



SPECIAL EDUCATIONAL NEEDS (SEN) AND DISABILITY POLICY

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This document is a statement of the aims, principles and strategies for provision for children with Special Educational Needs at **STOKENCHURCH** Primary School. LEA guidelines and THE DfE Code Of Practice have been taken into consideration in the formulation of this policy. It was developed through a process of consultation between teaching and nonteaching staff and governors and will be reviewed annually.

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ACRONYMS

ADHD	Attention Deficit Hyperactivity Disorder	PRU	Pupil Referral Unit
ASD	Autistic Spectrum Disorder	SLD	Severe Learning Difficulties
CoP	Code of Practice.	SEMH	Social Emotional and Mental Health
EPS	Educational Psychology Service	SaLT or SLT	Speech And Language Therapy
ELSA	Emotional Literacy Support Assistant.	SLCD	Speech Language and Communication Difficulties
EAL	English as an Additional Language	STS	Specialist Teaching Service
HI	Hearing Impairment	SpLD	Specific Learning Difficulty
LDD	Learning Difficulties and Disabilities	SAS	Standardised Assessment Scores
OT	Occupational Therapy	VI	Visual Impairment
PD	Physical Difficulty		

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1 – INTRODUCTION

The principle that all pupils should receive a broad and balanced curriculum, relevant to their individual needs, is established by law: every teacher of every child, including those with Special Educational Needs. Stokenchurch Primary school utilises different methods and tools to present learning opportunities to children and carefully differentiates tasks and outcomes to match individual needs. Quality first teaching aims to reduce the needs for specialist support; however, we recognise that there will still be some children that need provision that is additional to or different from that encompassed by Quality First Teaching.

2 – LEGISLATION AND PURPOSE OF THE POLICY.

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co Ordinator's (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (June 2014).

THE SEN POLICY should be read in conjunction with the Policy for Teaching and Learning and the Behaviour Policy as these form an integral statement of the principles underpinning all the work of the school.

THIS DOCUMENT provides a framework for the identification of and provision for children with special educational needs and disabilities. It is written for the benefit of all members of the school community, to ensure that all are aware of the principles underlying identification and provision, and confidently committed to the agreed strategies.

3 - AIMS

At **STOKENCHURCH** Primary School we are committed to giving all our children every opportunity to achieve their best. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We want to create an atmosphere of encouragement, acceptance, respect for achievement and sensitivity to individual needs.

OUR AIMS FOR SEN are to:

- Strive to ensure that if a child has a Special Educational Need it is identified at the earliest opportunity and that early action is taken to meet those needs.
- Try to ensure that we have a clear and flexible strategy for working with children with SEND and parents are encouraged to play an active role in the education of their children.
- Value all children and recognise that all children may at some time be entitled to special needs provision.
- Strive for an ethos where children with SEND maximise their potential, are included fully in our school community and make a successful transition to secondary school and into adult life.
- Ensure we have a shared responsibility for identifying, assessing, meeting and reviewing individual pupil needs.
- Identify all children who need special consideration as early as possible to support their physical, social, emotional or intellectual development
- Ensure that these children are immediately given appropriate support to allow every child full access to the Foundation Stage Curriculum and the National Curriculum ensure that these children are fully integrated into all activities of the school involve parents in developing a partnership of support, enabling them to have full confidence in the strategy adopted by the school.

- Promote an atmosphere of encouragement, acceptance and respect for achievements in which all pupils can thrive
- Develop sensitivity to individual needs and a climate of warmth and support in which self-confidence and self-esteem can grow
- Adopt positive and consistent strategies to help children with behavioural difficulties and emotional problems
- Effect a programme of support and referral that will enable children to receive the help they need quickly and effectively
- Take into account the wishes of the child relevant to their age and comprehension

