

Scole CEVC Primary School.

Special Educational Needs Policy

School aims:

- To enable all children to fulfil their potential: physically, emotionally, academically, spiritually and socially.
- To give all pupils equal regard and to provide equality of opportunity in learning.
- To assess the pupil's learning with the aims of recording their achievements and of diagnosing problems and difficulties.

Definition of Special Educational Needs

There are four areas of SEN:

1. Communication and Interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

At different times in their school career, a child or young person may have a special educational need. The Code of Practice 2014 defines SEN as:

“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 or mainstream post-16 institutions.”

If a learner is identified as having SEN, we will provide provision that is ‘additional to or different from’ the normal differentiated curriculum, intended to overcome the barrier to their learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. They may not speak English very well or at all, they may be worried about different things that distract them from learning. At Scole Primary School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The school will have regard to the **Special Educational Needs Code of Practice 2014** when carrying out its duties toward all pupils with special educational needs and ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Partnership with parents plays a key role in enabling children 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 children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes.

Identification, Assessment and Provision

At the heart of the work of Scole Primary School is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Class teachers, support staff, parents/carers and the learner themselves will be the first to notice a difficulty with learning. At Scole Primary School we ensure that assessment of educational needs directly involves the learner, their parents/carer and their teacher. The Special Educational Needs Co-ordinator (SENCO) will also support with the identification of barriers to learning.

In our school and cluster we have access to various specialist services. We have access to services universally provided by Norfolk County Council, which are described on the Local Offer website.

Parents will be consulted and asked for their permission for the school to refer a pupil to an outside professional, e.g. a Speech and Language Therapist or an Educational Psychologist

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCO and all other members of staff have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.** Teaching such children is therefore a whole school responsibility.

Provision

The school will assess each child's current levels of attainment on entry into Reception in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from the child's previous Early Years setting and the SENCO and the child's class teacher will use this information to:

- provide starting points for the development of an appropriate curriculum.
- identify and focus attention on action to support the child within the class
- use the assessment processes to identify any learning difficulties
- ensure ongoing observation and assessment provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning
- involve parents in implementing a joint learning approach at home.

The identification and assessment of the special educational needs of children whose first language is not English, requires particular care. Where there is uncertainty about an individual child teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs.

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children. The SENCO will have responsibility for ensuring that the records are kept and available as needed. If a child is referred for A Statutory Assessment the LA will be provided with a record of their work.

Every teacher is required to adapt the curriculum to ensure access to learning for all children in their class. The Teacher Standards 2012 detail the expectations on all teachers, and we at Scole Primary School are proud of our teachers and their development.

Our teachers will use various strategies to adapt access to the curriculum including:

- Visual timetables
- Additional resources such as writing frames, the use of ICT, coloured overlays etc.
- Differentiated learning objectives
- Providing plenty of opportunities for multi- sensory practical learning.
- Positive behaviour rewards system

There is a teaching assistant in all classes for part or the whole day, depending on the age or need of the pupils. As well as supporting learning within the class, teaching assistants may also carry out small group interventions such as *Sound Discovery* or one to one catch up programmes such as *Toe by Toe* or *Precision Monitoring*.

Each learner identified as having SEN, is entitled to support that is 'additional to or different from' a normal differentiated curriculum. The type of support is dependent on the individual learning needs, and is intended to enable access to learning and overcome the barrier to learning identified

The role of the SENCO at Scole School

The SEN Coordinator (SENCO) responsibilities include:

- overseeing the day-to-day operation of the school's SEN policy
- liaising with and advising fellow teachers to ensure appropriate provision for children with special educational needs
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs when appropriate
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.

Monitoring children's progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour.

Provision Maps

Each term class teachers will contribute to the provision map that is an integral part of the SEN register. This information is duplicated in pupils' individual SEN file. This will include:

- strategies which are used in class to ensure the curriculum is accessible to learners with individual differences.
- identify any pupils requiring additional provision or intervention.
- track the progress of pupils before and after the additional provision/intervention

- Analyse the impact of the additional provision/intervention.

Individual Education Plans

For some pupils with more complex and/or long term SEN needs an Individual Education Plan (IEP) will be written. The IEP will be reviewed at least once a term with the pupils' parents/carers. The IEP will include information about:

- the short-term targets set for the child
- the teaching strategies to be used
- the provision to be put in place including resources
- when the plan is to be reviewed
- outcomes (to be recorded when IEP is reviewed).

Wherever possible, the child will also take part in the review process and be involved in setting the targets.

Children with physical disabilities:

The school is fully accessible to wheelchairs except for the mobile classroom and the head's office. If any access difficulties arise, the Governors will take the necessary action to address the problems. The school will make appropriate rearrangements when necessary to ensure equality of access for all. Currently a ramp is being commissioned for access to the mobile classroom.

Integration of pupils with Special Educational Needs:

In our small school "family" ethos pupils are encouraged to sensitively accept children with physical disabilities. Constant reinforcement of the school ethos helps to achieve integration.

Arrangements for considering complaints:

As with all complaints the procedures are by means of the procedure set out in the school brochure, the first step of which is to bring the matter to the attention of the Headteacher.

SEN Governor: Revd. Sue Auckland
 SENCO: Martin White – the Headteacher.

Date reviewed	November 2021
Agreed by Governors	
Next review date	November 2022
Signature of Chair	