



# Cromford C of E Primary School

**Name of Policy: SEN**

**Policy Number: 97**

This policy has been reviewed 11<sup>th</sup> February 2016 and has been impact assessed in the light of all other school policies including the Disability Equality Scheme.

Chair: \_\_\_\_\_ Gill Donaldson \_\_\_\_\_

Minute Number: 12.2 (17<sup>th</sup> March 2016)

Next Review date: March 2018

## Special Educational Needs Policy

**Cromford CE Primary School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise the achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with SEN are valued, respected and equal members of the school.**

As such, provision for pupils with SEN is a matter for the school as a whole. All teachers are teachers of pupils with SEN. The governing body, headteacher, SENCO and all other members of staff have important responsibilities.

### **Objectives**

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEN
- To enable pupils with SEN to maximise their achievements
- To ensure that the needs of pupils with SEN are identified, assessed, provided for and regularly reviewed

- To ensure that all pupils with SEN are offered full access to a broad, balanced and relevant curriculum including the foundation stage and the National Curriculum as appropriate
- 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 child into account

### **Roles and responsibilities**

The *Governing body* should, in cooperation with the school staff, determine the approach to provision for children with SEN, establish appropriate staffing and maintain a general oversight of the school's work.

The *head teacher* has the responsibility for the day to day management of all aspects of the school's work, including provision for children with SEN. At Cromford School, the headteacher is currently the SENCO.

The responsibilities of the *SENCO* include

- overseeing the day to day operation of the school's SEN policy
- coordinating provision for children with Special Educational Needs
- liaising with and advising fellow teachers
- managing learning support assistants
- overseeing the records of all children with Special Educational Needs
- liaising with parents of children with Special Educational Needs
- contributing to the in service training of staff
- liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.

All *teaching and non teaching staff* should be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN.

*Class teachers* are responsible for providing interventions that are additional to or different from those provided as part of the school's usual differentiated curriculum, in consultation with the SENCO.

### **The Role Played by Parents of Pupils with SEN**

In accordance with the SEN Code of Practice the school believes that all parents of children with SEN should be treated as equal partners. 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. Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education
- Have knowledge of their child's entitlement 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
- Have access to the Derbyshire Parent Partnership

### **Admission Arrangements**

The headteacher is responsible for implementing the admission arrangements which accord with those laid down by the local education authority. The school acknowledges in full its responsibility to admit pupils with already identified special educational needs, as well as identifying and providing

for those not previously identified as having SEN. (Ref Cromford CE Primary School Admissions Policy)

### **Identification, Assessment, Provision and Review**

To help identify children who may have Special Educational Needs, we will look at areas of the child's performance including:

- their performance in class
- the outcomes from baseline assessments
- their progress against the objectives from the National Literacy and Numeracy Strategy frameworks
- their performance against level descriptors within the National Curriculum at the end of a Key Stage
- Standardised assessment tools, for example, optional tests for Years 3,4,5.

A child can be said to have Special Educational Needs if they are not making adequate progress given that they have received support in the class room. (A list of definitions of adequate progress is given in section 5:42 of the Special Educational Needs Code of Practice.)

If this is the case then the child may be supported through *School Action* intervention. This will consist of further support for the child and class teacher from the SENCO.

At this stage the interventions are still school based, possibly with an Individual Education Plan being drawn up by the class teacher and SENCO. IEPs will be reviewed at least twice a year. If it is felt that a child needs support or assessment by an external agency, then the SENCO will liaise with the appropriate staff and the child will move to *School Action Plus*.

The IEP process will be maintained and if the school in conjunction with outside agencies, often the Educational Psychology Service, feels that there is still little or no progress being made, a request for Statutory Assessment will be made. The LEA will then decide if a statement of Special Needs is necessary for that child.

If a Statement is decided upon then the regulations regarding the Annual Review of that statement will be adhered to. (See Chapter 9 of the Special Educational Needs Code of Practice)

Parents will be consulted throughout this process.

Once a child has a statement , the SSSSEN Service supports the child, parents and school.

### **Access to the Curriculum**

All pupils have the entitlement to a broad, balanced and relevant curriculum. All pupils with SEN are taught for most of the week with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age. All teaching and support staff are aware of the National Curriculum Inclusion Statement and in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the pupils' diverse learning needs
- Remove the barriers to learning and assessment

With advice from and the support of the SENCO and SSSSEN teacher, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable pupils with SEN to access the learning or the assessment processes.

The school acknowledges that its practices make a difference. Because of this the school and teachers regularly review issues related to pupils with SEN and classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

### **Access to the Wider Curriculum**

In addition to the statutory curriculum the school provides a wide range of additional activities. All pupils, including those with SEN are actively encouraged and supported to join in and benefit from these activities. The participation of pupils with SEN in these activities is monitored carefully.

### **Monitoring and Evaluating the Success of the Education Provided for Pupils with SEN**

The school, including the governing body is committed to regular and systematic evaluation of the effectiveness of its work. The school employs a series of methods to gather information, including:

- Regular observation of teaching by the Head teacher and subject coordinators as part of the school's monitoring programme
- Analysis of the attainment and achievement of different groups of pupils with SEN
- Scrutiny of teachers' planning and pupils' work
- The views of parents and the pupils
- Regular discussions with the SEN governor
- Maintenance of assessment records (eg reading and spelling ages) that illustrate progress over time
- Regular meetings between SENCO and class teachers; SENCO, class teachers, teaching assistants and SSEN teacher.

### **Arrangements for In-Service Training**

The SENCO will attend Derbyshire conferences for SENCOs. All staff will attend appropriate training as and when deemed necessary by the needs of children, staff or the School Improvement Plan.