

Policy for Special Educational Needs



THE WESTON FEDERATION

Weston Infant & Junior Academies are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. We are fully aware of the diverse needs of children and the importance of a differentiated programme of study matched to their individual capabilities.

Definition of Special Educational Needs

Any pupil at some stage within their school career may develop an individual educational need that differs from the majority of their peers. The definition of Special Educational Needs for the purpose of this policy will be:

‘A child has a Special Educational Need if he/she requires special educational provision in order to access the curriculum and/or achieve his/her full potential’ This provision will include children with learning difficulties, exceptional abilities (M.A.T – More Able & Talented) and those with social, emotional and behavioural difficulties.

Aims

- To ensure that the teaching and learning environment is effective and improves the educational outcomes for all pupils including those with special educational needs
- To provide a broad and balanced curriculum appropriate to ability and aptitude in order to maximise individual potential.
- To provide intervention programmes to assist individual pupils to support their specific needs.
- To create an ethos of high expectation and celebrate success in all its forms.
- To provide a whole school Nurturing approach in order to develop self-esteem and enjoyment of learning.

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Objectives

The specific objectives of our Special Educational Needs Policy are to:

- Identify children with a Special Educational Need or Disability at an early age and ensure that their needs are met
- Ensure that parents are informed of their child's Special Educational Need and that there is effective communication between school and parents
- To promote an effective partnership with outside agencies and utilise specialist help where appropriate.
- To carefully monitor the progress of children with Special Educational Needs and Disabilities, ensuring appropriate intervention, evaluation and upkeep of records.
- To consider the views of the child when assessing and reviewing their needs where appropriate to do so.
- To fully integrate all pupils, ensuring that all those with Special Educational Needs or Disabilities are included in all aspects of school life.

Local Offer/School Offer

The Government set out new reforms for Special Educational Needs and Disabilities in 2014. In response to these reforms, Stoke-on-Trent Local Authority, have produced a 'Local Offer' which will outline information for families to help them to understand the various services they can expect from a range of local agencies - including education, health and social care and their 'statutory' entitlements. Knowing what is offered gives more choice and therefore more control over what support is right for families. In response to this Weston Heights Infant School and Weston Coyney Junior School have published a 'School Offer' on the Weston Federation website, outlining the ways in which the school contributes to this local offer.

Responsibilities

Governors are made aware of their legal responsibility through the Code of Practice and this policy. The policy will be addressed at management level through the whole school Development Plan. Responsibility for the day to day operation of Special Educational Needs provision will be with the Special Educational Needs Coordinator (SENCO) Mrs Karen Procter. The SENCO will be assisted in this role by Mrs Karen Brunt (Assistant SENCO). A member of the Governing Body, Trevor Bowen, takes a special interest in Special Educational needs, although the Governing Body as a whole is responsible for making provision for children with Special Educational Needs.

The Role of the Heads of School/Exec Head Teacher

The Principals have responsibility for the day to day management of all aspects of the school's work including provision for pupils with Special Educational Needs, for keeping the Governing body informed and for working closely with the SENCO.

SENCO Responsibilities

The Special Educational Needs Coordinator will be responsible for:

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- The day to day operation of the school's Special Educational Needs Policy and coordination of provision for children with Special Educational Needs.
- Maintaining the Special Educational Needs register and overseeing all Special Educational Needs records.
- Liaising with parents of children with Special Educational Needs.
- Liaising with all external agencies and support services.
- Liaising with all staff with regard to any child with Special Educational Needs including the dissemination of the outcomes of discussions with external agencies.
- Attending relevant SEND updates/training and disseminating information to staff.
- Coordinating the transfer of records between classes and schools on transfer.
- Line managing Learning Support Assistants working with pupils that have a Statement or Education, Health & Care (EHC) plan.
- Termly consultations with teachers to discuss the progress of children with Special Educational Needs, evaluate IEP's and give advice for future targets. Support in writing IEP's will also be provided where necessary.
- Contributing to the in-service training of staff.
- Carrying out Annual Reviews (Six Monthly Reviews for children under the age of 5) of children with Statements or EHC's.