4- PRINCIPLES

- **IT IS THE AIM OF THE SCHOOL** that each child should maximise his or her potential in a caring supportive environment which provides equal opportunities.
- **ALL PUPILS** have individual needs. Many of these can be met within the normal environment of the classroom through a differentiated curriculum.
- **THE NEEDS OF APPROXIMATELY 1 IN 5 PUPILS** cannot be met fully without some special support. This support is offered as an integral part of the school's provision.
- **PUPILS REQUIRING SPECIAL SUPPORT INCLUDE** those of exceptional ability and talent as well as those who learn slowly and with difficulty. There is a separate policy for children needing Gifted and Talented provision.
- **CHILDREN HAVE SPECIAL EDUCATIONAL NEEDS** if they have a learning difficulty which calls for special educational provision to be made for them.
- **CHILDREN HAVE A LEARNING DIFFICULTY** if they have significantly greater difficulty in learning than the majority of the children of their age or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.
- **SPECIAL EDUCATIONAL PROVISION MEANS** educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age.

5. CO-ORDINATING EDUCATIONAL PROVISION

- 4 days allocation per week is provided for the SENCO to carry out their duties. Year group meeting time allocated to provide liaison with the SENCO over identification and provision when required.
- Opportunities for staff INSET meetings with a SEN focus at least once every half term.
- LSA/TA meeting with a training focus.

6- ALLOCATION OF RESOURCES

Use of the annual budgetary allocation for SEN to provide the SENCO with designated time to carry out duties. This budget is supplemented by:

- hours of support from Learning Support Assistants
- the use of supply teachers to release class teachers for discussions with the SENCO/outside agencies if and when required.
- a capitation allowance, based on a SDP bid, dedicated to the purchase of SENresources.
- extra funding to meet the needs of specific named children with SEN, periodically delegated by the LEA. This is always used in the manner specified by the LEA.
- Breakfast nurture club
- ELSA support sessions.

7- FUNDING FOR SEN

Funding is agreed locally and is given to the school under three main headings:

ELEMENT 1: Schools get most of their funding based on the total number of pupils in the school. This core budget is used to make general provision for all pupils including pupils with SEN.

ELEMENT 2: Every school receives an additional amount of money to help make special education provision to meet children's SEN, this is called the notional SEN budget. In bucks, prior attainment and deprivation are used to calculate the money a school receives. The Government now require that schools use this funding to pay for up to 13.5 hours of support before additional funding can be applied for.

ELEMENT 3: It is expected that the needs of almost all mainstream children can be met through the school budget; however, there will always be a small number of children whose needs are so complex or unusual that money to support them can only be allocated on an individual basis. In these cases the school can apply locally for top up funding called 'Higher Needs Block Funding'.

8 - IDENTIFICATION, ASSESSMENT AND REVIEW

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

A child has special educational needs if he or she has a learning difficulty or disability which requires special educational provision to be made for him or her, namely that which is additional to or different from the normal adaptations that are made as part of Quality First classroom Teaching.

A child has a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others the same age.

Many children who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities.' Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

TYPES OF LEARNING DIFFICULTY

Children will have needs and requirements which fall into at least one of four areas and many children will have inter-related needs.

- Communication and Interaction (Language difficulties, Autistic Spectrum Disorders)
- Cognition and Learning (e.g. Dyslexia and Dyspraxia)
- Social, Emotional and Mental Health Issues (e.g. ADHD)
- Sensory and/or Physical

Factors which can Impact on Progress and Attainment:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an additional Language
- Being in receipt of Pupil Premium Grant
- Being a looked after child
- Being a child of serviceman/woman
- Behaviour

When deciding whether to make special educational provision, the class teacher and SENCO will consider all of the information gathered from within the school about the pupils progress, alongside national data and expectations of progress. This information gathering will also include early discussions with the pupil and their parents to determine the child's strengths and difficulties.

