



Northwood Primary School



SEN POLICY

in compliance with
Special Educational Needs and Disability Code of Practice 0-25 (September 2014) 3.65



SEN POLICY FOR NORTHWOOD COMMUNITY PRIMARY SCHOOL

Legislative Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) 3.65. It has been written as guidance for staff, parents or carers and children with reference to the following guidance and documents.

- SEN Code of Practice (which takes account of the SEN provisions of the SEN and Disability Act 2001) September 2014
- Schools SEN Information Report Regulations 2014
- Ofsted Section 5 Inspection Framework April 2014
- Ofsted SEN Review 2010 "A Statement is not enough"
- Equality Act 2010
- Children and Families Act 2014
- Statutory guidance on Supporting pupils with medical conditions April 2014
- The National Curriculum in England KS1 and 2 framework document September 2013
- Safeguarding policy
- Accessibility Plan
- Teachers Standards 2012



SECTION 1

Inclusion Statement

- We endeavour to achieve maximum inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have a full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" – often caused by a poor early experience of learning - and special educational needs.
 - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
 - Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and make progress in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget

SECTION 2

Aim

At Northwood our aim is to raise the aspirations of and expectations for all pupils with SEN, our school provides a focus on outcomes for children and young people and not just hours of provision/support.

Objectives

1. To identify and provide for pupils who have special educational needs and additional needs
2. To work within the guidance provide in the SEND Code of Practice, 2014
3. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
4. To provide a Special Educational Needs Co-ordinators (SENCOs) who will work with the SEN Inclusion Policy
5. To provide support and advice for all staff working with special educational needs pupils

The head teacher (Mr Jason Hollywood) and the governing body have delegated the responsibility for the ongoing implementation of this SEN Policy to the Special Educational Needs Coordinators (SENCOs).



The SENCOs are responsible for reporting regularly to the head teacher and the governor with responsibility for SEN (Mrs Kathryn Bracken) on the ongoing effectiveness of this SEN policy.

The SENCOs also have strategic responsibility for the inclusion of children who have EAL and the achievement of vulnerable ethnic minority groups.

The Designated Teacher for Children Looked After has strategic responsibility for the inclusion of children who are adopted or in local authority care.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs and EAL. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

The name and contact details of the SEN co-ordinators.

Beryl Trainor and Sarah Murphy 477-8630

The name and contact details of the Designated Teacher for Children Looked After

Sarah Murphy 477-8630

In agreeing our Graduated approach, we have taken into account the following statements and definitions:

“Defining achievement in terms of the number of targets on an individual education plan achieved across a given time rarely ensured rigorous evaluation of provision or pupils’ progress. What made the difference to higher outcomes was effective target-setting within the curriculum or personalised programme as part of a whole-school policy on assessment.”

‘Inclusion: does it matter where pupils are taught?’ (Ofsted, 2006a)

“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. ”

SEN Code Of Practice (2014 : Para 1.24)

This is not necessarily “more literacy” or “more maths” but would be interventions which address the underlying learning needs of the pupil in order to improve his or her access to the curriculum.”

“Achievement for All” (National Strategies : 2009)

Across all the education providers visited, the keys to good outcomes were good teaching and learning, close tracking, rigorous monitoring of progress with intervention quickly put in place, and a thorough evaluation of the impact of additional provision.

Ofsted SEN Review 2010

“Ensuring that schools are clear about their provision that is normally available for all children, including targeted help routinely provided for those falling behind and the additional provision they make for those with SEN, should simplify the process of planning the right help at school level” (p68)

SEN Code of Practice 2014



SECTION 3

Identifying SEN

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, make reasonable adjustments for them.

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. These identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a pupil is making less progress than expected, the first response to such progress is high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENCO and Learning Support Teacher, will assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) we do not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required. The pupil's response to such support can help identify their particular needs.

For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. At Northwood we are alert to emerging difficulties and respond early. In particular, parents know their children best and we listen to and understand when parents express concerns about their child's development. We also listen to and address any concerns raised by children and young people themselves.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. We look carefully at all aspects of a child's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

When identifying SEN there are four broad areas of need that we need to take into account so we can work out what action to take to meet the needs of the whole child.

