

# Pot Kiln School



## Special Educational Needs Policy

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**This SEN policy is written to comply with the 2014 Children and Families Act and its SEN Code of Practice together with the Equality Act 2010. It is written by the SENDCo, along with the Headteacher and Chair of Governors. Once approved by governors it is shared with the wider school community on our website.**

## **Mission Statement**

At Pot Kiln Primary School we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

We endeavour to provide a broad, balanced, creative curriculum which offers opportunities for everyone to achieve and succeed.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

Together we take pride in making a positive contribution to our school and the wider community.

## **2: Aims and objectives      'Every Teacher is a Teacher of SEN'**

### **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 2014.

### **Objectives**

- To provide curriculum access for all.
- To secure high levels of achievement for all.
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To ensure that the needs of pupils with SEN are identified, assessed, provided for and regularly reviewed in line with the graduated response.
- To provide differentiation within a balanced and broadly based curriculum, in a way that supports pupils with SEN.
- To work in partnership with parents to enable them to make an active contribution to the education of their child.
- To take the views and wishes of the pupil into account.
- To maintain close links with the support services and other professionals and agencies.

### **3: Identifying Special Educational Needs**

#### **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.

### **4: A Graduated Approach to SEN Support Managing Pupils Needs on the SEN Register**

#### **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 SENDCo 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) Parent's evenings are used to monitor and assess the progress being made by children.

### **SEN Support**

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### **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, SENDCo 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 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 SENDCo.

### **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 SENDCo 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.

### **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 application for an Education, Health and Care Plans (EHC Plan) will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Educational professionals
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by the local authority as to whether or not 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.

## **5: Criteria for Exiting the SEN Register**

Pupils exit the from SEN Support if they no longer require support from outside staff and/or they make progress which deems them to no longer have 'significantly greater difficulties' in learning

## **6: Supporting Pupils and Families**

Staff and parents/carers will work together to support pupils identified as having additional needs.

Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the Class Teacher to meet all parents/carers whose children are being recorded as having additional needs. The SENDCo will attend this meeting if the school or parent/carer thinks this is appropriate.

We make sure that all parents/carers are given information about the Parent Partnership Group, which is our local support organisation, as soon as a child has been identified as experiencing Special Educational Needs.

At review meetings with parents/carers we try to always make sure that the child's strengths as well as difficulties are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work alongside pupils in school where this is appropriate.

Resources may be loaned from School for parents/carers to support Literacy and Maths at home.

Parents/Carers Consultation Evenings provide regular opportunities to discuss concerns and progress. Parents/Carers are able to make other appointments on request.

## **7: Supporting Pupils at School with Medical Conditions**

The school 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 the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs and may have an 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. Within school we keep a record of all children with a medical condition. This is updated regularly. Any records for children who need adaptations to their curriculum because of a medical condition is kept by the SENDCo.

## **8: Monitoring and Evaluation of SEN**

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.

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 provision map, which are updated when the intervention is changed. These are updated by the SENDCo and class teacher. These reflect information passed on by the SENDCo at the beginning of an academic year and are adapted following assessments. These interventions are monitored and evaluated termly by the SENDCo and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

## **9: Training and Resources**

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 SENDCo attends relevant SEN courses, network 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 SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

## **10: Roles and Responsibilities**

### **Governors**

- A named governor to have responsibility for the implementation of the SEN policy
- To be fully involved in developing and monitoring the SEN policy
- To have up to date knowledge about the school's SEN provision, including funding
- To know how equipment and personnel resources are deployed
- To ensure that financial resources are available to carry out the SEN policy
- To ensure the quality of SEN provision is continually monitored
- To ensure the SEN policy is subject to an annual cycle of monitoring, evaluation and review
- To liaise with the Head teacher, SENDCo and staff
- To report annually to parents on the implementation of the SEN policy and any changes during the school year

### **Head teacher**

The head teacher has the responsibility for the day to day management of all aspects of our school's work, including provision for the pupils with SEN. The head teacher will also keep the Governing Body informed and work closely with the SENDCo.



## **SENDCo**

The SENDCo is a member of the Leadership Team within the school. The SENDCo in collaboration with the Head teacher and Governing Body plays a key role in determining the strategic development of the SEN policy and provision in school, in order to raise the achievement of pupils with SEN.

