

# SEN Policy

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## **Asset Values**

### **Excellence**

We strive for excellence in every aspect of school life and achievement, tackling disadvantage and inequality with determination and a desire for success. We relentlessly pursue improvement keeping the highest expectations of all and for all. We work with professionalism and efficiency and are self-disciplined, resilient and innovative in order to achieve our aims.

### **Empowerment**

With a shared commitment to our vision and aspirations we empower individuals to be the best they can be. We balance ownership with accountability and build on strengths providing opportunities with positivity and optimism. We encourage trust by delegation and develop energetic, enthusiastic and committed leadership for improvement at all levels.

### **Engagement**

Seeking out partnerships with others we value collaboration, cooperation and inclusion for the benefit of all. We take responsibility, acting with commitment, care and respect. We balance support with challenge to seek out the best. We commit to share, innovate and celebrate and require reflection and optimism.

## **How our policy was developed**

This Policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (dated 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 2014
- Schools Information Report Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards

Our policy has been developed with the ASSET school staff, governors, county and families that are part of our school community. It reflects the legal requirements of the SEND Code of Practice, 0-25 guidance.

## **Inclusion**

At ASSET, we place learning at the heart of everything we do. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their needs or abilities. We embrace the philosophy that 'every teacher is a teacher of children with SEN' (SEN CoP, 2014). We are striving for excellence.

## **Our schools**

**The Oaks Primary School, Ipswich**

**Whitton Community Primary School, Ipswich**

**St Helen's Primary School, Ipswich**

## Section 2 – SEN for the future

### Our aims for our children

At ASSET, we are committed to working collaboratively to provide the best opportunities for our children. We have the highest expectations of our children's achievement and see every child as an achiever. We are always striving for excellence, empowerment and engagement in everything we do for our children. Our schools provide a positive focus on outcomes for children and young people. We see our role as assisting children to make a successful and confident transition into the next part of their learning, so that they can develop independence and lifelong learning skills.

### Our 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-ordinator (SENCO) who will work with the SEND Inclusion Policy.
5. To provide support and advice for all staff working with special educational needs pupils within quality first teaching.
6. To ensure that the child has a voice in the process.
7. To make reasonable adjustments to enable all children to have full access to all elements of the curriculum.
8. To work with the Local Education Authority and outside agencies to ensure we meet the needs of all SEN pupils.
9. To ensure that parents/carers are able to play their part in supporting their child's education.

## Section 3 – Identifying Special Educational Needs (SEN)

Within the SEN Code of Practice, 0-25 guidance there are 4 broad areas of need. These include:

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

The purpose of these 4 broad areas of need is to guide us to work out what action needs to be taken for each individual child. It is not to place a child within a category. Our schools identify the needs of children by considering the needs of the whole child which includes not just the special educational needs of the child.

We identify a pupil as having a Special Educational Need in the following ways:

- Concerns raised by parents/carers, teachers or the child
- Liaison with previous school or setting
- Limited progress being made and attainment below age expected levels
- Health diagnosis
- Liaison with external agencies and professionals
- Termly Pupil Progress meeting and progress tracking by staff and SENCO.

There are many factors which may also impact on progress and attainment, but which are **NOT SEN**.

These include:

- Disability (the Code of Practice outlines the "reasonable adjustment " duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- Behaviour

As a trust, we endeavour to recognise, identify and support any of the above, but these needs alone would not constitute a SEN.

#### **Section 4 – A Graduated Approach to SEN Support**

We passionately believe in the importance of quality first teaching from the class teacher for all pupils. In accordance with this, the Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have received interventions and adjustments alongside personalised teaching that we provide. This can be characterised as 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

Teachers are responsible and accountable for the progress of the pupils in their class, including those children that access support from our learning support and specialist staff. We believe that high quality teaching, differentiated for individual pupils, is the first step to responding to pupils who may have SEN. Moreover additional intervention and support does not compensate for a lack of good quality teaching. Special educational provision means educational provision that is additional to and different from that made generally for other pupils of the same age in mainstream settings.

As a school we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing, and where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. This reviewing is carried out by the senior leaders alongside the SENCO in each school. Continuous monitoring of children with SEN is maintained through learning walks, target setting and regular discussions with class teachers and all staff that are involved with each child as well as parents.

We make special educational provision by working closely with the child, parent, class teacher and SENCO. They then consider all the information gathered from within school about the pupil's progress, alongside national data and expectations of progress. This includes high quality, accurate formative assessment, using effective tools and early assessment materials.

For higher levels of need we refer for specialised assessments from external agencies and professionals. These include the educational psychologist, speech and language therapist, physiotherapist and occupational therapist. We follow standardised referral procedures for each referral and include as much information about how we have adapted our provision for the child so far. We also include parent and child views on referrals and any information about health and social care if it is appropriate. This enables us to provide a holistic view of the child to any outside agency or professional that works with our children.