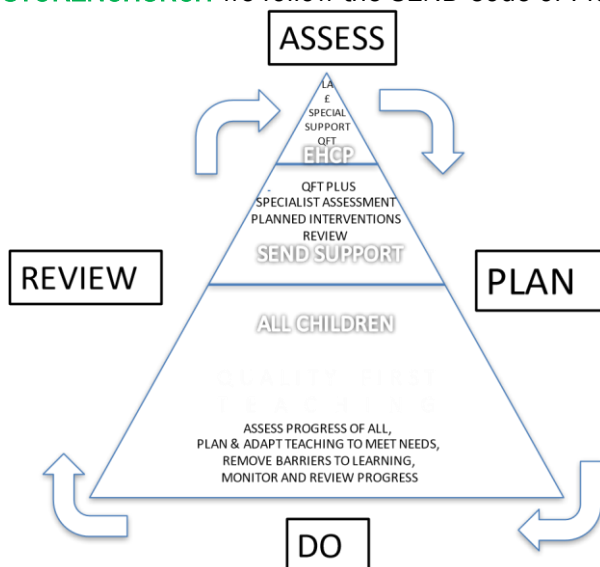
A variety of different sources of information are taken into consideration when identifying whether a child has a special educational need. The views of the child, and all involved with them (parents, school staff, outside agencies) are equally important.

At **STOKENCHURCH** we follow a clear procedure when identifying children with SEN:

- Initial concerns regarding a child's progress or specific difficulties are raised by the class teacher or parents/carers. These concerns are shared with class teacher, SENCo and parents/carers.
- Observations of the child (- at school), a child's own views, information from the previous setting and/or information from outside experts who have raised concerns about the child's needs.
- A meeting with Class teacher about what areas of OAP have been followed. A ROC form will be filled out by the class teacher at this point.
- SENCo may seek outside support from other professionals e.g. EP, SALT, OT, woodlands PRU.
- Assessments are carried out and clear targets set with parent and pupil involvement. Appropriate interventions are put into place in the classroom and are carried out for approx. a term and reviewed to establish whether any progress has been made. SENCo is consulted to discuss further action and progress is discussed with parents/carers.
- If some progress is apparent interventions may be maintained, or alternative strategies tried.
- If no progress has been shown after initial interventions and classroom strategies e.g. differentiation then advice and support from outside agencies may be requested by the SENCo to assess the child further.
- Once special educational needs have been identified, SEN support is delivered following the graduated approach, as outlined below.
- For children transferring to the school a meeting involving the SENCO will be held with parents to identify needs and plan a provision.
- When children transfer within the school, SEN records will be read and discussed prior to transfer by teachers, and discussed with support staff, to ensure smooth transition.

9 – THE GRADUATED APPROACH TO SEN SUPPORT

At **STOKENCHURCH** we follow the SEND Code of Practice: 0 – 25 years (DfE 2014) graduated response.



Where a pupil is identified as having SEN, action is taken to remove barriers to learning and effective special educational provision is put in place. This SEN support takes the form of a four-part cycle (Assess, Plan, Do Review) through which early decision and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupils in making good progress and securing good outcomes. This is known as the graduated approach.

ASSESS – In identifying a child as needing SEN support the class teacher, working with the SENCo, will carry out a clear analysis of the pupil's needs following a 'record of concern' being filled out. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from pupil progress, attainment and behaviour. It will also draw on the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external agencies.

This assessment is reviewed regularly. This helps ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed.

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PLAN – Where it is decided SEN provision is necessary, the pupil will be formally recorded on the SEN register and a SEN support plan will be drawn up. The class teacher, with input from the SENCo and parent will draw up the plan that details the outcomes sought, the interventions and the support provided. The class teacher and support staff, with the support from the SENCo will be responsible for implementing the SEN support plan.

Parents are made fully aware of the planned support and interventions and it is expected that parents reinforce or contribute to progress at home.

DO – The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class they still retain responsibility for the pupil. Working closely with any teaching assistants or specialist staff involved, teachers plan and assess the impact of support and interventions and how this can be linked to classroom teaching.