They are:

- Communication and interaction
- Cognition and learning
- Social, emotion and mental health difficulties
- Sensory and/or physical needs



SECTION 4

A Graduated approach to SEN support and Managing Pupils on the SEN Register

- All learners will have access to quality first teaching.
- Some vulnerable learners will have access to carefully differentiated activities or approaches directly related to the school curriculum which are part of our good practice in making teaching and learning accessible to pupils learning at different rates. These will probably be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum – not a special intervention for pupils with SEN.
- All vulnerable learners will be included on a detailed whole-school provision map (Cohort Overviews and Intervention Checklists) which outlines and monitors all additional intervention across the school. The whole school provision map enables the school to:
 - Plan strategically to meet pupils' identified needs and track their provision
 - Audit how well provision matches need.
 - Recognise gaps in provision.
 - Highlight repetitive or ineffective use of resources.
 - Cost provision effectively.
 - Demonstrate accountability for financial efficiency.
 - Demonstrate to all staff how support is deployed.
 - Inform parents, LEA, external agencies and Ofsted about resource deployment.
 - Focus attention on whole-school issues of learning and teaching as well as individual needs, providing an important tool for self-evaluation.

Identification and Assessment at Wave 1

Children's needs should be identified and met as early as possible through:

- The analysis of data including entry profiles, Foundation Stage Profile scores, reading and spelling ages, APP and Target tracker pupil progress data.
- Classroom-based assessment and monitoring arrangements. (Cycle of planning, action and review).
- Following up parental concerns.
- Tracking individual children's progress over time.
- Liaison with feeder nurseries on transfer.
- Information from previous schools.
- Information from other services.
- Maintaining a provision map for all vulnerable learners but which clearly identifies pupils receiving additional SEN Support from the school's devolved budget or in receipt of High Needs funding. This provision map is updated half termly through meetings between the teachers and SENCOs.
- Undertaking, when necessary, a more in depth individual assessment - this may include a range of commercially available assessments, carefully chosen to deliver appropriate, useful information on a pupil's needs. It may include a bilingual assessment where English is not the first language.
- Observations of Individuals by the SENCOs.
- Advice from the SENCOs, Learning Support Teacher or Education Psychologist on strategies to identify and support vulnerable pupils.
- Involving an external agency where it is suspected that a special educational need is significant.



Curriculum Access and Provision for vulnerable learners

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- Teachers differentiate work as part of quality first teaching.
- Small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised).
- Use of Kagan strategies.
- Individual class support / individual withdrawal.
- Bilingual support/access to materials in translation.
- Further differentiation of resources.
- Homework/SATs support club.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- Classroom observation by the SENCOs and SLT.
- Ongoing assessment of progress made by intervention groups.
- Work sampling on a termly basis.
- Scrutiny of planning.
- Teacher and TA meetings with the SENCOs.
- Informal feedback from all staff.
- Pupil input when setting new targets or reviewing existing targets.
- Pupil progress tracking using assessment data (whole-school processes)
- Attendance records and liaison with School Attendance Service.
- Regular meetings about pupils' progress between the SENCOs and the head teacher.
- Head teacher's report to parents and governors.

Stage 2 Additional SEN Support

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- They are making little or no progress despite having access to quality first teaching and targeted interventions to narrow the gap.
- We may request a detailed assessment from our Learning Support Teacher, Speech and Language Therapist or Educational Psychologist to ascertain exactly what the needs are.
- Under-achieving pupils and pupils with EAL who do not have SEN will **not** be placed on the list of pupils being offered additional SEN support (but will be on the school's provision map), however they will be closely monitored to ensure that adequate progress is being made.
- In keeping with all vulnerable learners, intervention for pupils on the SEN list will be identified and tracked using the whole-school provision map.
- Pupils identified as SEN Support will also be placed on the SEN register. The SENCOs are responsible for maintaining this and keeping it up to date.
- Our approach to PPs (Play Plans) and PPPs (Personal Provision Plans), which we recognise are no longer prescribed in the SEN Code of Practice 2014, is as follows:



- Our PPs and PPPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working document which can be constantly refined and amended.
- Our PPs and PPPs will only record that which is *additional to or different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning – they will not simply be “more literacy” or “more maths”.
- Our PPs and PPPs will be accessible to all those involved in their implementation – pupils should have an understanding and “ownership of the targets”.
- Our PPs and PPPs will be based on informed assessment and may include the input of outside agencies.
- Our PPs and PPPs have been devised so that they are manageable and easily monitored and therefore will be monitored and evaluated regularly.
- Our PPs and PPPs will be time-limited – at (at least) termly review, there will be an agreed “where to next?”
- Our PPs and PPPs will have a maximum of four short / medium term SMART targets set for or by the pupil.
- Our PPs and PPPs will state what the learner is going to learn – not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
- Targets for an PP and PPP will be arrived at through :
 - Discussion between teacher, SENCO and Learning Support Teacher.
 - Discussion, wherever possible, with parents/carers and pupil.
 - Discussion where appropriate with another professional
- Our PPs and PPPs will be reviewed at least termly by class teachers in consultation with the SENCOs and Learning Support Teacher.

Stage 3 Statement of Special Educational Needs or Education Health and Care Plan

- It may be decided that a very small number (but not_all) of the pupils on the SEN list will require additional High Needs funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This may particularly be the case where outside agencies have been involved in assessing the pupil or contributing to their provision. Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the Local Offer.
- Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Parents and pupils will be fully involved at all stages.
- Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our school will comply with all local arrangements and procedures when applying for
 - High Needs Block Funding
 - An Education Health and Care Plan



And will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN Support using our devolved budget at an earlier stage.

- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NCC policy and guidance - particularly with regard to the timescales set out within the process.

Children with a statement of SEN or an Education Health Plan may be maintained in our Mainstream provision with 1-1 support as dictated in the provision set by the LA or be placed in our DSP (Designated Special Provision). Entrance into the DSP is through the KAPP (Knowsley Access Provision Panel) and all applications for places are made to the LA. The SEN office will then send information on prospective pupils to school to ascertain if Northwood DSP is a suitable environment for these pupils and that the provision can meet their needs.

SECTION 5

Accessibility

All children with SEN, whether at SEN Support level or with a Statement of SEN/ EHC Plan maintained in Mainstream with 1-1 support or in our DSP will have access to the curriculum. Here at Northwood Community Primary we offer all children a broad and balanced curriculum by using strategies and approaches which differentiate between pupils of different abilities.

As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.

- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (eg educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

In addition we also offer very specialised activities and resources to enable all our children with SEN, including those with specific and complex needs, to access all areas of the Curriculum and achieve their personal best.

Within Northwood we have a number of highly experienced staff who enable us to do this by identifying needs, teaching the children in a way which suits their individual needs and supporting the other staff in the above. These include:

- Expressive Language Teacher and TA
- Receptive Language Teacher and TA
- Several ASC trained Teachers and TAs
- Specialist SPLD teachers
- Behaviour Support Specialist Teachers



Our Pastoral Team also (Deputy Head for Inclusion/ SENCO for Mainstream, Assistant Head/ SENCO for DSP, Lead Learning Mentor and Learning Mentor) ensure that through rigorous screening processes and targeted work support is always available to improve the emotional, mental and social development of all pupils including those with SEN.

We also ensure that all pupils have access to extra-curricular activities irrespective of their additional needs. Our school ethos encourages inclusion at all levels and celebrates diversity, challenges prejudice and provides a safe environment for all children at all times. We consistently challenge negative behaviour towards members of the school community and wider community.

See also our Behaviour policy and Anti-bullying policy.

SECTION 6

Assessing and Reviewing pupils' progress and the effectiveness of our educational provision for pupils with Special Educational Needs

- Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through
 - The school's generic processes for tracking the progress of all pupils
 - Half termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil)
 - Termly evaluations of PPPs
 - At least half termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
 - Annual review of Statements/Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2014)

SECTION 7

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We do so by:

- Working effectively with all other agencies supporting children and their parents
- giving parents and carers opportunities to play an active and valued role in their child's education.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.



Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress through the use of layered targets. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning.
- Identify their own needs and learn about learning.
- Share in individual target setting across the curriculum **so that they know what their targets are and why they have them.**
- Self-review their progress and set new targets.
- (for some pupils with special educational needs) Monitor their success at achieving the targets on their Personalised Provision Plan.

SECTION 8

Supporting pupils at school with Medical Conditions

At Northwood Primary we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

All children with medical needs have a Health Care plan, outlining their condition, medication if required and detailed procedures to be followed. They are initiated by the Deputy Head for Inclusion in conjunction with the Parents or Carers with the support and advice of the school nurse or other specialist services and shared with the class teacher and TA, First Aiders, SENCO and Safeguarding officers. The Health Care plans are updated when the need arises or on an annual basis. See also our policy for supporting pupils with medical conditions in line with new recent guidance published by DfE;

SECTION 9

Monitoring and Evaluation of SEND

To ensure the effectiveness of our SEND provision we regularly monitor the quality of the provision by:

- Liaising with class teachers on the progress of vulnerable children and those at SEN Support or with Statements/ EHC Plans.
- Meeting with TAs to check on the progress of children accessing Interventions.
- Liaising with the learning support teacher on the progress of the children at SEN Support accessing the SEN group provision.
- Sampling work.
- Scrutinising data.
- Conducting Learning Walks.
- Lesson observations.
- Getting pupil views.
- Speaking to staff.
- Meeting with the Governor responsible for SEN/ Inclusion on a regular basis to assess the quality and impact of provision.
- Reporting to Governors.



- Planning and Review meetings termly.
- SEN Review meetings termly.
- Regular Pastoral meetings to monitor the quality of provision.
- Progress against PPPs/PPs
- Raised self esteem
- Raised reading and spelling ages
- Successful attainment of targets set
- Moving off register
- Analysis of progress made using the range of school record keeping

Through these evaluation and monitoring arrangements we promote an active process of continual review and improvement of provision for all our vulnerable, SEN Support or Statemented/ EHC Plan pupils

SECTION 10

Training and Resources

- In accordance with Section 6 of the SEN Code of Practice 2014, if appointed after September 2008, our Special Educational Needs Coordinator will be a qualified teacher working at our school and will have statutory accreditation. If a new SENCO is appointed, he/she will gain statutory accreditation within three years of appointment.
- The SENCOs, and Designated Teacher for LAC will regularly attend local network meetings
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and annual schedule of continuous professional development. Specific training needs will be identified and met through the appraisal/performance management process.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be commissioned by the school from the open market, accessing, as far as possible, services available as part of the Local Offer. Service level agreements and quality assurance criteria will be put in place at the point of commissioning and the headteacher and senior leaders will be responsible for reporting to governors on the efficacy of these arrangements (including value for money). Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.
- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised to ensure our school employs staff of the highest calibre.
- When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.
- Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.



- All staffing appointments to support vulnerable learners will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

SECTION 11

Roles and Responsibilities

Headteacher

- the head teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn
- the head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinators (SENCOs)
- the head teacher will be informed of the progress of all vulnerable learners and any issues with regard to the school's provision in this regard through:
 - analysis of the whole-school pupil progress tracking system
 - pupil progress meetings with individual teachers
 - regular meetings with the SENCOs
 - discussions and consultations with pupils and parents

SEN/Inclusion Governor

Mrs Kathryn Bracken (SEN/Inclusion Governor) is responsible on behalf of the Governing body for monitoring and evaluating the effectiveness and quality of provision for all vulnerable, SEN Support and Statemented/EHC Plan pupils.

To do this she meets with the SENCOs on a regular basis, conducts Learning Walks, observes Interventions in action, speaks to the TAs conducting the Interventions to ascertain their views and speaks with the children involved in the interventions.

