



## Special Educational Needs Policy

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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided by others of the same age in mainstream schools

For children aged two or more, special educational needs provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.

SEN Code of Practice 2014 1 xi-xiii

### **Principles** – At Mornington we believe:

- All children and young people are entitled to an education that enables them to make progress; that they achieve their best and become confident individuals
- the views, wishes and feelings of the pupil should be sought and taken into account
- parents have a vital role to play in supporting their child's education
- children with SEN should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum
- there will be early identification of children's needs and early intervention to support them

### **Objectives**

- The school will manage resources to ensure all children's needs are met to enable them to make progress
- A pupil's special educational needs will be identified early
- All those responsible for or involved in SEN provision take into account the views and wishes of the child
- The school and parents will work in partnership in identifying and meeting individual needs
- Provision and progress will be monitored and reviewed regularly
- The school will involve outside agencies when appropriate
- Education, Health and Care Plans will be reviewed annually in line with regulations
- Appropriate training will be provided for those involved in the implementation of the policy

### **The inclusive practices of the school**

At Mornington we aim to ensure, in line with the principle of inclusion that;

- All pupils are achieving as much as they can, deriving the maximum benefit according to their individual needs through high quality differentiated teaching
- If certain groups or individuals are not achieving as much as they can then we find out why this is, in line with local authority policy
- We are aware of differences between groups and individuals in terms of teaching, learning and curricular access and can state clearly the action they will take
- The action taken will be monitored carefully to ensure that all pupils are included in all aspects of the school
- We will inform parents when we are making specialist educational provision for a child

### **The four areas of SEN**

Special educational needs and provision can be considered as falling under four broad areas:

- **Communication and interaction**
- **Cognition and learning**
- **Social, Mental and emotional health**
- **Sensory and / or physical**

**Behavioural difficulties do not necessarily mean that a child has SEN, consultation with the class teacher, parents and SENCO will take place to consider if there are SEN factors causing the behaviours**

### **Identifying SEN**

We understand the benefit of the early identification of SEN. A child will be identified as having SEN if the provision for him/her is different to or additional to that normally available for pupils of the same age.

- On entry we will assess pupil's current levels of attainment (using information from previous settings if appropriate). This information may be gathered during initial transition visits from early years providers.
- Class teachers should make regular assessments for all pupils, identifying those making less than expected progress, either by age or individual circumstance.
- These assessments are academic, developmental or social based

The Code of practice says that, in primary schools, the triggers for intervention can be, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities, for example:

- Makes little or no progress even when teaching approaches are targeted in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills, resulting in poor attainment in some curriculum areas
- Furthermore specialist advice may be undertaken when, despite receiving an individualised programme and concentrated support from the school, the child, for example:
  - Continues to make little or no progress in specific areas over a long period
  - Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service

### **First response to SEN**

Once an SEN has been identified the first response is high quality teaching targeted at their weakness.

If progress continues to be less than expected the class teacher, with support from the SENCO, should assess if a child has SEN.

Evidence needs to be from assessments, pupil views and parent views to determine if any other factors could be influencing the rate of progress (see AFA)

Some children show SEN from an early age and some children only show SEN as they develop.

A child's needs can change over time and early intervention is about addressing difficulties at the first opportunity, which can mean that in the longer term the child no longer experiences SEN.

There is a graduated approach that will be put into place: Assess, Plan, Do, Review. This process may be supported through the use of an individual education plan (IEP) or a provision map where details of particular interventions are recorded.

These tools help with monitoring to track that pupils with SEN are making adequate progress.

### **What is 'adequate progress'?**

The SEN Code of Practice says "the key test of how far [pupils'] learning needs are being met is whether they are making adequate progress".

The SEN Code of Practice says 'adequate progress' in primary and secondary schools could be progress that, for example:

- Closes the attainment gap between the pupil and his or her peers
- Prevents the attainment gap growing wider
- Matches or betters the pupil's previous rate of progress
- Ensures access to the full curriculum

### **Looked After Children (LAC)**

The term "looked after" was introduced by the Children Act 1989. This refers to a child who is either accommodated (whereby the local authority provides for the child on an agreed basis with the person who has parental responsibility) or is subject to a care order (whereby a court order grants shared parental responsibility

to the local authority in order to protect and promote a child's welfare). Children in both instances could be living with foster carers, in a residential unit, with relatives, or even with parents on a part or full time basis.