#### **Identifying Pupils and placing them on the SEN register**

Pupils are placed on our SEN register based on a continuous 4 part process outlined by the Code of Practice. We take action to remove barriers to learning and put effective special educational provision in place. Within the cycle we revisit earlier decisions and actions with the aim to refine and revise these with a growing understanding of the pupil's needs how the pupil is making good progress and securing good learning outcomes.

## **Assess**

If a child is identified as needing SEN support the class teacher working collaboratively with the SENCO will carry out a clear analysis of the child's needs. This draws on:

- teacher assessment, their experience of the pupil, previous attainment and behaviour.
- the child's development in relation to peers and nationally agreed outcomes.
- Parents' views and experiences
- Pupil views and experiences
- Advice from external support agencies

We take any concerns raised by parents very seriously and compare them to our own assessment and information on how the child is developing. These assessments are reviewed regularly to ensure the intervention that the child receives is matched to their needs and overcomes any barriers to learning. If appropriate and with parental consent we contact external agencies and professionals to liaise with the school and inform some assessments.

## **Plan**

As a team, the class teacher, SENCO, parent/s and child work closely together to deliver a plan of intervention of support for the child. Furthermore, all parties agree the impact on progress, development and behaviour with a clear date for review. All members of staff that work with that child are made aware of the pupil's needs and any strategies or approaches that should be sought. We work closely with parents to seek their involvement to reinforce and contribute to progress at home. This involvement is clearly stated within their targets.

## **Do**

Our class teachers remain responsible for working with the child on a daily basis. Whenever interventions involve other teaching away from the main class, the teacher always remains responsible for the child's progress. All staff that work with each child work closely together to plan and assess the impact of the support given. Our SENCO supports the class teacher and other adults to further assess the child's needs and advises effective implementation of support.

## **Review**

The effectiveness of intervention and support and their impact on pupil progress is reviewed regularly. When evaluating the impact on pupil progress the SENCO works closely with the class teacher, alongside the parent/s and pupil to revise support for the child in light of changes in need and development. In the instance that a child has an EHC plan/statement, we as a school accept responsibility to review the plan every 12 months and involve parents, the child, professionals and class teacher alongside the SENCO to carry out the review and implement revised or additional strategies of support.

## **Managing Pupils on the SEN Register**

In order to manage the pupils on the SEN register we regularly monitor the needs of the children on it, with the consideration of the support they are receiving. We use the process used above 'plan, assess, do, review' to support this and on a termly basis review provision and targets. If necessary, we change and review these documents more regularly to meet the specific needs of the children in our care. Teachers hold responsibility for updating and evidencing the progress made towards the outcomes of these plans. The SENCO then monitors the documents to ensure they are regularly updated. The SENCO keeps the SEN register up to date, with any additional reports, interventions and diagnoses. The SEN register is a working document and the children that feature on the register are discussed at pupil progress meetings. The register maintains a clear record of current interventions children are accessing. The level of provision for each child is decided on based on the child's individual needs. As a school we assess and monitor children's progress regularly to ensure that anyone who does meet our SEN criteria is added to the register. If however, children have made sufficient progress after intervention to be removed from the register and

monitored. Furthermore, if children have a medical need or disability that does not directly impact their learning they are placed on the additional needs register. This ensures we continue to monitor their progress closely.

If as a trust we need further support to meet the needs of a child with SEN, we seek advice from other professionals. The monitoring of these services and their input lies with the SENCO, with the support of senior leaders. Parents and children are always notified of any additional provision for children that we as a school organise, so that they can support the provision that we put in place.

If as a school we identify that additional funding and support are needed from the LA High Tariff Needs Block we use the advice from Suffolk County Council to assess the needs of our children. This can all be found on the [suffolklearning.co.uk](http://suffolklearning.co.uk) website and includes:

- Pupil profiling criteria
- The application form
- The High Tariff Needs Data Collection Manual
- The software for making the electronic data return

During our applications for additional funding the staff work closely together to gain evidence of the child's needs. All the evidence is submitted to the LA which then moderates it and decides if funding should be allocated. This process takes place termly.

### **Section 5 - Criteria for exiting the SEN Register**

If a child has remained on the SEN register even after their needs have been resolved and subsequent support has been removed we consider whether they should be removed from the register entirely. This is in discussion with the leadership team, class teacher and other professionals involved if appropriate. As a school we continue to monitor the child's progress closely to ensure that they will not require any additional support in the future.

### **Section 6 – Supporting Pupils and Families**

Each school has their own SEN information report which can be found on the school's website.

The LEA local offer for parents and pupils can be found [at this link](#)

We have built and continue to maintain effective relationships with many other agencies to support the family and pupil. Some of these include:

- Children's centre – for children up to 5
- Family support workers
- Parenting practitioner i.e. Triple P parenting
- School nursing and paediatric team
- Early Years Advisors
- Health Visitors
- Educational Psychology team
- Alternative therapists/counselling
- CISS – County Inclusive Support Service
- Outreach Services

### **Our admissions agreement**

We adopt the latest Suffolk County Council Admission Policy which can be found on the Local Authority's website. You can find details of the admissions team and guidance for 2017/18 admissions by [following this link](#).