Teachers will assume responsibility for children with Special Educational Needs in their class and be responsible for ensuring that all advice provided by the SENCO is adhered to. They will also ensure that all support staff working with children with Special Educational Needs are aware of their IEP targets and help those children to achieve them.

Partnership with Parents

The Weston Federation Academies good relation with parents are valued. We place great emphasis on liaison and full consultation with all parents of children with Special Educational Needs, as emphasised in the Code of Practice.

Identification of children with Special Educational Needs

The Weston Federation are committed to the early identification of Special educational needs and adopt a graduated response to meeting the needs of our pupils in line with the SEND Code of Practice 2014. A range of evidence is collected through the usual assessment and monitoring in place in each year group. If this suggests that a pupil is not making expected progress, the class teacher will consult with the SENCO to decide whether additional and/or different provision is necessary. If this is the case then the pupil will be identified on the school's Special Needs Register. Provision/intervention that is additional to or different from that which is available to other pupils in the same cohort will be recorded in an SEN Support Plan.

SEN SUPPORT PLAN

The SEN Support Plan will be written by the class teacher, in consultation with the parents and pupil (where appropriate) following advice from the SENCO. It may also involve consultation and advice from external agencies. The SEN Support Plan will set targets for the pupil and will detail:

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- The short term targets set for the pupil. These will be ‘SMART’ targets (specific, measurable, attainable, realistic, timed)
- The provision/intervention to be put in place and teaching strategies to be used
- The duration and frequency of the provision/intervention
- The person assigned to delivery of the provision/intervention

The SEN Support Plan will be reviewed by the Teacher and SENCO each Term and the outcomes recorded. Parents will be invited to review the progress made towards SEN Support Plan targets with the teacher. Where appropriate the pupil will be included in this review. A decision will then be made as to the next steps to be taken. These will be either:

- The pupils needs have been met so additional provision/intervention will be discontinued
- The pupil has progressed towards the targets but has not yet achieved them so provision/intervention will continue (targets may be amended)
- The pupil has not made sufficient progress towards the targets so a change of focus/strategies to be implemented
- The pupil has not made sufficient progress towards the targets so advice will be sought from external agencies

If, despite significant support and intervention , the school has evidence that a pupil is continuing to make insufficient progress, the SENCO in consultation with the class teacher and parents, may seek further advice and support from external agencies. These professionals will be invited to contribute to and advise upon the monitoring and review process. Parents and pupils (where appropriate) will be fully involved and kept informed about the involvement of these agencies and any proposed interventions. The pupil will continue to have SEN Support Plan targets set as above.

Behaviour Plans

It may sometimes become necessary to formally document instances of certain persistent behaviours. This allows full discussion between Parent, Teacher, SENCO, pupil (where appropriate) and Principals in order to ensure consistency of approach by all parties to support the pupil.

APPLICATION TO THE LOCAL AUTHORITY FOR STATUTORY ASSESSMENT

With advice from the Educational Psychologist, the SENCO will collect evidence including reports from external agencies in order to make an application for Statutory Assessment. Parents and pupils (where appropriate) will be fully informed of the requirements and procedures of the application.

Pupils who subsequently receive an EHC plan (Education Health & Care Plan) will have a formal annual review every 12 months (6 months if under 5 years old). This will usually be held in school and all agencies involved will be invited along with parents and relevant school staff. The aim of this review is to determine if the objectives set out in the EHC plan remain relevant and to discuss the progress made by the pupil. In addition to the objectives identified in the EHC plan the child will also have an SEN Support Plan identifying ‘SMART’ targets, which will be reviewed each term as above. In Year 5 the annual review will also explore the future requirements of the child in relation to KS3 provision.

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Complaints

The academies' complaints procedures are set out in the Weston Federation Complaints Policy, however it hoped that any concerns will be resolved quickly by discussion with the SENCO and Headteacher.

To be reviewed annually