



## SEN Policy

Date of policy: Summer 2018

Due to be reviewed: Summer 2019



## **RATIONALE**

Our school recognizes that all pupils' needs are met through a curriculum, which is planned to be meaningful, relevant, inclusive and appropriate.

Our Special Educational Needs (SEN) policy forms part of our whole school Equal Opportunities Policy. All teachers are teachers of pupils with SEN and the effectiveness of our Policy depends upon the commitment to it by all members of the school's community.

We define a child as having SEN if he/she has a learning difficulty that requires special provision that is additional to or different from the differentiated curriculum offered to all children. A child has a learning difficulty if he/she finds it much harder to learn than most children of the same age. This may be in most areas of the curriculum or one specific area. Difficulties may also be related to social, behavioural and emotional problems, physical disability, sensory impairment (hearing or vision), communication and/or interaction or speech and language. We also recognise that children learning English as a second language have particular needs, which are not necessarily SEN.

## **PURPOSES**

As a result of our SEN policy we want to:

- Encourage staff awareness of all levels and types of need any individual pupil might experience through training and a SEN library of professional resources.
- Promote a shared responsibility for these needs between the whole school staff, the home and the pupils themselves.
- Provide provision for pupils with SEN and thus create an appropriate educational environment.
- Promote involvement with parents at an early stage of their child's education.
- Provide a working reference document for all members of staff.
- Enable access to a broad and balanced curriculum including the National Curriculum.
- Enable all children to reach their full potential.
- Promote independent learning wherever possible.



- Ensure early identification of needs through monitoring and close liaison between home, school and the appropriate agencies.
- Provide differentiated and scaffolded learning to meet the needs of most individuals. For those pupils whose needs are not being met by the school's inclusive approaches, the graduated stages of the Code of Practice 2014 updated January 2015, will be put in place for them.

### BROAD GUIDELINES

“Provision for children with SEN is a matter for the School as a whole. In addition to the governing body, the School's Head teacher, the Special Educational Needs Co-ordinator (SENCO) and all other members of staff have important responsibilities. All teachers are teachers of children with special educational needs. SEN is, therefore, a whole school responsibility.”

‘Special Needs’ is not regarded as a separate subject but as an integral part of the curriculum, covering the social, behavioural, emotional and academic needs of pupils as and when they arise.

It is the responsibility of each teacher to identify children whose learning needs cannot be met through a scaffold and differentiated curriculum. When this happens, the class teacher, in consultation with parents, will discuss the child and plan further action, with the Assistant Head Teacher (AHT) for Inclusion, using the SEN ‘Code of Practice’ guidelines.

The AHT for Inclusion (Ms Paddon) will, in conjunction with the Head teacher, organise and coordinate provision to support SEN throughout the school. There is also a governor responsible for SEN at Prince of Wales. This is Mrs Sharon Fromet. The rationale for support and provision is based on the SEN Code of Practice (2014) and updated January 2015 and the Equality Act 2010, updated 2014.

Other strategies which allow SEN to be met include:

- Termly reviews to discuss progress for pupils at SEN support and those with Educational Health and Care Plans (EHCP). Parents / carers, class teachers and staff who work with these pupils are encouraged to attend.
- Teaching Assistants trained in SEN, work with pupils who have a statement or EHCP and those who are considered to be SEN support. Professionals from outreach services, such as Russet House, Speech and language Services, Behaviour Support Service (BSS) and Early Years Social Inclusion (EYSI) team help assess pupils and offer teaching, advice and strategies.
- The AHT for Inclusion liaises with the class teachers, teaching assistants and parents each term to review and plan for children who have Individual Education Plans (IEPs), Learning Support Plan (LSP) and EHCPs.



- The AHT for Inclusion meets with teachers at least twice yearly to review the progress of pupils at SEN support and to discuss concerns about any other children.
- Regular drop-ins are held for school staff to discuss any child they are concerned about.
- The AHT for Inclusion works closely with the Nurture Group teacher Mrs Lindsay Sluter and teaching assistant Mrs Sharon Fromet in identifying KS1 children who would benefit from inclusion in the Nurture Group. Children are also identified to attend 'Tiger Team' sessions to improve their motor skills and a LASS (language and social skills) group.
- The school have ELKAN (specialist speech and language qualification) trained teaching assistants who work closely with the AHT Inclusion and the school's allocated speech and language therapist to deliver speech and language interventions for identified children.
- The school's Educational Psychologist (EP), Lauren Taylor, works closely with school and parents / carers as they are key figures in potential support. School staff plan and take advice from the EP in the best way to support and promote the best outcomes for our pupils.
- The school also works closely with the Behaviour Support Service, which offers advice and support for children with emotional and/or behaviour problems. Pupils and their families are referred to CAMHS (Child and Adolescent Mental Health Service) who work with families where necessary.
- The school accesses the Outreach Services at Russet House, Waverley, West Lea, Durants and the Resources Bases for pupils with communication and interaction difficulties or complex learning and physical needs.
- The school liaises with Local Authority (LA) officers and administrators to ensure documentation is correct and procedures are followed.
- The school also negotiates with medical agencies, i.e. school nurse, sight and hearing impairment specialists, General Practitioners (GPs), physiotherapists and various experts at local hospitals plus our attached Education Welfare Officer (EWO).
- The school also has Place2Be, which offers Place2talk for all pupils (with parental consent) and 1:1 sessions for identified pupils and parents.

### **THE ROLE OF THE AHT for INCLUSION**

- To oversee the day-to-day operation of the School's SEN policy.
- To coordinate provision for children with SEN.



- To liaise with and advise teachers.
- To manage the learning support assistants.
- To oversee the records on all children with SEN.
- To liaise with parents of children with SEN and encourage their equal participation in the education and general development of their child.
- To contribute to the in-service training of staff.
- To liaise with external agencies including the LA's support and educational psychology services, health and social services and voluntary organisations.
- To advise governors of the learning support provision within the school.
- To purchase special equipment and books as required and as the budget allows.
- To liaise with both feeder and receiver schools regarding pupils requiring support.

## **RESOURCES**

Facilities available to pupils with SEN include:

- A Multi-sensory room and sensory garden.
- A Nurture Group to support children with social, emotional and mental health difficulties.
- A twice weekly motor skills group (Tiger Team) to help develop targeted Reception and KS1 children's motor skills.
- A twice weekly language and social skills group to develop the language skills of Foundation Stage and Year 1 children and Year 3 children.
- Speech and language groups led by Specialist trained LSAs.
- 'Catch-up' groups run as necessary throughout the school.
- Differentiated and scaffolded resources in each classroom with a central base of shared equipment, which is updated regularly e.g. number and alphabet lines.



- Corridors are wide and straight which is a helpful feature when pupils have in the past had wheelchairs, walking frames or crutches.
- Special equipment to meet individual needs e.g. pencil grips, sloping boards, physio cushions.
- Staff subject specialisation and interest could also be viewed as potential specialist provision e.g. subject coordinators can be consulted to provide targets, strategies and equipment when necessary.

Principles governing the school's allocation of resources include:

- The appointment of a non-class based AHT for Inclusion, with a timetable based on responding to individual and group needs.
- The appointment of a full-time class teacher and teacher assistant to teach the Nurture Group (known as Rainbow Class).
- Appointment of additional classroom assistants funded from the delegated SEN budget to work with various classes with individual children or groups.

SEN POLICY Summer 2018