### **Exams**

Children with SEND are able to access exams within school using a range of modified resources and

support, in accordance with STA access arrangements. Some of these include:

- Readers
- Extra-time
- Quieter rooms to work in

The responsibility for this is shared between the headteacher, SENCO and class teachers of the specific child.

### **Transition**

To ensure a smooth transition from class to class, teachers are given time to have transition meetings to discuss the needs of each child in the class. In addition to this children spend time with their new teacher as an opportunity to get to know each other.

For pupils transitioning to their next year group within our school with a high level of need, transition is planned by the SENCO to involve the child's current class teacher, new class teacher, current additional adult support (if applicable), new additional adult support (if applicable) and parents/carers to discuss needs and how these can best be met in their new class.

At the beginning of each academic year there are opportunities in each school for parents/carers to talk to new class teachers, ask questions and have discussions about specific pupil needs that may have arisen over the summer. If a child moves to another school it is the responsibility of the school SENCO to transfer any information and documentation about the child. We pride ourselves on our transitions to other schools and endeavour to support a new school to meet the needs of the pupil as quickly and easily as possible. This is based on our constant review cycle of plan, do, assess, review and our experiences of what has supported the child to make progress.

In addition to this, if the child is moving to secondary school we have transition meetings with the school to discuss and handover the relevant information about a child. There are also opportunities for the child and parents to attend the school and look at how the provision will continue or alter in secondary school.

### **Section 7 – Supporting Pupils at school with Medical Conditions**

ASSET recognises that pupils at school 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 we 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. In addition, sometimes a care plan is written to ensure support is in place.

For any further information on supporting pupils with medical conditions please see the Managing Medical Conditions in School policy.

### **Section 8 – Monitoring and Evaluation of SEND**

We carefully monitor and review the quality of the provision we offer to all pupils. We do this by regularly reviewing targets, interventions and pupil support. We ask for pupil perception and parent perception to support us to improve the quality of practice we provide to the children at ASSET. We have an SEN governor who supports the SENCO to monitor the attainment and progress of SEN pupils. The rest of the governing body monitors the impact for children with SEN as part of the school population. Regular evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

## **Section 9 – Training and Resources**

We receive a fixed sum for each pupil at the school and in addition receive top up funds depending on the level of need of the pupil. There are also other sources of funds we are able to use with specific children, such as those that are looked after or in receipt of free school meals.

Staff training and development needs are closely monitored by their line manager and the senior leadership team. These are then discussed with the staff members and often form part of the appraisal process in school. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. We work meticulously within the trust to share our expertise and upskill staff members regularly. We have our own speech and language therapist who provides specific support.

All teachers and support staff undertake induction on taking up a post and this can include a meeting with the SENCO to explain the systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual pupils. The school's SENCO attends the LA's SENCO conferences in order to keep up to date with local and national updates in SEN. Staff at ASSET have access to NASEN and have built and maintained many relationships with the local authority and other professionals in the area to ensure we can provide appropriate support.

## **Section 10 – Roles and Responsibilities**

In every school, there is a named

- SEND Governor
- Designated Safeguarding Lead
- CIC (Children in Care) designated teacher

For further information, please contact the individual school.

All staff involved with a pupil who has medical needs are responsible for managing the needs of that pupil.

## **Section 11 – Storing and Managing Information**

We ensure that our record keeping is in line with the Data Protection Act 1998. The information is recorded accurately and kept up to date. Documents are stored on password protected computers and in locked cabinets.

## **Section 12 – Reviewing the Policy**

Given the climate of reform as we have now moved into the new requirements of SEND for school, we will continue to review the SEND policy annually. We will continue to monitor the policy throughout the year, based on any changes that are made.

## **Section 13 – Accessibility**

### **Statutory Responsibilities**

The DDA, as amended by the SEN and Disability Act 2001, place a duty on all schools and LAs to plan and increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in this area. As a result please find our accessibility plans on individual school websites.

## **Section 14 – Dealing with Complaints**

The success of our pupils relies heavily on the strong links between school staff, governors, pupils, parents/carers and other professionals. We continually develop our practice to improve outcomes for our pupils and welcome suggestions from these groups to enhance our provision. At ASSET we are committed to providing the best learning experiences for all our children. Subsequently, if you would like to make any

comments or compliments on our procedures and policies please contact individual schools using contact details on their websites. However, if you wish to raise concerns about your child with SEN please do not hesitate to contact us. If you wish to make a complaint then please refer to the individual school's complaints policy.

### **Section 15 – Bullying**

Bullying is not tolerated. We work consistently to ensure the children are given a holistic learning experience which teaches children that bullying is wrong. To encourage children to be accepting of the diverse abilities in our school, we work closely with parents and other professionals to enable us to educate all children effectively and appropriately. Please see each individual school's website for their anti-bullying policy.

### **Section 16 – Appendices**

Link to each school's SEN information report:

[St Helen's Primary](#)

[The Oaks Primary](#)

[Whitton Primary](#)

Other useful links:

[Suffolk County Council Local Offer](#)

[SEN Code of Practice – Schools.](#)

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