



Learning Difficulties & Disabilities/Special Educational Needs (SEN) Policy

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This Policy applies to all pupils from the EYFS to Year 6.

Introduction

The purpose of this document is to set out the School's policy and procedures for the identification and assessment of and ongoing provision for pupils with learning difficulties & disabilities/special educational needs (the School Offer). It has been written with reference to the Department for Education and Department of Health *Special educational needs and disability code of practice: 0-25 years* (2014), which provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014, and the Equality Act 2010.

Objectives of the SEN Policy

As a school, we aim:

- To support each child to feel a valued member of the School community whatever their abilities
- To meet each child's individual needs, following the *Code of Practice* (2014) and the Equality Act 2010
- To meet the needs of all children with SEN through early identification, assessment and provision
- To offer children with SEN access to as broad, balanced and relevant an education as possible to enable them to reach their full potential
- To include pupils and their parents in all stages of SEN provision (as appropriate)
- To include pupils themselves (wherever possible) to participate in all decision making processes including those regarding the type of intervention proposed and the setting of targets
- To provide levels of intervention to match pupils' needs based on good and best practice
- To work collaboratively with outside agencies and specialists
- To review intervention regularly
- To ensure that each child's progress is regularly monitored and that appropriate records are kept concerning their SEN, the interventions that have been provided and their outcomes
- To ensure that no pupil is discriminated against, in any area of School life, on the basis of an SEN
- To support class teachers working with pupils who have or may have an SEN

Definitions

Pupils may present with particular needs at any point during their school career. These needs may be of a short term or of a more long term nature and can include:

Communication and interaction difficulties

These pupils have speech, language and communication difficulties, which may be associated with the autistic spectrum, and include conditions such as Asperger's syndrome.

“A child does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught in, is different from a language (or form of language) which is or has been spoken at home” (Children and Families Act 2014 Section 20.4).

Cognition and learning difficulties

This includes pupils with specific learning difficulties (SpLD) which incorporate a range of conditions including dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

This may include pupils who have a wide range of social and emotional difficulties, from behaviour issues like Attention Deficit Disorder and Attention Deficit Hyperactive Disorder (ADD and ADHD) to those which can manifest themselves in a variety of ways including depression and/or anxiety, eating disorders, self-harm, substance misuse or physical symptoms that are medically unexplained.

Sensory and/or physical needs

This includes pupils with a physical disability (e.g. vision impairment, hearing impairment). Those pupils may need additional on-going support and equipment to access the curriculum.

It should be noted that some children may have SEN that exist within more than one of the categories above.

Implementation for EYFS, KS1 and KS2 staffing

The Deputy Head (Pastoral) oversees the development and operation of the SEN Policy and provision in the School. She works closely with outside agencies where appropriate. The School has two Special Educational Needs Co-ordinators (SENCOs), Sally McFall who has responsibility for KS1 and EYFS, and Janet Stewart, who has responsibility for KS2. These teachers form the SEN team. They work closely together to maximise the achievement of children with SEN by working with other staff, parents and carers. The SEN team provide related professional guidance to colleagues in order to secure high quality teaching for children with SEN.

The key responsibilities of the SEN team

- Supervising the day-to-day operation of the School's SEN Policy
- Co-ordinating provision for children with SEN
- Assisting class teachers to identify, assess and make provision and intervention – through normal class differentiation and extra support – for children with SEN from Nursery through to Year 6
- Employing a cycle of Assess, Plan, Do, then regular Review of the success of interventions employed for children identified with SEN or those on Education, Health and Care plans (EHC plans)
- Providing specialist teaching to small groups or individual children, in response to needs identified or EHC plans
- Disseminating information on all children with SEN to all staff who may be involved with them
- Liaising with parents of children with SEN, reporting children's progress to them and involving them in decision making
- Seeking and responding to the views of the child with SEN at all stages, as appropriate
- Helping staff to meet the needs of pupils with SEN with appropriate provision and resources. Where possible this will be done within School, but on occasions it may be necessary to advise parents to seek specialist assessment and/or teaching or support outside School
- Ensuring that information about needs relevant to exam and entrance assessment arrangements is communicated to parents and the Headteacher
- Liaising with external agencies, e.g. educational psychologists, speech therapists, occupational therapists, where appropriate; and arranging provision for them to see pupils in School if needed
- Contributing to the in-service training of staff

