marking and feedback approach which is followed by all staff working with students. We have a clear and transparent behaviour strategy which is followed by teachers and TA's to support consistent responses to students.

All members of staff are allocated students in the role of key worker. The goal is to ensure all families are communicated with verbally regularly during every half term.

Pupil Participation

The school actively encourages the involvement of pupils in their education.

All students attend their annual review/person centred review. The focus is very much on the student. Key workers support the preparation of the review by meeting the student prior to PCR and enabling communication during the review.

The Federation has Student council groups on each site. They act as advocates for other students who may need support with communication or may be developing confidence. They attend nurture breakfasts in other classes to hear concerns, and also celebrations which are then shared with staff and governors.

Students are part of the recruitment process for each new member of staff and have an important role to play in this decision making.

We encourage students to communicate their views. We consult with them and hold meetings with them if there is a request for a visit, or a different and new thread for learning such as adventure playground development.

There is a focus on enterprise with students being able to choose how to spend any money made from this activity.

Parent Carer Participation

The school actively encourages and recognises the rights of parent carers in terms of their involvement in the provision for their child's special educational needs.

- Involve the parent carers in decision making regarding the methods by which their child's individual needs will be met
- We have a Family Team working to champion the voice of parent carers
- We provide access to accredited courses to support parents in meeting the needs of their child/young person
- Provide home visits and access to enhanced support
- Provide ideas for families to engage with students at home
- Include parent carers in meetings with other professionals, such as physiotherapists
- Host clinics to support parents who may otherwise have to travel to local hospital
- Invite the parent carers to attend all review meetings
- Include targets for parent carers and students on the action plan drawn up during PCR's
- Discuss the purpose of assessment arrangements and the implications of the Individualised timetable and curriculum three times per year at Parent Progress review
- Encourage the parent carer to be actively involved in working with their child to achieve the targets set
- Encourage the parent carer to comment on their child's provision
- Ensure the parent carer is aware of their rights to appeal regarding aspects of their child's provision
- Aim to further develop the parent carers' confidence in the provision made for their child's needs.

4. The local offer

Please see appendix 1 for details of the specific offer from the Federation of schools.

5. Individual Education Plans

IEPs are written and reviewed three times a year. IEPs include:

- The child's strengths, successes, difficulties and current attainment
- Three short-term targets relating to addressing social emotional and personal skills for the child, for example dressing, speaking out , telling the time, staying safe.
- Success criteria
- Student (where appropriate) and parental comments
- The teaching strategies to be used
- The provision to be put into place
- Timescales to achieve targets
- When the plan is to be reviewed
- Outcomes (to be recorded when the IEP is reviewed).

6. Statutory Annual Reviews (PCR Person Centred Review)

For a child who has a Statement of Special Educational Needs or an EHC (Educational Healthcare) plan, the county council has a statutory duty to formally review his/her special educational need and disability, annually. Annual Review Meetings are organised in school.

The PCR covers a number of discussion points and is designed to engage families and students in discussion as well as professionals. The PCR is facilitated by TA's within our federation and this helps to create a relaxed and comfortable atmosphere. Parent carers are able to bring along anyone they wish to support them in speaking on behalf of their child/young person.

During PCR we look at:

- Previous action plan and review progress (This is a focus of parent meetings with teaching staff throughout the year but this is the final meeting for review before setting a new action plan)
- What we like and admire about the child/young person
- What is important for them now – including hobbies and interests and how they may need support to be independent
- What is important for the future
- How the child/young person can stay safe and healthy
- What isn't yet working well at school and home
- What is working well at school and home
- Action plan for the following year

The Annual Review Meeting

This is a meeting that feels informal but is actually formal in that decisions are made about whether the placement is appropriate and whether the student needs to continue in a specialist school.

The Facilitator leads the meeting. The teacher records on the appropriate paperwork what is being discussed during the meeting and everyone is invited to write on the large sheets of paper under the heading listed above. As the review unfolds the action required to support independence and continued attainment and achievement are added to the action plan. It is necessary to have clear deadlines and person responsible for carrying out the actions.

The student's key worker is their "chaser" – the role of the chaser is to keep an over view of the action plan and to ensure that everyone with a responsibility for the action completes them within the deadlines.

The Family Team are consulted to add information to the paperwork to ensure the full picture of the student's current situation is reflected in the annual review.

Reporting of the Annual Review Meeting

Completed paperwork is sent home and also to Somerset County Council. We are currently in a transition phase from Annual review of statement to review of Education Health Care Plans. Each of these requires different documentation and we are expected in Somerset to have everything converted to EHCP's by September 2018.

LA Review

The information recorded on the PCR is important for the schools' annual audit which distributes resources according to student individual need. The Federation has a policy of accepting students who require support and resources above Band 2 funding.

7. Complaints Procedure

The school's complaints procedure is outlined in the School Prospectus and on the school website. The SEND Code of Practice 0-25 years 2015 outlines additional measures the county council must set up for preventing and resolving disagreements. Parent carers will be given the necessary information upon request.

8. Monitoring, Evaluation and Review of SEN Policy and Guidelines

This document is subject to annual review as part of the cycle of whole school self-evaluation. All staff are involved in the review, development and evaluation of the policy and guidelines. The policy's effectiveness is considered in light of the following performance indicators:

- Levels of differentiation by task and by outcome reflected in planning and evident in lesson observations
- Measurable progress made by individual students tracked every term for core subjects
- Monitoring reports on classroom observations prepared by Executive Head Teacher and deputy head teachers
- Termly evaluations of the quality of targets set
- End Of Year goals for attainment based on previous attainment
- Collation of children's and parent carer's comments following review meetings and during regular contact with class team and key workers.

9. Role of the Governors

Governors determine, support and review school policies. They support the aims of the policy by making resources available wherever possible. Governors receive termly reports, which they use for monitoring purposes. The Governing Body delegates the responsibility for implementing policies and guidelines to the Executive Head Teacher.

Date Policy adopted:

Date for review:...September 2016.....

Signed:.....
(SEN Governor)