

## **Special Educational Needs Policy.**

This policy has been produced by the Governors  
and Staff of North Marston CE School.

### **Section A School Arrangements.**

#### **1. General statement**

This Special Educational Needs policy has been approved by the staff and governors of the school. This school believes that every child has an entitlement to reach their full potential. Educational experiences are provided which not only aim to help children achieve but also recognises their individuality. Diversity is valued as a rich resource, which supports the learning of all and we recognise the benefit to the whole school of an integrative and open culture. In this school, we recognise a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities and we aim to adapt our teaching style and curriculum to enable this.

#### **2. Aims**

The school aims to:

- Help pupils develop their personalities, skills and abilities
- Provide appropriate teaching which makes learning challenging and enjoyable
- Provide equality of educational opportunity

#### **3. Objectives**

- Ensure implementation of government and LA SEN recommendations.
- Ensure the school's SEN policy is implemented consistently by all staff.
- Ensure any discrimination or prejudice is eradicated.
- Identify barriers to learning and participation, and provide appropriately to meet a diversity of needs.
- Ensure all pupils have access to an appropriately inclusive curriculum.
- Recognise, value and celebrate pupils' achievements, however small.
- Work in partnership with parents/carers in supporting their child's education.
- Guide and support all school staff, governors and parents in SEN issues.

- To meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, behavioural, specific or general learning needs.
- To promote continuity of approach through step-by-step attention to individual needs.
- To provide appropriate resources, both human and material, and to ensure their maximum and proper use.
- To involve the child in the process of identification, assessment and provision and to ensure that the child is aware that his or her wishes will be taken into account as part of the process and of the shared responsibility in meeting his or her educational needs.
- To involve parents at an early stage, to develop a home school partnership working together for the benefit of the child.

#### 4. Definition of SEN

A child has special educational needs if he or she has a learning disability, which calls for special educational provision to be made for her or him.

A child has a learning difficulty if he or she:

- Has significantly greater difficulty in learning than the majority of children of the same age or
- Has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

In addition, we identify special educational needs within the context of the inclusive curriculum within the school.

Children are identified as having SEN if they are not making progress within a curriculum that:

- Sets suitable learning challenges
- Responds to pupils' diverse learning needs.
- Overcomes potential barriers to learning.

## **5. Co-ordinating and managing provision**

**The SEND coordinator is responsible for:**

- a) The day-to-day operation of the school's SEN policy;
- b) Liaising with and advising class teachers;
- c) Managing the provision for pupils with SEN.
- d) Updating and overseeing the records of all pupils with SEN;
- e) Maintaining the register, action taken and outcomes.
- f) Working with parents of children with SEN;
- g) Liaising with external agencies including the Educational Psychology Service and other support agencies, medical and Social Care and voluntary bodies;
- h) Contributing to INSET training for all staff;
- i) Attending review meetings of all children with an EHCP.
- j) Managing Teaching Assistants.

## **6. The responsibilities of the Governing Body.**

The governing body should have regard for the Code of Practice when carrying out duties towards all children with SEN.

They should ensure the necessary provision is made for pupils with SEN.

In cooperation with the SENDCO, they should determine the School's general policy and approach to provision for children with SEN.

They should ensure that the teachers are aware of the importance of identifying and providing for those children with SEN.

A current update of SEN should be reported at specified Governors' meetings.

They should ensure parents are notified of a decision by the school that SEN provision is being made for their child.

They should ensure that pupils with special educational needs are included, as far as possible, into the activities of the school and with other children.

They should consult with Buckinghamshire Council and the governing bodies of other schools, when appropriate, in the interests of coordinated SEN provision in the area.

## **7. Admission arrangements**

The school building is accessible for children with physical disabilities and those using wheelchairs, and we have adequate toilets accessible to wheel chairs. (See Inclusion Policy).

The admission arrangement for children with SEND and without an EHC plan is no different than for other children. However careful attention is paid to identifying the individual needs of children on entry using the graduated approach. There are close links with feeder schools and Early Years settings and if a child has previously been identified as having SEND early liaison with parents is made.

A SEN Support Plan will be drawn up for any child on the Special Educational Needs register.

### **Section B**

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

##### **1. Allocation of Resources**

The Governors decide on an annual basis the amount of resourcing for SEN and inclusion based on the Headteacher's SEN report.

The SENDCO and the class teachers organise and plan the amount of additional in-class and external specialist support required by pupils with a SEN Support Plan. The support for these pupils that is given by TAs is covered from within the school's existing budget.

##### **2. The graduated approach**

The graduated approach recognises that all teachers are teachers of children with SEND and that within the school quality first teaching and an integrated curriculum can address the needs of most children.

For some pupils the integrated curriculum will not be sufficient to address their individual learning needs. For these pupils the school will provide interventions that are additional to, or different from those provided as part of the ordinarily available provision. These interventions within the school are called Special Educational Needs Support.