Assessment and identification from the EYFS to Year 6

Quick and accurate identification is extremely important. A child's needs may become apparent through the following:

- Admission procedures: children who join the School into Nursery or Reception are screened in their first half term to ensure that their development is on track
- The parents of a child with an identified SEN should provide relevant reports to the Headteacher in advance of applying for admission, so that following discussion between the School and the parents a decision can be made as to whether the School can cater well for their child's needs
- Concerns raised by a member of the teaching staff or classroom assistant from reading or spelling tests, or through other ongoing formative and summative assessment throughout the School
- Through expression of parental concerns
- Initial concerns, by any member of the School community may then be followed up by assessment by the SENCo and/or external educational psychologists

Graduated response following identification of specific learning or other difficulties

In order to help children who have SEN the School adopts a graduated response that encompasses an array of strategies. There is a continuum of SEN and, where necessary, strands of action are organised so that increasing specialist expertise is used to support a

child. Interventions can also be reduced in line with a pupil's reducing need. For the vast majority of pupils, extra help will be provided from within the School's own resources.

At this stage, the focus is to work to remove barriers to learning by implementing a graduated response of Assess, Plan, Do, Review.

Assess

Information about the pupil's strengths and areas for development may need to be collected from a wide range of sources. The relevant member of the SEN team and the class teacher will collate this and may seek additional information from the parents and any outside professionals, such as medical practitioners or educational psychologists.

The assessment stage is essential to build an accurate picture of the pupils' strengths and areas for development.

Plan

The relevant member of the SEN team and the class teacher will meet and decide the next step: to monitor the pupil over a specified period of time or to create an individual education plan (IEP) for the child. This will be shared with the child (age appropriately) and parents and their views included. Interventions included in the IEP may include differentiated activities within the classroom and teaching resources that may assist removing any barriers the pupil faces to learning. It may be decided that further support in an identified area may be put in place involving individual or small group teaching either in the classroom or by withdrawal by the class teacher, SENCo, or one-to-one Teaching and Learning Assistant (TLA). A time limit should be specified for all interventions.

Do

The strategies in the IEP are implemented and monitored by the class teacher, a member of the SEN team and in some instances a TA or TLA.

Review

Progress towards targets is regularly reviewed by the class teacher and a member of the SEN team in conjunction with parents as appropriate. Following this, targets may be refined or new targets set or further intervention may be deemed unnecessary.

Referral for an Education, Health and Care Plan

From September 2014 local authorities have moved from pupils being referred or having a Statement of SEN to putting in place an EHC plan. EHC plans will focus on what a child wants to achieve and what support is needed to achieve this. The parents may apply for an assessment for an EHC plan if the child has demonstrated significant cause for concern and any strategy or programme implemented for the child has been continued for a reasonable period of time without success and alternatives have been tried.

All paper work and evidence of support, progress and current levels will be provided by the School to support the application where appropriate.

If an EHC plan is agreed to, the local authority may conclude that the School could not reasonably be expected to make such provision from within its own resources and that the local authority should formally identify in a EHC plan the child's needs and the full range of

provision to be made. The local authority conclusions will of course depend on each individual case.

All children with an EHC plan will have a targeted plan with specific targets set to enable them to make and demonstrate progress. These targets will be reviewed as required – termly in KS1 and KS2, half-termly in EYFS – by as many people as possible that are involved in the teaching of the child, the parents and the child themselves.

Practice and procedures

Timetabling

When support is needed in a withdrawal situation, the first priority is to ensure that all children have access to a broadly based curriculum and, if possible, do not miss core subject lessons. Their individual preferences and strengths are taken into account in addition to the advice of the staff members and parental requests. Children may be withdrawn from part of the weekly lessons and this will in most instances be rotated to ensure that no one area of the curriculum is missed. Assemblies and break-times may also be used.