Key responsibilities:

In line with the recommendations in the SEN Code of Practice 2014, the SENDCO will oversee the day- to-day operation of this policy in the following ways:

- Maintenance and analysis of whole-school provision map for SEN pupils
- Co-ordinating provision for children with SEN
- Liaising with and advising teachers
- Managing other classroom staff involved in supporting SEN pupils
- Overseeing the records on all children with SEN
- Liaising with parents of children with SEN, in conjunction with class teachers;
- Contributing to the in-service training of staff
- Implementing a programme of Annual Reviews for all pupils with an EHC Plan.
- Carrying out referral procedures to the Local Authority to request High Needs funding and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention, that a pupil may have a special educational need which will require significant support;
- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with SEN
- Evaluating regularly the impact and effectiveness of all additional interventions for all those with SEN
- Meeting **at least** termly with each teacher to review and revise learning objectives for all SEN pupils in their class who are being tracked on the school's provision map
- Liaising sensitively with parents and families of pupils on the SEN Register, keeping them informed of progress and listening to their views of progress
- Attending area SENDCo network meetings and training as appropriate
- Liaising with the school's Governor, keeping him/her informed of current issues regarding provision for those with Special Educational Needs.
- Liaising closely with a range of outside agencies to support vulnerable learners.

## **Class teachers**

- To provide Quality First Teaching for all pupils
- To identify the Special Educational Needs of individual pupils in their class using the school's Identification Criteria
- To know which pupils in their class are on the SEN Register and at what stage

- To maintain an SEN file for their class containing relevant information
- To review the SEN support provided with SENDCo and parents each term
- To ensure LSAs are supporting pupils in their class as directed
- To ensure that the Head teacher and other colleagues are aware of pupil's specific needs
- To provide learning experiences which are appropriate to the pupil

### **Learning Support Assistants**

- Carry out activities and learning programmes planned by the class teacher and the SENDCo
- To keep records of this work as requested
- To support pupils in class or by withdrawing individuals or small groups
- To attend INSET and courses as applicable
- To be fully aware of the school's SEN policy
- To attend reviews and meetings as requested

### **Parents**

The school has positive attitudes to parents, provides user friendly information and strives to ensure that they understand the procedures and are aware of how to access advice and support.

Parents will be supported and enabled to:

- Fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's needs within the SEN framework
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making processes about Special Educational provision.

In accordance with the school's 'Open Door' policy, parents are encouraged to contact the child's class teacher and/or SENDCo as needed either by telephone or appointment.

### **Pupils**

Pupils with SEN often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes including contributing to One Page Profiles. This will be achieved through a variety of different approaches as appropriate to the age of the pupil.

## **11: Storing and Managing Information**

The SENDCo will hold details of all SEN Support records such as the SEN register, provision maps, One Page Profiles and structured conversation minutes for individual pupils.

### **All staff can access the following documents:**

- The SEN Policy.

- A copy of the full SEN Register.
- Guidance on identification of SEN in the Code of Practice.
- Information on individual pupils' special educational needs including their graduated response
- Practical advice, teaching resources, and information about types of special educational needs and disabilities.

By accessing the above every staff member will have complete and up-to-date information about all pupils with special needs and their requirements; enabling 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.

### **13: Accessibility**

As a school we are able to meet the needs of children with physical disabilities, we are a single site school. Entrance to the building is through the main lobby and classrooms where entrances are level. Fire exits are also suitable for wheelchair access. The playground areas have seating arrangements and can be accessed via a ramp or steps.

Access to classrooms is by corridors which are all on the same level. All other specialist areas are on the one level.

There is an accessible toilet with shower facilities.

We have made sure that there are good lighting and safety arrangements for any visually impaired pupils. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (carpeting, blinds/curtains).

Pupils requiring equipment due to impairment will be assessed in order to gain the support that they require.

Please also see Accessibility Policy.

### **15: Bullying**

The school has a zero- tolerance approach to bullying, especially towards children with SEN and disabilities. We will actively investigate all allegations and, if there is cause, work with both parties to improve their social skills.

Please also see Bullying Policy.

### **14: Dealing with Complaints**

If a parent wishes to complain about the SEN provision or policy they should, in the first instance, raise it with the SENDCo, who will try to resolve the situation.

If the issue cannot be resolved within 10 working days the parent/carer can submit a formal complaint to the Head teacher in writing or any other accessible format. The Head teacher will respond within 10 working days.

Any issues that remain unresolved at this stage will be managed according to the Local Authorities' Complaints Procedure.

Please also see Complaints Policy.