



Ark Federation Special Educational Needs Policy

Adopted: October 2014

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Updated: November 2016

Responsibility for the coordination of SEN provision

The person responsible for overseeing the provision for children with SEN is Rebecca Porter (Executive Headteacher)

The Governor with SEN responsibility is Leslie Webb

The person co-ordinating the day to day provision of education for pupils with SEN (SENCo's) is Stuart Ridge (NASENCo award). He is also a member of the senior leadership team.

Contents

2. Aims and objectives	Page 4
3. Identification of pupil's needs	Page 4
4. A graduated approach to SEN support	Page 6
5. Criteria for exiting the register	Page 10
6. Supporting parents and families	Page 10
7. Pupils with medical needs	Page 11
8. Monitoring and evaluation of SEND	Page 12
9. Funding	Page 12
10. Storing and managing information	Page 13
11. Reviewing the policy	Page 13
12. Accessibility	Page 14
13. Complaints procedure	Page 14
14. Bullying	Page 14

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 or mainstream post-16 institutions.

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. 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 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. New legislation (The Children and Families Act 2014) enacted on the 13th March comes 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 Devon County Council's Local Offer website:

<https://new.devon.gov.uk/send/>

Further information on SEND can also be accessed at the following web address:

<https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

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 in Devon 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.

2. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives

- **Staff members seek to identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early year's settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENCo's and Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include: Educational Psychology Service, Speech and Language Therapy and Children and Adult Mental Health Service CAMHS.
- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and mini leaders in the playground.

3. Identification of pupils needs

Identification

See definition of Special Educational Needs on page 2 of policy.

Many pupils experience delay in their learning and are not making expected progress for a variety of reasons. Many will have differentiated work prepared for them by their teacher in

conjunction with the support staff which will be additional to and different from the curriculum available for the majority of children of their age.

The Code of Practice describes four broad categories of need:

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

As a school, we recognise that progress and attainment can also be affected by factors *other than* SEN eg

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Equality legislation - these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- Behaviour
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being adopted after 2005
- Being a child of Serviceman/woman

Whilst the above may affect progress and attainment they do not fall within the categories of SEN.

Roles and Responsibilities

(taken from SEN code of Practice 2014)

The role of the SENCO involves

- Ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN;
- Advising and supporting colleagues
- Ensuring parents are closely involved throughout and that their insights inform action taken by the setting;
- Liaising with professionals from beyond the setting.

The SENCO is part of the school leadership team. As part of their approach to school improvement, school leaders and teaching staff, including the SENCO, should identify any

patterns in the identification of SEN both within the school and in comparison with the national data, and use these to reflect on and reinforce the quality of teaching.

The role of the class teacher

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress a teacher should collaborate with the SENCO and parents to plan support and teaching strategies for the individual.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

4. A graduated approach to SEN support

STEP 1 - whole school

Quality first teaching which is differentiated and personalised by, or under the direction of, the classroom teacher to meet the diverse needs of all learners.

Assessment and monitoring in line with whole school assessment policy.

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents' evenings.
- i) Parents' evenings are used to monitor and assess the progress being made by children.

STEP 2 - progress concerns

Where staff have evidence that certain children are still not making adequate progress the child is highlighted to the SENCo via a meeting or Cause for Concern form.

The Code of Practice describes 'adequate progress' as:

- progress which is similar to that of peers starting from the same baseline;
- matches or betters the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider'

STEP 3 - intervention through graduated support

Once a potential special educational need is identified, four types of action will be taken to put effective support in place consulting with parents/carers as appropriate.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

We ask all pupils to contribute to the setting of their own outcomes.

Pupils who are failing to make expected levels of progress are identified very quickly and are discussed in termly meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team.

Where it is decided that action is required to support increased rates of progress, this will follow an assess, plan, do and review model:

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the

interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Specialist Services and teachers with specialist qualifications may be called upon to provide intensive support to a pupil. This may involve diagnostic assessment. As a result specific programmes may be advised and these will be followed by all adults coming into active learning situations with the child. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil. This will be in line with the assessment policy.

If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo

Parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.

If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

- Devon Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Specialist Outreach Services

STEP 4

For a very small percentage of pupils, whose needs are significant and complex and the special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

Referral for an Education, Health and Care Plan

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 Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Outside Agencies.