Exam procedures

Extra time can be requested for pupils in certain circumstances. Future schools will be alerted to these professionally identified needs in advance of any school entrance assessments.

Working with parents

Implicit in this whole Policy is the concern that all parents at the School are kept fully informed and have an active and valued role in the education of their child. Close co-operation and communication between home and School will benefit the child through an enhanced level of understanding, increased information sharing and a wider perspective on the child's response to any interventions provided. In addition to Parents' Evenings, parents who have concerns regarding their child's progress may make an appointment to see the class teacher, the Head or SENCo through the School Office at a mutually convenient time.

Pupil participation

Children with SEN should be enabled and encouraged, where practical, to participate in all decision-making processes from the outset. The ways in which they are involved will obviously reflect the child's evolving maturity. Pupils need to know that they are listened to and that their views are valued.

Record keeping

The SEN team are responsible for ensuring that the records of any child with SEN are kept up to date and are available when needed. This will include information from the parents and any external agency, IEPs, the results of any assessments undertaken, and School exams. It may also include the child's own perception of any difficulties and how they might be addressed. Written notes of any discussion with the parents should be given to the Head and kept in the School Office files.

Access to the School environment

The School buildings include some that are over 150 years old and, as such, are not designed to meet the needs of disabled pupils. The School Nursery site is accessible to staff and pupils with physical impairments as is one of the Reception classrooms. The more recent buildings, notably St Mary's, have been planned to increase disabled access as much as is reasonably possible:

- All ground floor entrances can be accessed without steps
- St Mary's has a lift to all floors
- There are two disabled toilets, one in the entrance lobby and one on the ground floor of St Mary's
- Use of classrooms can be rotated to meet specific needs of pupils and staff

Access to the learning environment

Software and hardware for supporting children with disabilities will on occasions be purchased.

Auxiliary aids and services

The School is aware of and complies with its duty under the Equality Act 2010 in respect of the provision of auxiliary aids and services. The School will provide such child-and-context-specific auxiliary aids and services as are required to make reasonable adjustments to avoid children with disabilities being put at a substantial disadvantage. Whether or not it is appropriate to levy any further fees for additional support for individual pupil will be considered on a case-by-case basis.

External agencies

The School may recommend educational psychologists to whom parents may take their child for assessment. Other external specialists, whom the School has worked closely with in the past, may also be recommended.

Criteria for evaluation

The following evaluation criteria will be applied to measure the success of the SEN Policy:

- All staff are fully aware of the contents of the Policy and the procedures contained in it
- There is speedy and accurate identification of the SEN of children
- Effective provision is put in place
- There is continuous monitoring of the child's progress
- Reviews are systematic and effective
- Parents are aware of the SEN Policy, which is available on the School's website, and work in partnership with all staff involved with the child
- Resources are acquired and developed to support the SEN of children in School
- Pupils' progress towards independent learning

Inset

Regular INSET days and curriculum meetings are held at School on topics of general concern. SEN is included in this programme.

Complaints procedure

If there is any cause for complaint over an issue relating to SEN, it should first be directed to the appropriate teacher or SENCo. If parents feel that the concern has not been satisfactorily addressed they may refer to the School's Complaints Procedure, a copy of which is available on the School website.

Camden's Local Offer

The Children and Families Act 2014 requires local authorities to publish details of what support is available for children and young people with SEN and their families (the Local Offer). Details of Camden's Local Offer for SEN can be found here:

<http://cindex.camden.gov.uk/kb5/camden/cd/localoffer.page?localofferchannel=0>

Related Policies

- Accessibility Policy and Plan
- Admissions Policy
- Anti-bullying Policy for Pupils
- Behaviour Policy
- Complaints Procedure
- Curriculum Policy
- English as an Additional Language (EAL) Policy
- Equal Opportunities Policy for Pupils
- Safeguarding and Child Protection Policy