



Special Education Needs Policy

"Andrews Lane is a rights respecting school and we want everyone to be happy and safe at our school. Everyone is welcome and whatever class you join they will make sure you feel you are an important part of the school"

~ Pupils of the RRSA Golden Group

Children's rights relating to the Andrews Lane SEN policy:

Article 3: The best interests of the child must be a top propriety in all things that affect children.

Article 19: Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 23: A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community.

Article 28: All children and young people have a right to primary education, which should be free. Discipline in schools should respect children's human dignity. Young people should be encouraged to reach the highest level of education they are capable of.

Article 29: Education should develop each child's personality to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures.

Special Needs Co-ordinator: Mrs Hannah Said

Every teacher at Andrews Lane Primary School is a teacher of pupils with SEN and therefore teaching such children is a whole school responsibility.

This document is a statement of the aims, principles and strategies for provision for children with Special Educational Needs (SEN). The School adheres to the SEN Code of Practice 2014

The School is totally inclusive and we welcome all children. Where a child has a recognised special need or disability we will make all reasonable adjustments to accommodate their needs in school. Teachers are responsible and accountable for the progress and development of all pupils in their class including pupils with SEN.

Teachers will have high expectations of pupils with SEN and their rate of progress will be in line with expectations. The aspiration is that these pupils will make greater than expected progress in order to close the gap between themselves and their peers.

The Government Department for Education makes it clear in the SEN Code of Practice that SEN should not be regarded as sufficient explanation for low achievement, nor should there be an assumption that all children will progress at the same rate or that all children falling behind their peers have SEN.

First step provision for pupils who may have SEN is through high quality class teaching, differentiated appropriately for individual pupils. Teachers will provide a careful balance of differentiated lessons. Lessons will be differentiated by task, or by outcome or by additional support as required to meet the needs of the individual pupil.



Aims and Objectives:

Our aims for SEN are to ensure that all pupils with SEN make progress in line with that of their peers, that they have high aspirations for their own success and a belief in themselves as learners. We believe that children should be encouraged and supported to develop inspiring goals for themselves and to foster the emotional robustness that will safeguard their emotional wellbeing when challenges arise.

We aim to achieve this by:

- Identifying all children who need special consideration to support their physical, social, emotional or intellectual development
- Ensuring that every child is given access to a broad, balanced and suitably differentiated curriculum relevant to their individual needs whilst promoting self-worth and enthusiasm by encouraging independent learning at all age levels
- Ensuring that these children are fully included in all activities of the school
- Involving parents in developing a partnership of support, enabling them to have full confidence in the strategy adopted by the school.
- Promoting full transparency in our systems and practices to ensure that all stakeholders are fully aware of changes to provision and have an active opportunity to influence this process.

Identifying Pupils with Special Educational Needs:

Some pupils, despite high quality class teaching, do not make sufficient progress. The class teacher will discuss their concerns with the school's Special Educational Needs Coordinator [SENCO]. Together they will consider a holistic approach improve outcomes for a pupil and discuss these with the parents. All factors should be taken into consideration that may be preventing a child from making progress. It could be a temporary situation caused by external factors. The best approach is to make appropriate adjustments to meet the pupil's needs and monitor closely over time. Following a review, if the difficulties continue then

the child should be considered for being placed on the school's SEN register. Discussions with the parents must take place and parents must be informed if their child is placed on the SEN register. The school will inform the parents of the additional support and interventions being put in place.

The SEN Code of Practice (2014) describes areas of need falling into 4 broad categories these are:

- 1. Communication and interaction**
- 2. Cognition and learning**
- 3. Social, mental and emotional health**
- 4. Sensory and/or physical**

In reality children's needs may fall into several of the areas of need. It is the SENCo who will assess where the majority of the child's needs fall and therefore how best to address their barrier/s to learning.



Provision for pupils with SEND:

Most pupils with SEN will receive the majority of their learning through high quality class teaching appropriately differentiated to meet their needs.

The class teacher and the SENCO will be responsible for tracking the progress of SEN pupils and Pupil

Progress meetings will include discussion around the progress of SEN pupils.

Some pupils with SEN may need to be withdrawn from class for regular additional targeted intervention in small groups or 1:1 to secure good or better progress. Additional targeted interventions will be “*additional to and different from*” normal provision within the class.

However additional targeted intervention does not replace high quality class teaching. The additional targeted intervention must complement and not interrupt high quality class teaching.

Appropriate additional targeted intervention will be implemented following a professional discussion between the class teacher and the school’s Special Educational Needs Coordinator.