REVIEW – The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed regularly through results from NTS assessments that are fed into an online platform called MARK and individual cohort charts for each year group. In addition, the development of the use of 'provision map' tool will allow to track progress and analyse the impact of interventions related to targets. The class teacher, working with the SENCo, will revise the support in light of the pupils progress and development, deciding on any changes to support and outcomes in consultation with the parent and pupil. These reviews will happen between parents and teacher three times a year as part of the plan, do review cycle.

STATEMENTS/EDUCATION, HEALTH AND CARE PLANS

A statement of Special Educational Needs or EHCP is, in many cases, issued before a child starts school to address profound, severe or complex needs. However, there are a number of cases where the LA may be requested to make statutory assessment of a child whose needs become apparent as he or she develops and which cannot be met via the schools usual provision. Assessments are a lengthy and intensive process requiring detailed information and evidence from all parties involved (parents, teachers, external specialists, medical and psychology advice) gathered over a period of time. A decision will be made by the LA in no more than 20 weeks. The statement/EHC is then reviewed annually with parents.

10 - MANAGING PUPILS ON THE SEN REGISTER

SEN SUPPORT PLANS

Children in receipt of SEN provision will have their needs recorded on a SEN support plan. SEN support plans are reviewed at least three times a year and parents are invited to attend additional meeting when necessary. Class teachers hold the responsibility for evidencing progress according to the outcomes described in the plan.

STATEMENTS/EHCPS

The school will make a request for an EHC Plan (which has replaced a statement) to the LEA when, despite an individual programme over a period of time, the pupil remains a significant cause for concern. The school must demonstrate that the child is being supported for over thirteen and a half hours a week. Requests for assessment may also be made by the parent or by referral from another agency.

When requesting an EHC Plan the school will have the following information available:

- The action followed with respects to SEN Support.
- The pupil's past SEN Support Plans with the reviews undertaken.
- Information on the pupil's health and relevant medical history.
- National curriculum levels, APP or PIVAT levels.
- Other relevant assessments from specialists i.e. Educational psychologists; support teachers. - The views of both parent and child.
- Any other involvement by professionals.
- Social services/educational welfare service.

If an EHC Plan is proved by the LEA it will include details of targets/outcomes set for the pupils, these will be:

- Short term in nature, established through parent/pupil consultation.
- Implemented in the classroom setting either with whole class or group teaching.
- Children may also need to go out of school to access specialist support in clinic such as Occupational Therapy.

Where a child has been given an Education, Health and Care plan (or previously a statutory assessment / statement) the local authority must review the plan, as a minimum every twelve months, through an Annual

Review meeting. Parents, the child concerned, school staff and outside agencies involved with the child are invited to attend these reviews.

IN CLASS SUPPORT

All pupils identified as having a SEN or disability are treated equally and given access to an appropriate curriculum. Within lessons it is the teacher's responsibility to differentiate learning.

Pupils with statements of SEN or Education, Health and Care Plans (EHCPs) are supported in class according to the requirements of their Statement or EHCP. Any additional adult support is carefully managed to ensure that it is not unduly intrusive. SSA hours on a child's statement or EHCP does not necessarily mean that the child is entitled to 1:1 support in all lessons, it is to be used unobtrusively and for resources.

If a pupil does not have a statement or EHCP, individual in – class support is not routinely offered, however, this can be considered in extreme cases if deemed necessary. Instead, strategies to support pupils identified with SEN are included on their support plan.

INTERVENTIONS

STOKENCHURCH has a wide variety of additional interventions which can be used to support pupils.

Where necessary, this additional support is provided through small group or 1:1 interventions where pupils will be withdrawn from non-core lessons for the period of the interventions, usually by a fully trained Learning Support Assistant.

INVOLVEMENT OF EXTERNAL SPECIALISTS

In addition to providing staff training and giving support and advice, a variety of outside services are involved in working closely with the school to meet the needs of individual children.

