



Bedfield and Wetheringsett C of E Primary Schools Special Educational Needs Policy

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The Mustard Seed

"The Kingdom of Heaven is like a grain of mustard seed,
 when it is
 grown, it becomes a tree, so that the birds of the air
 come and lodge in its branches." Matthew 13:31 – 32

The Mustard Seed

**"If you have faith as small as a mustard seed... nothing
 will be impossible for you." Matthew 17:20-21**



1. Inclusion Statement

- We endeavour to achieve inclusion of all children (including vulnerable learners) whilst meeting their individual needs.
- Teachers provide differentiated learning opportunities for all the children within the school and provide materials appropriate to children's interests and abilities. This ensures that all children have full access to the school curriculum.
- Special Educational Need might be an explanation for delayed or slower progress but is not an excuse, and we make every effort to narrow the gap in attainment between vulnerable groups of learners and others.
- English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable learners.
- We focus on individual progress as the main indicator of success.
- We strive to make a clear distinction between "underachievement" - often caused by a poor early experience of learning - and special educational needs.
 - Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
 - Other pupils will genuinely have special educational needs and this **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes that address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

2. Aims and Objectives of this Policy

The aims of our SEN policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of progress for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- 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 staff are trained to have the expertise to meet pupil needs, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

- To promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.

This policy is to be read in conjunction with the school's other policies such as Behaviour, Accessibility, Exclusion, Educational Visits, Teaching and Learning.

3. Provision for all

- All learners will have access to quality first teaching.
- Some learners will have access to support in the form of small groups or one-to-one. Often, these will be pupils who are underachieving and have been identified by the school as needing to make accelerated progress but will not necessarily be pupils with special educational needs. This is considered to be a differentiation of the usual school curriculum - not a special intervention for pupils with SEN.
- All learners will be monitored through a tracking system.

3a. Identification and Assessment

2. Policies and procedures for identifying children with SEN and assessing their needs

Children's needs should be identified and met as early as possible through:

- the analysis of data
- classroom-based assessment and monitoring arrangements (cycle of planning, action and review)
- following up parental concerns
- tracking individual children's progress over time,
- liaison with feeder pre-schools on transfer
- information from previous schools
- information from other services
- undertaking, when necessary, a more in depth individual assessment. • involving an external agency when necessary.

7. The approach to teaching children and young people with SEN

8. How adaptations are made to the curriculum and the learning environment of children and young people with SEN.

3b. Curriculum Access and Provision

Where children are underachieving and/or identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers differentiate work as part of quality first teaching
- small group work with a qualified teacher or trained teaching assistant
- one-to-one work with a trained adult
- individual class support / individual withdrawal
- further differentiation of resources
- learning buddies
- homework club
- support plans

- monitoring reports
- ICT support

10. Evaluating the effectiveness of the provision made for children and young people with SEN.

3c. Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision for vulnerable learners is carried out in the following ways:

- classroom observations
- ongoing assessment of progress made by intervention groups
- work sampling
- scrutiny of planning
- teacher meetings with the SENCO • informal feedback from all staff.
- pupil discussions when setting new targets or reviewing existing targets • pupil progress tracking using assessment data (whole-school processes)
- monitoring targets, evaluating the impact of those targets on pupils' progress.
 - attendance records and liaison with Education Welfare Officer (EWO).
- regular meetings about pupils' progress between the school and parents
- head teacher's report to parents and governors
- SENCO's report to governors

13. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

4. Additional SEN Support

- Pupils will be offered additional SEN support when it is clear that their needs require intervention which is “additional to” or “different from” the well-differentiated curriculum offered for all pupils in the school i.e. they have a special educational need as defined by the SEN Code of Practice 2014.
- On very rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.
- Our approach to Support Plans is as follows:
 - as a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They are seen as working documents which can be constantly refined and amended.
 - to only record support which is *additional to or different from* the differentiated curriculum plan which is in place as part of provision for all children. Targets will address the underlying reasons why a pupil is having difficulty with learning - they will not simply be “more literacy” or “more maths”.

- to be accessible to all those involved in them- pupils should have an understanding and “ownership of the targets” appropriate to their age.
- will include assessment data and will include the input of outside agencies,
- have been made so that they are manageable and easily monitored so they can be evaluated regularly.
 - will be time-limited - termly reviews, with an agreed “where to next?”
 - will have a maximum of four short / medium term targets set for or by the pupil.
 - will state what the learner is going to learn - not what the teacher is going to teach and will be clear about what the pupil should be able to do at the end of the given period.
 - targets will be arrived at through :
 - discussion between teacher and SENCO
 - discussion, wherever possible, with parents/carers and pupil
 - discussion with another professional

4a. Statement of Special Educational Needs or Education Health and Care Plan

- Pupils with a statement of educational needs (pre September 2014) or an Education Health and Care Plan (post September 2014) will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their statement/plan.
- Our review procedures follow those in the Special Educational Needs Code of Practice particularly with regard to the timescales set out within the process.

