



Special Needs Policy

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or

(b) above or would do so if special educational provision was not made for them.

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England 2014. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

<http://vimeo.com/107564787>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families Walsall that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

All teachers are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if the pupil does not make adequate progress even when teaching approaches are targeted at a pupil's identified area of weakness, then the pupil may be identified as having special educational needs.

Some pupils find work difficult because their first language is not English. **They do not have special educational needs** unless they also have a learning difficulty. Their needs are explained in our EAL policy.

Guiding Principle

Our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning.

Objectives

- We value all the pupils in our school equally
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities
- Our aims of education for pupils with difficulties and disabilities are the same as those for all pupils.
- Our teachers will take on the responsibility of all teachers to identify and meet the Special Educational Needs of pupils as early as possible. In this they can draw on the resources of the whole school.
- Every child is entitled to have his or her particular needs recognised and addressed through appropriate provision.
- To maximise the opportunities for pupils with special educational needs to join in with all the activities of the school
- Consideration of SEN crosses all curriculum areas and all aspects of teaching and learning

- To ensure parents are fully involved both through providing a better understanding of SEN procedures and practices and providing regular feedback on progress and to acknowledge and draw on parent knowledge and expertise in relation to their child.
- To seek the views of the child and take them into account. Pupils participation will be encourage through wider opportunities such as School Council, school performances, sports, house competitions, school prefect system and monitors in primary.
- To work with support of outside agencies when child need cannot be met by the school alone. Some of these services include:-
 - Educational Psychology Service
 - Children’s Speech and language Therapy
 - CAMHS
 - Children’s Occupational Therapy
 - Pediatric Physiotherapy
 - Schools Nursing Service
 - Health transition Services

This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEN is a matter for the whole school and is a part of the continuous cycle of assessment and review.

Roles and Responsibilities/ Co-ordination of provision

Provision for pupils with special educational needs is a matter for the school as a whole.

The Head Teacher

The Head Teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEN. The Head Teacher keeps the governing body fully informed and works closely with the school's SENCO and SEN team.

The School Staff

All teachers are teachers of children with SEN and do their best to adapt the curriculum to meet their need. All staff are involved in the development of the school's SEN policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEN.

The Special Educational Needs Co-ordinator

The Special Needs Co-ordinator is Mrs Khadija Patel. Her responsibilities include:

- Co-ordinating provisions for pupils with special educational needs
- Liaising with and advising fellow teachers
- Managing learning support assistants

Mrs. Khadija Patel liaises with the staff, educational psychologists, school nurse, speech and language therapists and other health services.

All staff access:

- The SEN Policy;
- A copy of the full SEN Register.
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, including pupil intervention plan.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Walsall SEND Local Offer

Admissions and Inclusions

Pupils with SEN are admitted to the school if it is felt that the pupils needs can be met.

Allocation of Resources

Since 2014, pupils on a Education Health Care Plan (EHCP) will be funded by the local Authority. For pupils with other needs, the school plans and provides for pupils with SEN from their main budget including:

- ❖ Learning support teachers and assistants:
- ❖ Training for all teachers and learning support assistants so they can meet pupil's needs more effectively
- ❖ Specialist resources

Identification and Assessment of Pupils with Special Educational Needs

All pupils are entitled to a balanced and broadly based curriculum including the National Curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short-term support.

Our school will ensure that it makes appropriate provision for all pupils identified as having need of special educational provision.

Differentiation

Differentiation means teaching a pupil in ways and at levels, which match their ways of learning. Pupils progress at different rates. Not all pupils learn in the same way and need to be taught in different ways. All pupils will receive help through differentiation but if the pupil does not make adequate progress, the school will do more to help. All staff are responsible for identifying pupils with special educational needs. The SENCO will work with staff to ensure that those pupils who may need additional or different support are identified at an early stage. Normally such pupils are identified on an intervention plan. A register of our pupils on intervention will be kept. The progress made by all pupils is regularly monitored and reviewed.

Intervention

Through intervention, the pupil will get help that is either extra to and/or different from the help that the school usually gives pupils through differentiation. If there are concerns that the pupil is not making adequate progress, the class teacher will discuss these concerns with the SENCO. The SENCO will gather information from the pupil, parents, class teacher, form tutor and subject teachers. The information gathered will help the school to decide what help may be needed.

Support available to pupils through intervention may include:

- Small group extension support session with the support of a support teacher
- Or having a support teacher work closely with them within a full class setting
- Lunch time support is offered to pupils to support for addition work
- Support from Mrs. Khadija for pupils with emotional and behavioral difficulties

Concern of Progress

If the pupil does not make adequate progress receiving intervention, the school may seek further advice and support from other specialists e.g. Educational Psychologist, Speech therapist, Physiotherapist, and Occupational Therapist. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

The range of support available at this stage will typically be more intensive, individualised and sustained. Advice from outside professionals will be incorporated and these professionals will be invited to contribute to the monitoring and review of progress. The Individual Education Plan will have fresh targets and strategies which will be implemented at least in part in the normal classroom setting.

Referral for an Education, Health and Care Plan

If a pupil demonstrates significant cause for concern, the school will refer for an EHCP. Whilst the statutory assessment is being carried out, the pupil will continue to receive intervention provision.

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<http://www.mywalsall.org/walsall-send-local-offer/>

or by speaking to an Education, Health and Care Plan Co-ordinator on:

Tel :- 01922 653383

Email:- SenConsultations@edu.walsall.gov.uk

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Walsall Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Access to the Curriculum, Information and Associated Services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a normal classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

Evaluating the Success of Provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year.

Pupil progress will be monitored on a termly basis. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

In Service Training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development.

Working in Partnerships with Parents

We believe that a close working relationship with parents is vital in order to ensure:

- a) Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) Continuing social and academic progress of children with SEN
- c) Personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Agreement for Partnership with Parents

The school will always inform parents when their child is receiving help for their SEN.

Partnership with parents plays a key role in enabling pupils and young people with SEN to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs will be treated as partners and supported to play an active and valued role in their pupil's education.

The school will provide information about the Parent Partnership Service to all parents of pupils with special educational needs.

Parents of any pupil identified with SEN may contact the Parent Partnership Service for independent support and advice.

Pupil Participation

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes including the setting of learning targets and contributing to Individual Education Plans and the EHCP.

Links with other Mainstream Schools and Special Schools

The SENCO will liaise with the SENCOs of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2005.

- In addition the SENCO will make arrangements to ensure a smooth transition is made for all pupils with SEN and Disabilities via liaising with the new school SENCO and support staff.

Links with other Agencies and Voluntary Organisations

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents.