- Termly advice clinics are held with the school's Occupational Therapist and outside Educational Psychology Service Everlief.
- Once in-school strategies and interventions have been implemented and reviewed, it is sometimes necessary for the school and parents/carers to make referrals to outside agencies. Before observing or assessing children in school the professionals would always obtain parental permission. Links with the following services are made to support the specific needs of children:
 - -Woodlands Pupil referral unit
 - -Speech and Language Therapy
 - -Specialist Teaching Service (STS)
 - -School Medical Service
 - -LEA advisors
 - -Social Services
 - -Educational Welfare Officer
 - -CAMHS: Child Mental Health Services
 - -Specialist teaching service
- -Family resilience service

POSITIVE INTERVENTION PLANS

When a child is struggling to follow the school's behaviour policy then a Positive intervention Plan will be set up between all parties: class teacher, SENCo and headteacher. This will allow the child to modify their behaviour with support strategies provided by the teacher. This will work alongside the SEN support plan as usually the behaviour stems from a special educational need. PIPS are reviewed regularly with parents according to the change in pattern of behaviour. Usually every 6/8 weeks.

Staff will use physical restraint with a pupil if their behaviour is placing themselves or others' safety at risk. All incidents involving a physical restraint are recorded in a bound and numbered book and parents/carers informed.

USE OF ICT TO SUPPORT SEN

In some cases, it may be recommended that pupils are provided with ICT resources to enable them to better access the curriculum, specifically laptops/tablets. These can only be provided if a child has the funding through a statement/EHCP or Higher Needs Block Funding(top up funding).

APPLICATION OF TOP UP FUNDING

The school will make a request for 'Higher Needs Block Funding' when, despite an individual programme over time, the school cannot continue to meet the needs of a young person without additional resources, funding or access to a specialised provision or resource. The funding is allocated for a two year period and may be more appropriate to a child than an EHC Plan. The school must demonstrate that over £6,000 has already been spent in order to support the child.

ACTIVITIES OUTSIDE OF THE CLASSROOM INCLUDING SCHOOL TRIPS

STOKENCHURCH offers a wide variety of trips and extra-curricular activities for pupils. We aim to support all pupils to enable them to attend trips, visits and take part in extra activities. A risk assessment will be completed for each trip and the needs of individual pupils are considered as part of this process. A decision will then be reached by the SENCo, in collaboration with parents and class teacher, to decide whether or not it is possible for the pupil to attend.

11- CRITERIA FOR EXITING THE SEN REGISTER

As a pupil starts to make adequate progress (as outlined in the SEN code of practice), support will gradually be reduced. Where a pupil continues to make adequate progress without the requirement for provision that is additional to or different from that which is provided as part of Quality First teaching, for a period of a term or more, the pupil will be removed from the SEN register. Their progress will continue to be carefully monitored and reviewed regularly through the school's assessment tracking process.

12 – SUPPORTING PUPILS AND FAMILIES

The aim of the school is:

- To ensure that all parents are aware of the school's arrangements for SEN, including the opportunities for meetings between parents and teachers, by outlining these arrangements in the school prospectus and providing further detail in the Governors' Annual Report to Parents.
- To inform parents immediately when a child is placed on the monitoring stage and offering an opportunity for discussion and exchange of information.
- Formal consultation between the teacher and parents of children on SEN support (following the Code of Practice) to discuss the child's needs and approaches to addressing them.
- Strategies which will be used in school and suggestions for parental support will be shared at this time and regular review meetings organised at least three times a year. (once per term)
- To value the parents' wishes for the child as paramount unless they are directly contradictory to the advice of other experts. In such circumstances the school would work to achieve a compromise position acceptable to all.
- Taking account of view expressed in the annual parent's audit.