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:

<https://new.devon.gov.uk/send/>

Managing Pupil's Needs on the SEN Register

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of questionnaires, discussion and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. SEN provision and interventions are recorded on an individual plan, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCO. These reflect information passed on by the SENCO/previous class teacher 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.

Arrangements for coordinating SEN provision

The class teachers will hold details of all SEN records for individual pupils in their year groups.

All staff can access:

- The Ark Federation 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 profiles
- Targets set and copies of their individual plan.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Devon's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

5. Criteria for exiting the SEN register

If children make sustained progress and can work in line with national expectations, then they are removed from the SEN register. Their progress is still closely monitored to ensure progress and achievement remains as expected.

6. Supporting pupils and families

If you have concerns then please firstly discuss these with your child's teacher. This then may result in a referral to the school SENCo

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

Parents are encouraged to look at the Devon local offer which can found on the Devon County Council website.

Links with other agencies to support the family and pupil can be found at:

<https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>

Our school admission arrangements can be found on our school websites and in our admission policies.

Transition between key stages is carefully planned. Parents are encouraged to meet with teachers to discuss provision and raise any concerns or queries.

Support services for parents of pupils with SEN include:

- **Parent Partnership** <http://www.parentpartnershipdevon.org.uk/>
- If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01392 383080** during office hours. Alternatively email on parentpartnershipservice-mailbox@devon.gov.uk

Working in partnerships with parents

The Ark Federation believes 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.

7.Pupils with medical needs

Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves. Staff who administer medicine complete training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within '**Supporting pupils at school with medical conditions**' (DfE) 2014

Training and Resources

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.

The SENCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

8. Monitoring and Evaluation of SEND

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents and pupils.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

SEN provision and interventions are recorded on an individual plan, which are updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCO. 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 where appropriate. This helps to identify whether provision is effective.

9. Funding

Funding for SEN in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their pupils with SEN from their SEN budget. Where a pupil requires an exceptionally high level of support that incurs a greater expense, the school can make a request for Additional Resource using the DAF 3. The school will need to be able to demonstrate how it has spent the funding to date and the impact of this as well as demonstrating why further additional funding is required and how it would be used. This additional 'top-up' funding is the paid from the local authorities high needs block into the schools budget.

Personal Budgets

Personal Budgets are only available to pupils with an Education, Health and social Care Plan (EHCP) or pupils who are currently under-going a needs assessment for an EHCP. Funding can be made available to parents/carers as a personal budget for them to commission their own provision for their child under certain conditions.

Parents/carers who would like to enquire further about using the personal budget should speak in the first instance to the SENCO.

How the school's resources are allocated and matched to children's special educational needs

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education; The Notional SEN budget; The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the

equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants e.g. literacy and numeracy support
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Parent workshops
- Provision of specialist resources e.g. assessment software
- CPD relating to SEND for staff

How is the decision made about how much support my child will receive?

For pupils with SEN but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENCo, classteacher and parent. For pupils with a statement of educational needs/Education, Health or Care plan, this decision will be reached when the plan is being produced or through the annual review.

11. Storing and Managing Information

To increase the security of files, each report that comes into the school will be rated by the SENCo to make the availability of that file clear. A number pertaining to the level of security will be added to the top of the file, along with the date read. The three levels of security are:

- (1) Files that are rated 1 are to have copies available to the relevant class teacher. The file will be kept both in the SEN file and in the class files; the teacher has discretion over whom they share the information with regards to improving the individual provision of the child.
- (2) Level two files are to only be kept in the SEN file, these files can be shared with the class teacher to help create and direct targets for the child, but they must not be included in the classroom file.
- (3) Level three files are to be kept in a separate secure area, these files need the permission of the headteacher or SENCo before any information is shared.

Reviewing the Policy

The SEN policy will be reviewed annually by governors. Parent governors will be involved in this process.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (September 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 (September 2014)
- Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk)

- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

13. Accessibility

Please refer to the school's accessibility policy

14. Complaints procedure

In the first instance, if you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- The class teacher
- The SENCo
- The Headteacher

Complaints will be dealt with in line with the federation's complaints policy.

15. Bullying

The Federation has an anti-bullying policy that is reviewed by governors - this can be found on each school website.

Signed _____ [Name]
(Headteacher)

Date _____

Signed _____ [Name]
(SENCo)

Date _____

Signed _____ [Name]
(SEN Governor)

Date _____

This policy will be reviewed annually.