Most targeted interventions will be provided a teacher or an experienced teaching assistant. The class teacher will ensure they are fully aware of the additional targeted interventions being provided for their pupils with SEN.

The SENCO will be responsible for monitoring the impact of these additional targeted interventions. If the selected intervention is not impacting then this will be adjusted appropriately to ensure the pupils with SEN are being appropriately targeted to make progress.

A small number of pupils with SEN may still struggle despite high quality teaching and additional targeted interventions. For these pupils the SENCO will consider requesting professional advice from external support agencies which include Advisory Teaching Service, Educational Psychology Service and/or Speech and Language Therapy Service or other appropriate services.

A minority of pupils with complex SEN may continue to have significant difficulties accessing their learning despite the involvement of outside professional agencies. Such pupils may require an exceptionally high level of additional support in order to access the mainstream school day. These pupils will require a co-ordinated assessment of their special needs, undertaken by the Local Authority, who may issue an ***Education, Health and Care Plan***. The SENCO will discuss the possibility of such an assessment with the parents of the pupil with complex SEN and the Educational Psychologist and/or Advisory Teacher.

For those pupils with an ***Education, Health and Care Plan*** the Local Authority and the school will ensure that the pupil’s complex needs met in accordance with the ***Plan***.

Some pupils with complex SEN currently have a Statement of SEN under the previous system. Following the Annual Review process the Local Authority will consider changing a Statement of SEN into an Education, Health and Care Plan.

Autism

‘Autism is a lifelong developmental disability that affects how a person communicates with, and relates to, other people. It also affects how they make sense of the world around them.

It is a spectrum condition, which means that, while all people with autism share certain difficulties, their condition will affect them in different ways.’ (National Autistic Society)

Children with autism may exhibit problems in the areas of communication and interaction, sensory integration and imagination/ lack of flexibility of thought.

At Andrews Lane, as with all children, we will assess the individual needs of each child and put in place a targeted support package to endeavour to meet the child’s individual needs. Some of the interventions and approaches used include the SPELL approach, developed by the National Autistic Society. SPELL



stands for Structure, Positive (approaches and expectations), Empathy, Low arousal, Links. Also, elements of the TEACCH (Treatment and Education of Autistic and related Communication Handicapped Children) approach, such as visual timetables and workstations. Other interventions include, social scripts and stories, a sensory approach, physical activity and behaviour approaches.

Assessment, Tracking and Provision Mapping:

Monitoring of the additional targeted interventions will be ongoing. To measure progress SEN pupils are likely to be assessed more frequently and their progress closely tracked. This will enable the SENCO to adjust targeted interventions appropriately. Mapping of the provision in place for pupils will be managed by the SENCO.

Partnership with Parents:

The school encourages all parents to engage in conversations with their children's teachers to support their child's learning. When all the adults work together as a team to support a child's learning their progress increases.

Parents of pupils with SEN are strongly encouraged to work closely with the school to support their child's learning and regular meetings will be offered in the form of Structured Conversations. The parents' contribution to a Structured Conversation is very important. This is a time for school staff involved to listen to the parents. The class teacher, teaching assistant, SENCO and the pupil will attend the Structured Conversation.

Pupils with an Education, Health and Care plan are required to have an annual review to which the parents, teacher, teaching assistant, external professionals and pupil are invited to attend. Parents with children who have an **Education, Health and Care Plan** will have multi agency support with managing their personal budget to meet their child's needs provided through the Plan.

The Local Offer

The 'schools offer' is available on the website. This allows parents to see what extra support and services the school can offer and allows parents to make an informed decision about which school is right for their child.

Transition Reviews

The SENCO will set up transition meetings with pre-school settings and secondary schools to ensure a smooth transition for SEN pupils. Parents will be included in these important meetings.

Training for Staff CPD

All staff will receive training in the various areas of special educational needs, which will be on a priority basis.

Looked After Children:

The Designated Teacher for Children Looked After is Mrs Hannah Said.

Governor for SEN:

The school has a designated governor for SEN, Mrs Patricia Nunes, who will meet regularly with the SENCO to discuss the needs and provision of SEN pupils as well as discussing progress data.



The Role of the SENCo:

The SENCo's key responsibilities include:

- Overseeing the day-to-day running of the school's SEN policy
- Coordinating provision for children with special educational needs
- Liaising with and advising fellow teachers
- Managing teaching assistants
- Overseeing the records of all the children with special educational needs
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with the external agencies including health and social services, and voluntary bodies

Review Date: Sept 2017