LOCAL OFFER

Buckinghamshire county council, along with all other local authorities, are required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have Special Educational Needs and/or Disabilities. This is known as the 'Local Offer'. For further information please visit: www.bucksfamilyinfo.org/localoffer

BUCKINGHAMSHIRE SEND INFORMATION, ADVICE AND SUPPORT SERVICE (FORMALLY PARENT PARTNERSHIP)

Buckinghamshire partnership provides impartial information, advice and support to parents and carers of children with special educational needs – ie parents of children who are receiving additional support in school or early years settings, parents who have a child that is going through Statutory Assessment or who already has a Statement of special educational needs. For further information about this service, please visit: <http://bucksfamilyinfo.org/SIAS>

LIASON WITH OTHER SCHOOLS

We make every effort to contact nursery classes and playgroups and feeder schools for discussion of children with SEN before they enter the school and Year 3, contacting the previous school of any child with SEN entering the school at a point other than Foundation Stage to determine how the child will be inducted and to enable us to benefit from previous knowledge of the child.

Planning meetings involving the SENCO and prospective class teacher to ensure that the needs of any child entering the school with SEN can be met as fully as possible.

We contact receiving schools for all children with SEN to ensure the process of transition is smooth and that the receiving school has all relevant information. In addition we are always willing to be consulted by receiving schools at any point after a child has transferred if we can give assistance to support the continuity of a child's development.

The SENCO meets regularly with other SENCOs from primary schools, and on an annual basis with SENCOs from secondary schools. These meetings are arranged by the LEA or STS.

LINKS WITH OTHER ORGANISATION

- Visits from the school nurse who is in contact with the Health Services
- The Education Welfare Liaison Officer who can also be contacted quickly if the need arises regarding attendance.

ADMISSIONS ARRANGEMENTS

We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs. All children with SEN play a full part in the daily life of the school and are encouraged to join in all activities. Places for children with or without a special educational need are allocated in line with the local authority's admissions policy. Pupils with Education, Health and Care plans, or statements, are admitted into school and fully integrated unless it would be unsuitable to the child's age, ability, aptitude or special educational needs, or incompatible with the efficient education of other children.

- The school will ensure that all children are admitted to the school in accordance with LEA policy which is detailed in the school prospectus.
- The school will negotiate with parents of children with SEN and with other professionals, in order to meet the best interests of the child.
- The school will make every effort to provide any necessary adaptations possible within the constraints of the school budget.

ACCESS ARRANGEMENTS

When a pupil reaches Year 6, their data is analysed by the SENCO and, if necessary, they are assessed for extra support in their End of Key Stage SATS examinations. Examples of support could be: a reader; extra time; movement breaks and/a scribe. Applications for access arrangements have to be submitted to the Department of Education. Where a pupil requires arrangements to be made, they will usually need to sit their examinations in a separate room from the other candidates.

GRAMMAR SCHOOLS AND TRANSFER TESTS

It is the parents' responsibility to notify the school that they request reasonable adjustments to the Transfer Tests to be considered for their child. Where parents advise a teaching member of staff at their school that they believe their child is disabled, then the school is responsible for notifying the LA.

As the secondary Transfer Tests are not compulsory, parents together with the Headteacher should consider whether a child's specific special educational needs would make him/her suitable to be placed in a grammar school and hence whether it would be appropriate for that child to take part in the secondary transfer testing process.

13 - MONITORING AND EVALUATING SEN PROVISION

The school's SEN policy will be achieving its aims if:

- through a process of early intervention children's educational needs are identified and addressed effectively at the earliest possible phase
- children are positively supported in working towards appropriate, specific, achievable targets within the classroom curriculum
- parents have full confidence in the school's procedures and express satisfaction with the outcome for their children
- all staff are fully committed to the school policy.

The school SEN records will collate and record the school's responses at all stages and information collected at review meetings will be included. An appropriate combination of the following information regarding individual pupils will be available in school for scrutiny at any time:

- Special Needs Register
- Description and nature of pupil's difficulties
- Strategies to be adopted
- Year group's provision maps
- SEN support plans
- Reviews
- Reports from outside agencies

The notion of value added is an important one to Stokenchurch Primary School and is monitored by pupil achievements in relation to assessments and results in the following ways:

- Target setting and achievement
- Examinations tests, both school based and external
- School's award schemes
- Extra-curricular activities
- School experience success

14- TRAINING

Teachers at Stokenchurch Primary School are highly trained and have a wide range of qualifications to enable them to support pupils. They are supported by experienced LSAS.

