



Shapla Primary School

Special Educational Needs Policy

September 2017

Approved Date:

Review Date:

Signed:
(Chair of Governors)

This policy outlines the roles, responsibilities and obligations of Shapla Primary School for meeting the needs of all pupils with Special Educational Needs as outlined in the SEND Code of Practice 0-25 guidance (2014).

Shapla Primary School is an inclusive one form entry School. We work hard to identify and remove all barriers to learning. We promote high aspirations for all children through high quality first teaching and specific use of targeted support.

Don Jacobs is the school's SENCO (LA support 1 day per week).

Our Aims

- To have high aspirations and expectations for all children with SEN at Shapla.
- To ensure children with SEN have access to a broad and balanced curriculum which is suitably adapted to meet their needs.
- To have clear outcomes for each stage of transition
- To ensure that all Shapla staff are successful and confident teachers of children with SEN.
- For children with SEN to be able to express their own needs and opinions.

Our objectives

- We will work within the guidance provided in the **SEND Code of Practice 2014**.
- We will work closely with families and professionals to ensure the very best outcomes for children with SEN.
- Shapla Primary School will provide a safe, secure and stimulating environment for children with SEN.
- All staff will ensure that children with SEN are identified and supported as early as possible.
- All staff at Shapla will follow a 'whole child, whole school' approach to the management and provision of support for special educational needs.
- The Access and Inclusion Coordinator will oversee the management of the SEN policy.
- Staff at Shapla Primary school will receive training to support and advice.
- Children with SEND at Shapla will take part in all school activities.

Identification of children with SEN

The purpose of identification is to enable the correct support to be put into place for children and families.

From September 2014 the four categories of Special Educational Needs and Disabilities (SEND) are:

- 1. Communication and Interaction**
- 2. Cognition and Learning.**
- 3. Social, Emotional and Mental Health Difficulties**
- 4. Sensory and/or Physical Needs**

If children are struggling to make progress in line with National expectations, have developmental, social or language needs we first consider the following possible barriers to learning:

- Disability
- Attendance and punctuality
- Summer born
- New to English
- Medical issues-including visual and hearing issues.
- Receipt of pupil premium
- Being a looked after child

A graduated approach to SEN support

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support.

Class teachers are responsible and accountable for the progress and development of all children in their class. As a result **all children** at Shapla benefit from high quality learning through the provision of high quality first teaching that is adapted to need and enables most children to make good or better progress. At the core of our approach at Shapla is good

communication between **class teachers, SENCo, Senior Leadership Team, curriculum coordinators and families.**

Overall progress is reviewed and monitored termly through lesson observations and book scrutiny. **Specific progress** for each child is monitored in more detail by The Literacy and Numeracy coordinators at termly Pupil Progress meetings with class teachers.

Where concern is expressed that a child is struggling to make progress, the class teacher will complete a Record of Concern. A child will receive **targeted support in their area of weakness** from the class teacher or support teacher. Some children may also be supported in intervention groups led by a teaching assistant, for example Direct Phonics, Toe by Toe.

For some pupils who have specific speech, language and/or communication difficulties, support from a speech and language therapist is put in place. They work with support staff to initiate speech and language group programmes.

Challenging behaviour is not a special educational need, however challenging behaviour is always investigated and monitored as a symptom of an underlying special educational need.

Impact and outcomes of any intervention are monitored by the class teacher, SENCo and through pupil progress meetings with curriculum co-ordinators.

The level, frequency and success of support is recorded on **Class SEN provision maps** which are **reviewed** by the Senior Leadership Team, SENCO, Coordinators and Class teachers **at least** termly.

Following the **Assess/Plan/Do/Review cycle**, if pupils **do not make the expected /adequate progress** the class teacher and the SENCo will discuss with parents the need to obtain support/assessments from outside agencies in order to gain a greater understanding of the child's needs. **The child will be placed on the SEN register.**

Managing children on the SEN register

Children who are **identified as having SEN will be put on the SEN register** and will have their progress and targets reviewed **at least termly**. This is in line with practice for all children at Shapla. In some circumstances progress is reviewed more frequently, such as the writing and rewriting of behaviour plans.