At Mornington we will:

- Ensure access to a balanced and broadly based education to all looked after children
- Prioritise recording and improving the academic achievement of all looked after children
- Prioritise a reduction in the number of exclusions and trancies for all looked after children
- Ensure there is a designated teacher to advocate for the rights of looked after children
- Develop systems of communications and protocols
- Promote the attendance of looked after children
  - Ensure that a clear protocol for sharing of information will be followed both within school and with outside agencies.
  - Endeavour to support all looked after children educated in this school to achieve to their fullest possible academic potential

### **Differentiation of the Curriculum**

High quality teaching, differentiated for individual pupils-, is the first step in responding to pupils who have or may have SEN.

Planning for differentiation can involve:

- ensuring the child's strengths are used to build confidence, self-esteem and maintain motivation
- using a multi-sensory approach to give pupils the opportunity to learn effectively in a way suited to their ability
- helping pupils overcome learning difficulties by, for instance, supplying frequent spoken instructions for children with reading difficulties
- including work recorded in alternative formats
- matching demands to levels of attainment
- providing a range of activities to ensure participation
- providing similar work for a group but allowing different outcomes
- using a clearly defined step by step approach promoting gradual development of concepts and skills
- using jargon free, unambiguous language starting from the child's own language, introducing words as needed
- explaining new words regularly to ensure understanding and use
- allowing sufficient repetition to consolidate skills
- allowing time for reflection
- ensuring that the pace of the lesson takes account of the differences between Individuals

### **Examples of Differentiation**

- Presentation
- simplifying verbal instructions
- demonstration
- writing down and leaving instructions up after saying them
- reading aloud key text/instructions before child reads them
- putting up a glossary of word meanings for difficult vocabulary
- simplifying written worksheets and texts
- supplementing information in books with audio, video, pictures, charts, diagrams

### **Individual Education Plans (IEPs)**

As indicated above arrangements which are **additional to or different from** that which is normally available will be recorded on IEPs, which will achieve the following:

- Raise achievement of pupils with SEN
- Be seen as a working document
- Use a simple and consistent format
- Detail provision 'additional to' or 'different from' that generally available for all pupils
- Detail targets which are 'extra' or 'different' from those for most pupils
- Be jargon free
- Be comprehensible to all staff and parents

- Be distributed to all staff as necessary
- Promote effective planning
- Help pupils monitor their own progress
- Result in good planning and intervention by staff
- Result in the achievement of specified learning goals for pupils with SEN
- Shared with parents at structured conversations or termly IEP meetings

They will focus on:

- Up to three or four key individual, measurable targets set to help meet individual needs and particular priorities
- Targets relating to key areas in communication, literacy, mathematics, behaviour and physical skills
- Strengths and successes should underpin targets and strategies

They will consist of:

- Short term / time limited targets set for or with the pupil
- Teaching strategies to be used
- Provision to be put in place
- When the plan is to be reviewed
- Success and/or exit criteria
- Outcomes (recorded when IEP is reviewed)

When reviewed the following will be considered:

- Progress made – shown through assessments reflecting the target
- Parents' views
- Pupil's views
- Effectiveness of the IEP
- Any specific access issues that impact on progress
- Any updated information and advice
- Future action, including changes to targets and strategies

As part of the process 'progress' will be defined as:

- Closing 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 pupil's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates improvement in self-help, social or personal skills
- Demonstrates improvements in the pupil's behaviour

**Achievement for All (AFA)**

Achievement for All is a project that supports schools to provide the very best opportunities to ensure children and young people with SEND fulfil their potential, which is why it is integral to SEND provision at Mornington.