- The SENCO will attend appropriate courses and conferences as they arise.
- The SENCO will attend regular meetings for SENCOs arranged by the LEA Advisory Service.
- Other teachers and Learning Support Assistants attending SEN courses which interest them and have a particular bearing on children they are supporting will disseminate information at staff meetings.
- Staff meetings are held to address updates on SEN code of practice 2014.
- A record of all SEN training delivered will be kept by the SENCO and subsequent evaluation will be kept by the CPD manager (Mr Nick Stevens)

15 – REVIEWING THE POLICY

The SEN policy is reviewed annually by the SENCO and Governing Body to take account of the changes made to the Code of Practice.

16- ACCESSIBILITY and ADAPTIONS to the curriculum and learning environment

FACILITIES

STOKENCHURCH is fortunate enough in having a modern building which incorporates ramps, accessible toilets and lifts and is therefore usable by children with physical disabilities and those with wheelchairs. We have also made classroom adjustments and provisions for children with visual impairments for example yellow lines painted around the school.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching styles, content of the lesson
- Adapting our resources – providing 'hands on' learning opportunities and staffing
- Using recommended aids such as laptops, coloured overlays, visual timetables.
- Differentiating our teaching e.g. giving longer processing times, pre teaching of key vocabulary, reading instructions aloud.
- Providing different equipment: writing slopes, pencil grips, training scissors, sit on wedges.

17 – DEALING WITH COMPLAINTS

As taken from the DFE government website, SEN complaints should be dealt with as follows:

Follow these steps in order. Move on to the next step if your complaint is not resolved.

1. *Talk to the school's special educational needs co-ordinator (SENCO).*
2. *Follow the school's complaints procedure.*
3. *Complain to your [local authority](#).*

For EHCPS:

Appeal to the Special Educational Needs and Disability Tribunal if you disagree with a decision your local authority has made about a child or young person's education, health and care (EHC) needs or plan.

You can appeal if you do not agree with the EHC plan your local authority has made, or if they:

- *refuse to carry out an EHC assessment or reassessment*
- *refuse to create an EHC plan after carrying out an assessment or reassessment*
- *refuse to change the sections of an existing EHC plan which are about education (sections B, F and I)*
- *decide you or your child does not need an EHC plan any more*

Within our school we will follow the following procedure:

- There will be discussion between parents and SENCO within one week of any complaint being made.
- A procedure will be followed in the event of the initial meeting failing to resolve the complaint. This will involve the Head Teacher who will hold a fact finding meeting after discussion with the parents, teacher and SENCO individually. This meeting will be held within one week from the Head's notification of the need.
- A procedure will be followed in the event of continuing dissatisfaction. Parents will be advised to take their complaints to the Governor with responsibility for SEN or ultimately to the LEA.
- Further follow up meetings at any stage, where necessary.

You can find the school's complaints policy here

<https://www.stokenchurchprimary.co.uk/complaints-and-resolutions-policy-1/>

18 - RESONSIBILITIES

ALL MEMBERS OF THE SCHOOL COMMUNITY (teaching and non-teaching staff, parents, pupils and governors) work towards the school's aims by:

- being fully aware of the school's procedures for identifying, assessing and making provision for pupils with special educational needs
- a commitment to a partnership approach to provision.

THE MANAGEMENT TEAM (governors, Head Teacher and senior staff) work towards the school's aims by:

- determining the school's general policy and approach
- taking responsibility for devising and implementing this SEN Policy through widespread consultation
- monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken
- establishing appropriate staffing and funding arrangements
- establishing a subcommittee of the governing body which meets termly to monitor the detailed implementation of SEN policy and reports back to the governing body at each of its meetings
- informing parents (via the Governors' Annual Report) about the success of the policy, any significant changes to it, resource allocation and consultation with the LEA and with other schools
- designating a specific governor as having special responsibility for SEN.

