



Distington Community School Special Educational Needs (SEN) Policy

Introduction

This school provides a broad and balanced curriculum for all children, which is differentiated to meet individual needs and abilities.

Children may have SEN throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the child.

Teachers consider in their planning a child's special educational needs and the provision made therefore enables them to participate effectively in all curriculum and assessment activities, in addition to broader aspects of school's life.

Distington Community School has two named SENCOs, these are Mrs D. Benson, who support our EYFS and KS1 children and Miss F. Watson, who supports our KS2 children. The named Governor responsible for SEN is Nicola Hodgson. They ensure that the Distington Community School Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school. Here it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We ensure educational provision for pupils with SEN is 'additional to and different from' that provided to children without SEN. (**Code of Practise September 2014**).

What are Special Educational Needs?

A child or young person can be described as having 'Special Educational Needs' if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. (**Code of Practice 2014**)

The Code of Practise 2014 states that SEN falls into four categories:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health

- Sensory/physical

The school recognises that the needs of high achieving children should also be catered for and recognised as a 'special educational need'. This SEN policy details how, at Distington Community School, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, allowing them to join in all school activities together with pupils who do not have special educational needs.

The Role of The SENDCO

The Special Educational Needs Co-ordinator's [SENDCO] responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEN.
- Liaising with parents of children with SEN.
- Contributing to the in-service training of staff.
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEN.

Aims and objectives

The aims and objectives of this policy are:

- to identify children with special educational needs as early as possible;
- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN.
- to encourage children to develop confidence and self-esteem and to recognise the value of their own contributions to their learning;
- to encourage each child to be fully involved in their learning
- to make clear the expectations of all partners in the process and provision of special needs
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership.
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals.
- to identify the roles and responsibilities of all staff in providing for children's special educational needs.
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum.

- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

Roles and Responsibilities

In this school, provision for children with special educational needs, is the responsibility of all members of staff.

The SENDCO's duties are: -

- overseeing the day to day operation of the school's SEN policy
- coordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- managing learning support assistants
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.

The Governing Body does its best to secure the necessary provision for any child identified as having special educational needs. The governors ensure all teachers are fully aware of their responsibilities towards children with special educational needs. They consult the LA and other schools, when appropriate, and report annually to parents on the success of the school's policy for provision for children with special educational needs.

The Governing Body has agreed with the LA admissions criteria, which do not discriminate against children with special educational needs. The admissions policy has due regard for the guidance in the Code of Practice.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEN coordinator and individual teachers to ensure all children have equal access to succeeding in this subject.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy.
- planning to develop children's understanding through the use of all available senses and experiences.
- planning for children's full participation in learning, and in physical and practical activities.
- helping children to manage and own their behaviour and to take part in learning effectively and safely.
- helping individuals to manage their emotions, particularly trauma or stress and to take part in learning.

Information about the school's policy for identification, assessment and review for all children with SEN

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENDCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENDCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

SEN Practise in School

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored for a period of up to 6 weeks. If no progress is noted after this time the child may be added to the school SEN register with parental permission. Children in the early years will have an initial concern meeting with the class teacher and parents. Children in KS1/2 will have a parent meeting. The class teacher after discussion with the SENDCO will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given individual learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within

the class and reviewed formally with the SENDCO, parents and young person (at least three times a year).

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCO to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

Distington Community School may consult specialist expertise outside of the school if we feel that our interventions are still not having an impact on the individual. These may include support from external specialists from Cumberland County Council. The school will record the steps taken to meet the needs of individual children through the use of APDR (assess, plan, do, review) target setting and monitoring of the impact of intervention programmes. If it is decided a child may require further support and assessment an Education Health and Care Plan can be applied for, we will provide the LEA with a record of our work with the child to date.

Allocation of Resources

The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within school, including the provision for children with EHC plans.

The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The SLT team and the SENDCO meet to agree how to use funds, including those directly related to EHC plans.

The effectiveness of the resources for special needs will be monitored as part of the on-going process of self-evaluation in school.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning.

By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All children on the special needs register have an Individual education plan with individual targets. We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

The SENDCO and head teacher meet termly to review the special needs provision. The head teacher, SENDCO and the named governor, Julia Hoggarth, with responsibility for special needs also hold meetings when appropriate.

Staffing and Partnership

The school undertakes an annual audit of staff training needs related to special educational needs issues and meets these where possible, in conjunction with identified school priorities.

The SENDCO, in consultation with the headteacher and SLT will provide training through the INSET programme to ensure all staff are fully informed of relevant SEN issues and procedures within school.

The role of the governing body

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

Partnership with Parents

Class teachers work closely with parents throughout their child's education. Parents should in first instance contact the class in case of any concern or difficulty.

At all stages of the SEN process the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child's education.

Links with other schools

The SENDCO liaises with the SENDCO of feeder schools, to ensure that effective arrangements are in place to support children at the time of transfer.

This usually takes place in the summer term for Y6 children or sooner if necessary.

When children move to another school their records are transferred within 15 days of ceasing to be registered at Distington Community School.

Links with other agencies

The school works closely with all of the LAs Pupils and School Support units when identifying, assessing and making provision for special needs children.

The named Educational Psychologist for our school is [Emily Clarke](#).

The outreach team worker for ASC for our school is [Alison Ashton](#).

The outreach team worker for EYFS for our school is [Lisa Bingol and Karen Rutter](#).

The outreach team worker for Visual impaired children for our school is [Jennette Shirley](#)

The outreach team worker for hearing impaired children for our school is [Catherine Brown](#).

The outreach team worker for EAL for our school is [Rachel Lee](#).

We also work closely with NHS services including: Speech and Language therapists and the school nurse and health visitors.

Monitoring and evaluation

The SENDCO monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENDCO attends half termly 'pupil progress meetings' where SEND children's progress is specifically discussed and next steps are planned for. The SENDCO is involved in supporting teachers and in drawing up Individual Education Plans for children. The SENDCO and the head teacher hold regular meetings to review the work of the school in this area. In addition, the SENDCO and the named governor with responsibility for special needs also hold regular meetings.

Success Criteria

The success of this policy is judged against the aims set out above. The policy is reviewed annually and the Governing Body's Annual Report will comment on its implementation.

Additionally, the school will set specific targets against which progress can be measured on an annual basis as included in the school development plan.