Aims:

AFA will help the SLT, teachers and teaching assistants to:

- remove the barriers to learning for children and young people with special educational needs and disabilities (SEND) and develop a range of successful teaching and learning approaches
- develop the confidence and attitudes of learners with SEND
- enable children and young people with SEND to make better progress in their learning so they achieve their full potential
- improve wider outcomes of learners with SEND, including attendance, behaviour and participation in extended services provision
- fully engage parents in their child's learning and develop their confidence in the education system, through the use of structured conversations

### **The 3 strands of AFA**

The 3 AFA strands will help the SLT, teachers and teaching assistants to work towards these aims. The strands are: Assessment, tracking and intervention; structured conversations with parents and provision for developing wider outcomes.

Wider outcomes include:

- a) Improving attendance
- b) Improving behaviour
- c) Eliminating bullying
- d) Developing positive relationships with others
- e) Increasing participation in extended services provision, including extra-curricular activities

In the strands individual targets are created alongside parents to enable all stakeholders to have input into AFA targets

### **SEN Funding**

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

The range of actions/provision

Appropriate arrangements will be determined for each individual pupil but may include one or more of the following:

- Assessment and planning
- Grouping for teaching purposes
- Human resources
- Curriculum and other teaching methods

In line with the 2014 Code of Practice the following graduated response will be made to pupils who have SEN.

### **Action by class teacher (prior to involvement of the SENCO, class teachers will be expected to have undertaken the following actions)**

- Use existing information as a starting point
- Highlight areas of skills to support in class
- Use baseline assessment to identify what child knows, understands and can do
- Ensure on going observation/assessment provides feedback so assessment forms basis of next steps
- Involve parents
- Involve the child
- Use of National Curriculum programmes of study, effective management, ethos, learning environment and curriculum arrangements
- Differentiation,
- Records should be kept and handed to next teacher in the Summer term
- Arrangements should be monitored to identify those not making sufficient progress, at which point the SENCO is consulted to plan the next steps

### **Place Funding**

- Trigger is concern, underpinned by evidence, that despite differentiation and other arrangements, the child is making little progress due to behaviour sensory/physical or communication/interaction difficulties
- Class teacher/SENCO discuss, look at existing and collect additional information, SENCO takes lead in further assessment and planning future support
- Interventions may include different materials or groupings, adults developing interventions – may not mean extra time
- If an IEP is needed it should be SMART with 3 to 4 targets, discussed with parents, record targets, teaching strategies, provision, review date, outcome
- If an IEP is needed it should only record what is additional and should be reviewed as regularly as needed (use as a working document), in a process that should not be unduly formal. Monitoring will be undertaken continuously

- Advice from outside agencies should be considered when pupils are unable to make appropriate progress and despite IEP involves experts advising on new IEP targets, specialist assessment, advice on new strategies, additional support
- Triggers – little progress over time, NC levels below age expected level, serious behavioural/physical/sensory/communication/ interaction difficulties or making less than expected progress
  - External agency contacted and will need to see existing records, this will occur through Springboard
  - SENCO/teacher/external agency representatives to consider range of approaches/materials including ICT
  - IEP reviewed and links made to pupils difficulties

### **Education Health and Care Plans (EHC plans)**

The majority of children with SEN will have their needs met in mainstream schools. If the school and the local authority consider a child may need special educational provision they will conduct an assessment of education, health and care needs and prepare an EHC plan.

- EHC plan can be requested by the child's parents or by the school.
- The Local Authority will then determine whether a statutory education, health and care assessment is necessary, make a decision, and then communicate its decision to the child's parents.
- The child's views are gathered by the local authority and the child's parents are consulted. Advice from relevant professionals is also gathered.
- The entire process (assessment and planning) must take no longer than 20 weeks. At this point a decision will be made and reasons given.

If an EHC plan is decided upon:

- Parents have the right to request a particular school.
- Parents have the right to request a personal budget from the local authority, which will be set out in the plan itself.

Reviewing EHC plans:

- EHC plans will be reviewed so that they remain relevant to the child.
- The school will adhere to the review timeline set out in the EHC plan.
- A plan must be reviewed and amended in sufficient time for a child moving between key phases of education.