THE HEAD TEACHER works towards the school's aims by:

- management of provision for children with special educational needs
- keeping the governing body fully informed

- working closely with the SENCO to co-ordinate provision.

THE SENCO

The SENDCOs are Cat Howland & Francesca Avery.

The SENDCO Cat Howland holds the National Award for SEN required by Clause 67, C & F Bill, 2014.

(Special Educational Needs Co-ordinator) works towards the school's aims by:

- overseeing the day-to-day operation of the school's SEN policy,
- co-ordinating provision for children with SEN,
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- liaising with class teachers/parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- ensuring that the school keeps the records of all pupils with SEN up to date.

THE GOVERNOR ROLE works towards the school's aims by:

- Ensure that necessary provision is made for children who have SEN,
- Ensure that the needs of children with SEN are made known to all who are likely to teach them,
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEN
- Consult the local authority and the governing bodies of other schools, when necessary or desirable, in the interests of co-ordinated special educational provision in the area as a whole
- Ensure that children with SEN join in with all pupils in the activities of the school, so far as is reasonably practical and compatible with their learning needs
- Ensure the effective use of resources

Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.

TEACHERS work towards the school's aims by:

- Providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement
- Recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- Close liaison with the SENCO in the identification of and provision for pupils with SEN
- Writing SEN support plans in conjunction with the SENCO for children with SEN in their class.
- Working collaboratively with external agencies and using advice given from reports in the day to day provision for a child.
- Set appropriate targets for the children in their care and manage the strategies and interventions used within their own classrooms.
- Meeting three times a year with parents/carers to share concerns and discuss ways to support children.
- Identifying needs early on and using effective differentiation to ensure a child's needs are met within the classroom.
- They work closely with support staff and aim to meet the needs of all the children within their class.

SEN ASSISTANT works towards the school's aims by:

- Close liaison with SENCO in the provision for pupils with special needs
- Establishing resources to support specific SEN programmes monitoring

- Monitoring and reviewing the effectiveness of interventions across the school and the impact they have on children's progress.
- Establishing new resources/interventions for small groups of children dependant on need.
- Reviewing staff training on interventions and ensuring good practise is shared across the whole school.
- Overseeing provision maps and tracking of progress in line with specific interventions.

LEARNING SUPPORT ASSISTANTS/TEACHING ASSISTANTS work towards the school's aims by:

- Assisting in the implementation of provision maps and SEN support plans within the classroom setting
- Supporting individuals or small groups of children within the classroom to enable them to reach the targets set within the SEN support plan
- Allowing children with SEN to access the classroom curriculum
- Close liaison with the SENCO in the provision for pupils with SEN and giving feedback regularly regarding interventions.
- A job description of this role is attached within the appendices.

SEN PUPILS work toward the school's aims by:

- Being aware that the school is making special provision to meet their needs
- Co-operating with teachers developing a growing understanding of their own needs
- Taking growing responsibility for their own learning.
- Being aware of their targets on their SEN support plan
- Contributing to a 'circle of support' about who best supports them.

PARENTS work toward the school's aims by:

- Ensuring that children attend school in good health, punctually, and regularly (this involves taking holidays only out of term time)
- Being realistic about their children's abilities and offering encouragement and praise
- Participating in discussions concerning their children's progress and attainments
- Ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- Taking an active interest in children's learning by supporting in class where appropriate, and giving due importance to homework, hearing reading, and assisting in learning of tables and spellings
- Allowing children to take increasing personal and social responsibility as they progress throughout the school.

LINKS WITH OTHER POLICIES AND DOCUMENTS INCLUDE:

1. Record of Concern monitoring form.
2. SEN support plan
3. Accessibility plan
4. Behaviour
5. Supporting pupils with medical needs
6. Complaints and resolutions policy