



## **SPECIAL EDUCATION NEEDS POLICY 2018-2019**

### **Definition of special education needs (SEN)**

The *Special educational needs and disability code of practice: 0-25 years June 2014* defines a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child or young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

### **Objectives**

Pewsey Vale School adopts the SEN Code of Practice by:

- Identifying, assessing and planning provision to meet the individual needs of students experiencing difficulties in their learning as early as possible
- Ensuring that all staff are aware of the procedures for identifying, supporting and delivering the curriculum to students with special educational needs
- Monitoring, recording and reporting on the progress of students experiencing difficulties with their learning and adapting the provision as required
- Co-ordinating the efficient use of resources and supporting the efforts of staff to meet more effectively the needs of those students experiencing difficulties with their learning
- Promoting access to a balanced and broadly based curriculum, including the National Curriculum
- Developing and encouraging opportunities for partnership with feeder primary schools and external agencies
- Developing and encouraging opportunities for partnership with parents
- Displaying an SEN information report on the school website which includes details of the school's SEN provision.

### **Principles**

- Pewsey Vale School is committed to raising the achievement for all students, taking into account individual needs, and enabling all to achieve their full potential. Students with special educational needs require special consideration so that they can access the broad and balanced curriculum as laid out in the National Curriculum. All teachers are teachers of children with special educational needs and have a responsibility to meet those needs. Quality First Teaching is differentiated and personalised to meet the needs of the majority of students. Teachers are advised and supported in achieving this by the Learning Support Department, and through robust teaching training.

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- A small number of students will need provision that is 'additional to or different from' high quality differentiated teaching in a mainstream classroom. These students will be identified on the SEN register so that all staff are aware of strategies for supporting them and the interventions which are in place. These interventions will also be identified on the provision map for SEN.
- Those students who are identified as requiring additional provision will be fully integrated into the life of the school, enabling them to contribute to the social and cultural activities of the school, provided this is compatible with the efficient education of other students and the efficient use of resources.
- The SEN staff liaise closely with pastoral staff in order to maximise the care and support for students with special educational needs.

## Roles and Responsibilities

- **The Governors' role**
- The Governing body will ensure that the necessary provision is made for any student who has SEN. The SEN Governor is Elinor Goodman. The Governing body play an important part in developing and monitoring the school's SEN policy and liaises closely with the SENCo.

**The Assistant Headteacher in charge of Special Educational Needs also has responsibility of r KCSIE, CP, is DT LAC and works with other leaders on Pupil Premium:**

The SENCO is responsible for:

- overseeing the day-to-day management of the school's SEN policy
- monitoring, evaluating and reporting on the provision for students with SEN to the governing body in conjunction with the SEN Governor
- liaising with and advising fellow teachers
- advising on a graduated approach to SEN support
- is the designated teacher Looked after children
- managing the SEN team of teaching assistants
- co-ordinating the provision for students with special educational needs
- overseeing the records on all students with special educational needs
- liaising with parents of students with special educational needs
- being a key point of contact with external agencies
- contributing to the in-service training of staff
- liaising with primary schools and colleges for cross-phase years
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010)
- ensuring that the school keeps the records of all students with SEN up to date.

## Staffing and facilities

- The staffing team consists of:

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- Assistant Headteacher
- 1 HLTA
- 5 teaching assistants (2 of which are p/t)
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## Admission Arrangements

- The admission arrangements for students with special needs but who do not have a statement or Education, Health and Care Plan (EHCP) are the same as those for all students. Where a student has a statement or EHCP the Local Authority negotiates a place at the school of the parent's choice.

## Arrangements for the implementation and success of the SEN Policy

### Assess

- In identifying a child as needing SEN Support the SENCO should carry out a clear analysis of the student's needs. This should draw on teacher assessment, the experience of the student, their previous progress and attainment, SATs results, primary reports, Cognitive Ability Tests and reading and spelling tests. These tools are all used to enhance the identification of any special educational need. This information is shared with staff at the beginning of the academic year, wherever possible. Early information on students about to transfer to secondary school is vital if an effective and smooth start is to be achieved. Before a student enters the school, effective primary liaison will have identified those students who have been of concern in year 6. The SENCO will have visited those students experiencing difficulties with their learning in their primary schools. Staff can, at any time, alert the SENCO or the teaching assistants to any problems a student may be experiencing.
- Assessments are reviewed termly. This helps to ensure that support and intervention are matched to need; barriers to learning are identified and overcome; and that a clear picture of the interventions put in place and their effect is monitored. For some types of SEN, the way in which a student responds to an intervention can be the most reliable method of developing a more accurate picture of need.
- In some cases, outside professionals from health or social services may already be involved with the student. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.
- Students may also attend specialist provision off-site if this is appropriate in meeting their needs. Occasionally SEN staff may be involved in home visits and tuition for a short period of time to support reintegration of a student.
- Pewsey Vale School currently provides support for students in all four areas of SEN:  
Communication and Interaction:
  - Communication and Interaction
  - Cognition and Learning