The decision to place a child at Special Educational Needs Support or for a EHCNA is made in collaboration with the child, parents and teachers. The school may also seek advice from external support services. Special Educational Needs Support intervention can be triggered through concern that despite receiving

high quality teaching and targeted adjustments focused on specific areas of weakness the pupil:

- Has made little or no progress, particularly in a pupil's identified area of weakness
- Is working at a year group level substantially below that expected of a child of a similar age
  - Shows signs of difficulty in developing English or Maths skills that result in poor attainment.
  - Presents with persistent emotional difficulties that regularly interfere with the child's own learning or that of other children
  - Has sensory or physical problems, which continue despite the use of specialist equipment and may require additional specialist advice or visits
  - Has communication and/or interaction problems which continue despite curriculum differentiation and that impede the development of social relationships and cause barriers to learning.

A Special Educational Needs Support Plan will be produced, in liaison with, the pupil, parents and teaching and support staff, to record strategies for a pupil with SEND; this document will monitor a child's progress and set personalized targets. Special Educational Needs Support Plans will be reviewed termly using the Assess, Plan, Do Review approach.

Although currently there are no resources available for Additional High Needs Block Funding, this has been requested from the LA in the recent past if a child at Special Educational Needs Support still gives cause for concern and fails to make adequate progress, despite appropriate levels of additional support. HNBF is a short, fixed term provision of money aimed at enabling a child to overcome a specific barrier to learning.

If a child with an SEN Support Plan fails to make sufficient progress while on a support plan, an application may be made for Education, Health and Care Needs Assessment. This may lead to the issuing of an Educational, Health and Care Plan and additional funding / specialist provision for the child.

### **3. Assessment procedures**

All children deserve to have their achievements and progress recognised and the school aims to provide opportunities for all children to succeed.

The school fully embraces using a consistent nationally recognised assessment system, which relates to the early learning goals, the 'engagement model' approach, if necessary, and the expectations for a specific year group including exceptional performance for those pupils working at greater depth. All teachers monitor and review pupil progress using this assessment procedure. In

order to ensure accurate assessments are made, teachers termly moderate and standardise samples of pupils' work and achievements across the curriculum.

Underachievement is identified as early as possible through teacher referral and additional assessment using standardised tests. Pupils with SEN Support Plans are set individual targets which address the area of underachievement. Pupil progress is monitored and reviewed termly.

#### **4. Provision for SEN**

Teaching Assistants work in class to support pupils. Parents are also asked to support and reinforce their activities. The provision is flexible and relevant to the needs of the child. Withdrawal from lessons must not jeopardise the child's right to a broad and balanced curriculum.

External support is also accessed through the Specialist Teacher Service, educational welfare officer link advisors, speech and language therapists, occupational therapists and the educational psychologist who run support sessions offering advice and guidance on issues related to curriculum provision, pupils working at greater depth, gender issues, early years' provision, as well as assisting with the identification and assessment of pupil's individual needs.

#### **5. Evaluating the SEN policy.**

An action plan for SEN is produced each year which aims to support the implementation of the SEN policy. This is reviewed at the end of each year. In the light of the findings new targets are set for the next academic year and the policy may be revised and amended accordingly

### **Section C**

#### **Partnership Within and Beyond the School**

##### **1. Staff development and appraisal**

Professional development needs are identified through the performance management system, the school improvement plan and the needs of the children. The Head teacher oversees the professional development of all teaching staff and support assistants. The SENDCO informs staff about LA, national and regional training courses, seminars and networks that relate to SEN and inclusive educational practice. Staff attending any courses are expected to disseminate and share their knowledge with other staff within the school.

## **2. The Voice of the Child**

It is the intention to listen to and act upon the views of the child when considering support and provision. This practice is embedded within teaching as well as at reviews of SEN Support or EHC Plans.

## **3. Parent Partnership**

The knowledge, views and first-hand experience that parents have regarding their children are valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process. The parents of children with SEN Support Plans or EHCPs have the opportunity to meet with the class teacher, and the SENDCO if necessary, termly to discuss their child's progress against their targets. A termly curriculum newsletter for parents is produced outlining which topic area will be covered in each curriculum subject area.

## **4. Link with other agencies, organisations and support services.**

Educational Psychology Service, SENDCO Liaison group, School Improvement Service, Education Welfare Service, Social Care, Speech and Language Service, Physiotherapists, PACE, School Doctor, CAMHS, School Nurse, OT.

## **Links with other schools and transfer arrangements.**

The Reception class teacher visits feeder pre-schools or Early Years settings. Reception children spend an induction afternoon in the term before they enter school and parents are invited to a meeting with the class teacher. The school makes use of Buckinghamshire's Guidance on year 6 to year 7 transfer, and offers extra transfer support for pupils with SEN who may require it.

## **5. Staffing**

Chris Armstead, - SENDCO  
Emma Ehren - SEN Governor

Date: Sept 2024  
Sarah Brew- Headteacher