### **Transition**

We will support children with SEN at times of transition (as appropriate.) Transition arrangements may include:

- Transition meeting with the current class teacher, new teacher and parents.
- Support on whole school transition days from a teaching assistant
- The creation of a transition booklet for the child to use in school and at home
- Time for the new teacher to observe the child in their current class
- In the case of children leaving Mornington - liaison with the next school in the form of a meeting with parents, current support staff and new support staff. It also may include extra transition days
- With new pupils to the foundation stage - liaison with the pre-school and any professionals currently working with the child
- Any other professional activity we see fit to support the child

### **Social and Emotional wellbeing**

At Mornington we recognise that some children may need extra support and guidance at some point in their school career. We have a graduated pastoral response in place to support such children.

Whole class

- Children receive PSHE lessons as part of our creative curriculum in which issues of friendship, behaviour and understanding are explored
- Our theme weeks have an 'every child matters' focus and we ensure children tackle issues such as bullying, economic well-being and health in a supported framework.
- Our school is an Investors in Pupils school and we follow this ethos to make new-comers welcome and to encourage pupils to support one another

## Groups

- Some children may require more intervention than others.
- Circle of Friends and socially speaking are among interventions can be offered to children to support social and conversational skills
- Children may be encouraged to join certain clubs in school with a social and emotional focus such as gardening club and lunch time games club.
- Additional provision during non-contact time
- Through AFA teachers will encourage and support the child to take part in extracurricular activities such as clubs, class trips, residential trips and shows.

## Individual

- Children may be given IEP targets to help them with personal, social and emotional well-being, these will be supported by the class teacher and TA
- Art or play therapy may be offered if the school feel it would be beneficial to the child
- The child may be given TA support in unstructured situations such as playtime and sports day.
- If we feel that the in-school graduated response has not been sufficient we may (with the consent of parents) involve a child councillor if appropriate

## CPD

The professional development of all staff involved in meeting the needs of pupils with SEN is on-going and continuous. A wide range of training opportunities are provided which includes;

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school and the family of schools
- Professional development sessions and one-off sessions on relevant subjects provided by staff from the local authority's' Schools and Families Specialist Services (SFSS). These courses are tailored specifically to the needs of the school and reflect the changing needs and priorities of the school
- Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the SENCO

Staff are encouraged to maintain and improve their knowledge and expertise, in relation to SEN. Requests for training opportunities will be prioritised in discussion between the member of staff concerned, the SENCO and Headteacher. The needs of the Performance Management programme and the priorities within the School Development Plan will be taken into account. Staff working with SEN children who have an identified SEN will receive training as appropriate to increase their knowledge and skills. This may be in-house training, from the family of schools, the local authority or other recognised provider.

## **Outside Agencies**

The main source of outside agency support is from specialist teachers and specialist teaching assistants from the School and Family Special Services (SFSS). The SENCO meets the SFSS staff regularly to discuss individual cases and other issues. It could also be from the Educational Psychology Service, speech and language therapists, autism specialists physiotherapists etc. Informed parental permission is required before such consultations can take place.

## **Parents**

All parents of children with special educational needs should be treated as partners in the education of their child.

They should be supported and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education in collaboration with the school
- Liaise with class teachers and teaching assistants about developmental and progress concerns
- have knowledge of their child's entitlement within the SEN framework
- make their views known and opinions about targets and progress
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision.
- Respect the parent code of conduct

It is important that both partners have a clearly defined role in order to ensure that the partnership between home and school is effective.

For parents school will:

- Share information regarding the progress of the child
- Communicate regularly
- Keep clear records and evidence of progress
- Discuss and develop relevant targets and actions to drive these targets
- Liaise with parents at least termly

To make communications effective professionals should:

- acknowledge parental knowledge and expertise in relation to their child to help to make decisions about provision
- focus on the child's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings

### **Pupils**

The pupil's views will always be ascertained, but this may not be through direct discussion with the pupil.

To participate in decision making children need information and support so that they can work towards:

- Understanding the importance of the information
- Expressing their feelings
- Participating in discussions
- Indicating choices

Adults need to:

- Give information and support
- Provide an appropriate and supportive environment
- Learn how to listen to children
- Children should be enabled/encouraged to participate in all decision-making processes in their education, including the setting of learning targets and contributing to IEPs. They need to be part of the process, to know that they are listened to and that their views are valued.