Each child on the **SEN register** has a **learning passport** which identifies targets and highlights barriers as well as supports to learning. The passports are written in consultation with the child,

SENCo, class teachers, Learning Support Assistants and other professionals who work with the child. Children and class teachers share the passports at least termly with parents.

Each child on the SEN register has an individual provision map which records interventions support and progress. The SENCo manages these maps and all class teachers have a copy. They are updated at least termly.

The class teacher is responsible for ensuring that children make progress and the passports are updated regularly as part of their class assessments and termly meetings with curriculum coordinators.

As well as termly monitoring by the curriculum coordinators for Literacy and Numeracy the SENCo will also carry out and record the results of standardised tests to check progress, diagnose specific difficulties and set new targets.

If as part of the **Assess/Plan/Do/Review cycle** we find that we are unable to fully meet the needs of the child we will, with parental consent, request advice from specialist professionals.

The school receives funding from Central Government and Tower Hamlets in its delegated budget to provide for pupils with SEN. Pupil Premium funding may be used to support those pupils who have SEN and receive pupil premium funding.

At Shapla it is spent as follows;

- Professional development opportunities for all staff to extend their knowledge and understanding of SEND.
- Supporting individual children who are waiting for an EHC
- Specialist equipment and resources.
- Access arrangements and transport costs
- Speech and Language SLA which provides ½ day per week extra SAL support
- Educational Psychology SLA.

If after further assessment and advice from professionals this delegated funding is insufficient to meet the needs of a child, the school, with parental agreement, will request a statutory assessment which may lead to an Education and Health Care plan (formerly Statements of SEN) for the child.

Children with Education, Health & Care plans (EHC) receive additional funding which is used by this school to meet their needs. We also receive support from specialist settings: Phoenix School, Stephen Hawking School and Cherry Trees School.

Each child with an EHC has a learning passport as well as **specific and detailed** targets set by **class teachers, the child, the parents and other professionals** who work with the child. These targets are kept in a folder which is kept in the child's classroom. The folders are also a record of the child's progress. The folders are reviewed termly and are also used at pupil progress meetings to inform the Literacy and Numeracy coordinators of progress. The SENCo monitors these folders.

The **class teacher is responsible for reporting progress to the Headteacher**, which is then recorded on the school tracker termly.

The SENCo keeps a separate record of progress.

In addition to **three parent conferences per year, a review meeting is held annually**. It is attended by the child, parents, professional agencies and all staff who work with the child. A review of progress towards targets is made, and a review of the impact of provision. At this point provision may change, according to the child's ongoing needs.

Throughout the academic year parents will be invited into school to meet with professionals who work with their child.

Parents are also able/encouraged to request meetings with class teachers, and professionals who support their child at any time during the academic year.

If a pupil no longer requires SEN support or an EHC they will be removed from the register after consultation with parents and professionals. They will be monitored to ensure that they continue to make good or better progress.

The role of the SEN governor

The SEN governor at Shapla Primary School is **Mark Campbell**.

The role of the Governing body is to:

- Be responsible for ensuring that the SEN and Disability reforms are implemented in its school - the head teacher is responsible for day to day delivery of the reforms.
- Ensure the school has suitable arrangement for consulting with parents
- Be responsible for ensuring the school publish information on its websites about the implementation of the governing body's policy for pupils with SEN.
- Be responsible for ensuring the school is fulfilling its legal duties in ensuring there is a qualified teacher designated as SENCo.
- Ensure the school is cooperating with the local authority including in developing the local offer and when the school is being named in an EHC plan.

- Ensure that arrangements are in place in the school to support pupils with medical conditions.
- Ensure the school publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

Storing and managing documents:

All confidential documents are stored in accordance with the Data Protection Act, and are locked securely in the school office, or in the designated room for the SENCo. Parents can access these documents on request.

Dealing with complaints:

Parents who have any concerns regarding SEN should raise them initially with the Class Teacher or the SENCo who will do their best to resolve things. If concerns remain, parents should raise them with the Head teacher or Assistant Head teacher. If parents are still concerned they are encouraged to follow the complaints procedure outlined in the Complaints Policy.

Reviewing the policy: September 2018 (annually)