Special Educational Needs Coordinators

In line with the recommendations in the SEN Code of Practice 2014, the SENCO will oversee the day- to-day operation of this policy in the following ways:

- maintenance and analysis of whole-school provision map for vulnerable learners
- identifying on this provision map a staged list of pupils with special educational needs – those in receipt of additional SEN support from the schools devolved budget, those in receipt of High Needs funding and those with statements of Special Educational Need or Education Health and Care plans
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers
- managing other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- contributing to the in-service training of staff
- implementing a programme of Annual Review for all pupils with a statement of special educational need. Complying with requests from an Education Health and Care Plan Coordinator to participate in a review
- carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a pupil may have a special educational need which will require significant support
- overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners' provision map
- monitoring the school's system for ensuring that Personal Provision Plans, where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils



- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- meeting **at least** termly with each teacher to review and revise learning objectives for all vulnerable learners in their class who are being tracked on the school's provision map
- liaising and consulting sensitively with parents and families of pupils on the SEN list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers
- attending area SENCO network meetings and training as appropriate.
- liaising with the school's Inclusion/ SEN Governor, keeping her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners.

Class teacher

- liaising with the SENCOs to agree :
 - which pupils in the class are vulnerable learners
 - which pupils are underachieving and need to have their additional interventions monitored on the a vulnerable learners' provision map – but do not have special educational needs.
 - which pupils (also on the provision map) require additional support because of a special educational need and need to go on the school's SEN list. Some of these pupils may require advice/support from an outside professional and, therefore, a Personal Provision Plan to address a special educational need (this would include pupils with statements/EHC Plans)
- securing good provision and good outcomes for all groups of vulnerable learners by :
 - providing differentiated teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
 - ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies”. (SEN Code of Practice 2013)

ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.

Teaching assistants

Will be responsible for the planning and delivery (in liaison with the class teacher, Learning support teacher and SENCOs) of the interventions for all vulnerable learners in the class they are assigned to and sometimes in other classes as the need dictates. Before they begin an intervention they will baseline the children and will assess the progress the children are making throughout the programme. They will record their progress on specified sheets according to the intervention and these will feed into the class teacher's assessments.

SECTION 12

Storing and managing information

All classes have an SEN file with current documentation about the children in their class, e.g. EP reports/targets, SALT reports/ targets/programmes of work, reports from other agencies, PPs/PPPs. They also contain a copy of the SEN register, SEN policy, Information report, Class Intervention checklists, Cohort overviews and whole school provision map.

In the SLT room, every child on the register or with a Statement/EHC Plan has a file which contains historic and current documentation. These are held in locked cabinets for security. If a child moves school all SEN documentation will be passed on to the new school and a form signed to say they have received the information.



If a child exits the register, their file will be kept in the locked Historic SEN cabinet and held for 25 years.

Please also refer to our confidentiality policy.

SECTION 13

Reviewing the policy

The SENCO monitors the movement and progress of children within the SEN system in school and provides regular reports to staff and governors on the impact of the policy on the child.

The SENCO and the named governor review the effectiveness of policy and provision on a termly basis after the SEN review meeting.

The governing body will review the policy annually after considering the report from the SENCO.

- As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.
- Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.
- Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (eg educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.
- All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in differentiating the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.
- Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

SECTION 14

Dealing with complaints

In the first instance complaints should be made (or referred by the class teacher/SEN governor) to the SENCo/Deputy Head. They will discuss the complaint with the Head teacher. They may invite the parent into a meeting and make a response to the complaint. If the response from the Head teacher is not agreeable to the parents they will be advised to put their complaint in writing to the Chair of Governors. The Chair of Governors may decide to refer the complaint to the LEA for advice. Parents will be informed in writing of any response or action taken. Parents may also contact the Knowsley Parent Partnership Officer – telephone number available from school.

Please also refer to the schools complaint procedures.

If the complainant remains concerned after following the local complaints procedure, he or she could ask the Department for Education's School Complaints Unit to take up the matter.

Further details on making complaints to the Department about schools are available from the [GOV.UK website](http://gov.uk).



SECTION 15

Appendices

Please see our website or ask in the school office for:

- School's SEN Information report
- Accessibility Plan
- Complaints policy and procedures
- Confidentiality policy
- Behaviour Policy
- Anti-bullying policy
- Supporting children with Medical needs policy

This policy will be reviewed annually by the governing body and was last reviewed

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