### **Teachers**

- Responsible and accountable for the progress and development of the pupils in their class, even when the pupil accesses support from teaching assistant or specialist staff.
- Are aware of the experiences of different groups and incorporate this in their planning. They should be clear about what they want different groups to learn.
- Set learning targets and tasks should be adapted and modified to match lesson objectives, and learning should regularly be checked against these targets
- When working with pupils with learning difficulties they should use appropriate language, make sure reading materials are pitched at an appropriate level, and that tasks are modified or ICT is used to enable pupils to communicate what they want to say in writing
- Have high ambitions for children who have an SEN and set stretching targets for them
- Track progress towards these goals
- When working with pupils from a variety of cultural backgrounds they should ensure that the work provides positive images of different cultures
- Challenge stereotypes and stereotypical activities
- Show respect to pupils by using culturally sensitive language and be aware of cultural differences
- Show that they don't condone racism bullying

### **Role of the SENCO**

At Mornington the Special Educational Needs coordinator role includes:

- Strategic development of SEN policy/provision (with head teacher and governing body)
- Day to day responsibility for policy/provision



- Where there is a shared class the SENCO will ensure that responsibility is delegated as appropriate, to one or both teachers, for writing IEP targets and sharing these with parents
- Professional guidance to teachers
- The SENCO will ensure that termly SEN Multi-agency review meetings with parents will be conducted outside of parent's evenings
- Developing effective ways of overcoming Barriers to Learning
- Sustaining effective teaching through analysis/assessment of needs/monitoring quality of teaching and standards and by target setting
- Collaborate with curriculum coordinators
- Line managing the Senior Teaching Assistant
- Overseeing records
- Liaising with parents
- Contributing to continuing professional development (CPD)
- Liaising with external agencies
- Links with the Family of School to share resources, advice and expertise and engage in joint training and development opportunities.

### **Role of the Senior Teaching Assistant**

- Manage other teaching assistants
- Liaise between managers/teaching staff and teaching assistants
- Hold regular team meetings with managed staff alongside the SENCO
- Represent teaching assistants at teaching staff/management/other appropriate meetings
- Undertake recruitment/induction/appraisal/training/mentoring for other teaching assistants
- Assist in the educational and social development of pupils under the direction and guidance of the head teacher, SENCO and class teachers.
- Assist in the implementation of Individual Education Programmes for students and help monitor their progress
- Provide support for individual students inside and outside the classroom to enable them to fully participate in activities
- Work with other professionals, such as speech therapists and occupational therapists, as necessary.
- Assist class teachers with maintaining student records.
- Assisting in timetabling teaching assistants and adjusting timetables as necessary to meet changing needs of the children
- Provide and lead PPA cover for class teachers and whole class cover in emergency situations
- Attend Multi Agency Review meetings, taking minutes in absence of SENCO
- Meeting parents to explain intervention programmes
- Any other duties that may arise that help with the role of the SENCO or the running of the school.

### **Governing body**

The Governing body have an important role to play and the governing body has a legal duty. They should ensure that the Governing body :

- Do its best to ensure that all pupils with special educational needs are appropriately catered for;
- Appoint a 'responsible person' to oversee the assessment of individual pupils' needs and to make sure that all staff likely to teach pupils with special needs are aware of those needs;
- Ensure that all teachers are aware of the importance of identifying and providing for any pupils with special educational needs;
- Ensure that pupils with special educational needs have the opportunity to participate as fully as possible in all aspects of school life;
- Ensure that parents are notified of a decision by the school that their child has special educational needs;
- Report on how the school's SEN policy is being implemented and how resources are allocated in the governing body's Annual Report to Parents;
- Ensure that the SEN Code of Practice is followed

## **Evaluating the success of our SEN policy**

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Pupils
- External professionals

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured. Pupil progress will provide evidence for the success of the SEN policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting IEP targets
- Use of standardised tests
- Evidence generated from IEP review meetings

The provision for SEN within the school will be monitored by the SENCO in consultation with the Headteacher and governing body.

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