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- Social, Emotional and Mental and Health
  - Sensory and/or physical needs.
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- Once a student has been identified as having a special educational need and some form of support is initiated, he/she is placed on the Special Needs List at SEN Support. The Special Needs List is amended to include new students and is disseminated to teaching staff. Being in a class with teaching assistant support is not necessarily a reason to be on the SEN register. Students will only be identified as SEN if they are unable to work in class without the support of teaching assistants.
  - Staffs work closely with the learning support department and students who display behaviour concerns may be assessed for a possible, unidentified SEN.

## **Plan**

- When it is decided to provide SEN support, parents are formally notified, and the SENCO will agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will take into account the views of the child. The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs will also be identified and addressed.

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- All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system and by issuing a student profile.

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- Where there is an increased concern over a student's SEN and the school believes an Educational and Health Care Plan (or 'My Plan') may be necessary, a 'My Support Plan' will be put into place in liaison with parents or carers, staff and, if appropriate, external agencies. This document will be logged with Wiltshire County Council and is a necessary step if a 'My Plan' is to be sought.

## Do

- As far as possible all students remain in mainstream lessons. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the class teacher still retains responsibility for the student's progress. Subject staff work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, and advise on the effective implementation of support.

## Review

- The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.
- The impact and quality of the support and interventions will be evaluated, along with the views of the student and their parents. This should feed back into the analysis of the student's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.
- Parents will have clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps.
- For students who have a Statement of Special Educational Needs or an EHCP ('My Plan') an Annual Review Meeting will be carried out. Parents and representatives from outside agencies, as well as representatives from the local authority, may attend these meetings. Reports of findings are then circulated to all concerned.

## Involving specialists

- Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.
- We will always involve a specialist teacher advisor, where a student continues to make little or no progress over a sustained period or where they continue to work at levels

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substantially below those expected of students of a similar age despite evidence-based SEN support delivered by appropriately trained staff. The student's parents will always be involved in any decision to involve specialists. The involvement of specialists and what is discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

## **Requesting an Education, Health and Care ('My Plan') assessment**

- Where a student has still not made expected progress, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the student and a My Support Plan has been implemented, the school will consider requesting an Education, Health and Care Plan assessment.

## **Criteria for evaluating success**

The following criteria will be used to evaluate successful outcomes:

The policy will be evaluated against the objectives set measured using the following indicators:

- The quality of student identification and monitoring
- Student records exist showing a range of indicators of need for each student.
- SEN Student profiles exist and are added to through the key stages.

The quality of partnership with students and parents/carers to ensure needs are recognised and met:

- Contact with students and parents/carers at Annual Review meetings, Parents and Student Consultation evenings, key stage meetings and meetings with SENCO/SEN teacher.

The quality of student progress will be measured by:

- Gains in literacy (standardised testing)
- The school's regular reporting procedures
- The amount of intervention required to allow students to access the curriculum effectively.
- KS3 Teacher Assessments and GCSE results
- Post 16 destinations.

The quality of staff awareness of SEN procedures:

- Student profiles are available to all staff through a shortcut on the electronic Start menu.
- In service training is regularly provided for all staff on areas of SEN
- SEN policy is available to staff.
- There is SEN input into teacher induction.
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The quality of the work in partnership with outside agencies

- Regular planning meetings
- Close liaison with the Education Officer
- Student centred meetings e.g. pastoral support plans, team around the child meetings and annual review meetings

## **Policy Review**

This policy is reviewed annually by the Governors (Personal and Standards Committee), the SENCO and the SEN Governor. It should be read in conjunction with other relevant policies and documents such as the Behaviour Policy, the Complaints Policy, the Equality Policy, the Accessibility Arrangements and the school SEN offer (available on the school website).