4b. Management of SEN within our school

The headteacher and governing body have delegated the responsibility for the ongoing implementation of this policy to the Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the headteacher and the governor with responsibility for SEN on the ongoing effectiveness of this inclusion policy.

All staff in school have a responsibility for maximising achievement and opportunity of all learners - specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Headteacher

- The headteacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.
- The head teacher and the governing body will delegate the day to day implementation of this policy to the Special Educational Needs Coordinator (SENCO)
- The head teacher will be informed of the progress of all learners and any issues
- with regard to the school’s provision in this regard through:

- analysis of the whole-school pupil progress tracking system
- maintenance and analysis of a whole-school provision for vulnerable learners
- pupil progress meetings with individual teachers
- regular meetings with the SENCO
- discussions with pupils and parents

Special Educational Needs Coordinator

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

- maintenance and analysis of whole-school provision for vulnerable learners
- coordinating provision for children with special educational needs
- liaising with and advising teachers
- coordinating with other classroom staff involved in supporting vulnerable learners
- overseeing the records on all children with Special Educational Needs
- 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 Review for all pupils with a statement of special educational need/ Education and Health Care 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 interventions 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 vulnerable pupils
- monitoring the school's system for ensuring that Support Plans have a high profile in the classroom and with pupils
- evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs)
- meeting termly with each teacher to review and revise learning objectives for all vulnerable learners in their class
- 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 SENCO meetings and training as appropriate
- liaising with the school's SEN Governor, keeping him/her informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school)
- liaising closely with a range of outside agencies to support vulnerable learners

Class teacher

Class teachers have responsibility for:

- liaising with the SENCO to agree :
 - which pupils in the class are vulnerable learners
 - which pupils are underachieving and need to have their additional interventions monitored on a personalised learning plan - but do not have special educational needs.
 - which pupils require additional support because of a special educational need and need to go on the school's SEN register. Some of these pupils

may require advice/support from an outside professional to address a special educational need (this would include pupils with statements/EHC Plans)

- securing good provision and good outcomes for all groups of vulnerable learners by:
 - providing differentiated teaching and learning opportunities whilst maintaining challenge
 - ensuring there is adequate opportunity for pupils with special educational needs to working on agreed targets which are genuinely “additional to” or “different from” those normally provided as part of the differentiated curriculum offer and strategies
 - ensuring effective deployment of resources - including teaching assistant support - to maximise outcomes for all learners. ○ having high expectations for all learners.

9. The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured.

4c. Training

- The SENCO meets with other local SENCOs at pyramid and cluster SEN network meetings.
- All staff will be trained in how to best support all vulnerable learners in order to maximise their achievement as part of the school development plan and continuous professional development.
- Specialist advice and expertise in relation to assessment and support of individual pupils will be sought. Our school will, wherever possible, join with other schools in joint commissioning and quality assurance arrangements.

3. Arrangements for consulting parents of children with SEN and involving them in their children’s education

4d. Partnership with Parents/Carers

- The school aims to work in partnership with parents and carers. We do so by:
 - working effectively with all other agencies supporting children and their parents
 - giving parents and carers opportunities to play an active and valued role in their child’s education
 - making parents and carers feel welcome
 - encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
 - instilling confidence that the school will listen and act appropriately
 - focusing on the child’s strengths as well as areas of additional need
 - allowing parents and carers opportunities to discuss ways in which they and the school can help their child
 - agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational

needs, involving parents in the drawing-up and monitoring progress against these targets

- keeping parents and carers informed and giving support during assessment and any related decision-making process
- making parents and carers aware of the Parent Partnership services.
- providing all information in an accessible way.

4. Arrangements for consulting with young people with SEN and involving them in their education

4e. Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. All pupils are involved in monitoring and reviewing their progress through the use of targets. We endeavour to fully involve all pupils, in an age appropriate way, by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them,
- self-review their progress and set new targets
- monitor their success at achieving their targets.

6. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society.

4f. Effective Transition

- We work closely with other local schools and early years providers to ensure a smooth transition between settings
- We will ensure early and timely planning for transfer to a pupil's next phase of education. We will offer transition meetings to all pupils and parents of children with SEN.
- Pupils with Education Health and Care Plans/ Statements will have next phase destinations and transition arrangements discussed at annual review meetings.
- A transition action plan will be produced, with specific responsibilities identified.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.
- The SENCO and class teacher will endeavour to meet with the parents and educators of children with SEN before they start the school and may visit the child in their early years setting
- Parents will be given a named contact at the new school with whom they and the SENCO can liaise

5. Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the school, as agreed with the Local Authority*)

14. Arrangements for handling complaints from parents of children with SEN about provision in the school

6. Complaints

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the headteacher. The governor with specific responsibility for SEN may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the school's complaints procedure.