




Special Educational Needs Policy

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| Review Frequency | Annual |
| Most Recent Review | Spring 2022 |
| Next Review Due | Spring 2023 |
| Head Teacher |  Ms. Leah Wright |
| Governor | Jeremy Coy |

Special Educational Needs

At John Perryn, we understand that...'*Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.*' (Code of Practice, paragraph 1:3)

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have 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;
- are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Special educational provision is:

- for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area;
- for children under two, educational provision of any kind. (Education Act 1996)

We will ensure that teachers, teaching assistants and learning support assistants are prepared for dealing with the challenges and complex difficulties posed by children with Special Educational Needs by providing structured training on a variety of Special Educational Needs issues. We believe that teachers are responsible for children's learning and that teaching assistants will be used effectively to provide the necessary support for children with Special Educational Needs within the classroom.

Statement of Intent

It is the aim of this school to provide every child with the best education possible. Our objective, in line with the SEN Code of Practice in setting out the school's Special Educational Needs policy, is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

We cater for pupils who experience difficulties in a variety of areas:

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical and medical conditions

The school has full provision for pupils who are disabled. (See Accessibility Policy)

Aims and Objectives

- To identify pupils with special educational needs as early as possible and that their needs are met.
- To have in place systems whereby teachers are aware of such pupils. (SEN red folders)
- To provide all children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, the Local Authority and outside agencies.
- To ensure all pupils make effective progress and realise their full potential.
- To ensure all pupils take a full and active part in school life.
- To work with other schools to share good practice in order to improve this policy.
- To liaise with staff at special schools and schools with Additional Resourced Provision (ARP).

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body:

- has an appointed governor to be the Special Educational Needs Co-ordinator (Jeremy Coy);
- delegates powers and responsibilities to the Head Teacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- ensures that provision of special educational needs is of a high standard;
- have regard to the Code of Practice when undertaking its responsibilities;
- has responsibility for ensuring that the school complies with all equalities;
- has responsibility for ensuring this policy and all policies are maintained and updated regularly;
- has responsibility for ensuring all policies are made available to parents;
- oversees the access and implementation of the SEN report which is on the school website.

Role of the Head Teacher

The Head Teacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that the daily management of special educational needs provision is effective;
- work closely with the SENCO, the link governor and the teaching and support staff;
- keep the Governing Body informed of all matters relating to its responsibilities for the provision of special educational needs;
- ensure parents are informed when special educational needs provision has been made for their child;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy.

Role of the Special Needs Co-ordinator

The SENCO will:

- work with the Head Teacher to oversee the day to day provision for pupils with special educational needs within the school;
- lead the development of special educational needs throughout the school;
- provide guidance and support to all staff;
- organise and manage the team of LSAs/TAs;
- track the progress of children with special educational needs;
- organise training for school personnel;
- keep up to date with new developments and resources;
- liaise with parents;
- organise annual reviews;
- meet with outside agencies;
- work with feeder or transition schools;
- review and monitor;
- termly report to the Governing Body on the success and development of special educational needs;
- identify interventions through recommendations by professionals and track progress of SEN pupils;
- apply for additional funding through Education Health and Care (EHC) Plans.

Role of Class Teachers

Class teachers must:

- be aware of the school's policy for the identification and assessment of pupils with special educational needs and the provision it makes for them;
- deliver the individual programme for each special educational needs pupil as set out in their EHC plan or therapy assessment;
- develop targets for special educational needs pupils by working closely with the SENCO and support staff;
- comply with all aspects of this policy;
- undertake appropriate training.

Role and Rights of Parents

We encourage parents:

- to work closely with the school in order to develop a partnership that will support special educational needs pupils;
- to take part in the termly review of the targets;
- to attend annual reviews;
- to meet outside professional such as the Educational Psychologist, Speech and Language Therapist, Behaviour Specialist, and implement relevant individual training to support their child at home.

Role and Rights of Pupils

We encourage pupils with special educational needs to understand their rights and to take part in:

- assessing their needs;
- setting learning targets;
- the annual review through a questionnaire;
- to be aware of their right to play an active part in the community.

Admissions

We will:

- treat all applications equally and we will not discriminate against pupils with special educational needs.

Curriculum

The school aims to provide for pupils:

- a broad, balanced and creative curriculum;
- a curriculum which is differentiated to their needs;
- a range of teaching strategies to meet their needs;
- targets closely matched to the pupil's needs.

Celebration of Achievements

We will regularly celebrate the achievements of all children not just in English and maths but in all curriculum areas and in all aspects of school life.

Range of Provision

The school aims to provide a variety of provision by way of:

- in-class support either individually or in small groups with teaching assistants and/or learning support assistants;
- withdrawal support either individually or in small groups with teaching assistants or LSAs.

Identification, Assessment and Level of Intervention

Early Identification: We feel it is vital that pupils with special educational needs are identified at an early stage. Every teacher in the school is responsible for identifying pupils with special educational needs and is encouraged, if there are concerns, to complete a SEN register of concern, which is located on the school server.

We will inform parents at the earliest opportunity of the school's concerns and that the appropriate special educational needs provision has been made for their child. If needed, we will complete an Early Help Assessment Plan in consultation with the parents.

Assessment: It is essential that all teachers in the school have the necessary observational skills to identify pupils with special educational needs at an early stage. Teacher observations, records from feeder schools and information from parents provide an overall picture of a child's strengths and needs.

The school has also established a procedure for on-going diagnostic assessments and standardised tests by working closely with Speech and Language Therapists and Educational Psychologists from Ealing Local Authority.

Intervention: As advocated in the Code of Practice (CoP) once pupils have been identified as having SEN the school will inform parents and place the child on the SEN register.

Intervention can be triggered through concern that, despite receiving differentiated teaching, pupils:

- make little or no progress
- work at levels significantly below others of a similar age
- present with persistent emotional / behavioral difficulties
- have sensory or physical problems, which hinder progress
- experience communication or interaction difficulties, which require an individual specific intervention in order to access to learning
- show difficulty developing literacy or numeracy skills
- have sensory or physical problems, which continue despite the use of specialist equipment
- have communication and/or interaction problems, which continue despite curriculum differentiation.

The SENCO will consider an appropriate approach such as:

- providing different materials or equipment
- more effective strategies via staff development or training
- group support
- devising interventions and monitoring their effectiveness by providing extra adult time
- LA support for advice on strategies and equipment or staff training.

The SENCO will: -

- consult with parents
- advise and support the class teacher
- ensure targets are in place which will record strategies for pupil progress by concentrating on three or four individual, SMART targets that closely match the pupil's needs

- ensure target reviews take place termly, or at least twice a year in pupil progress meetings, and record the extent to which targets have been met
- ensure that, at a review, new targets are set, new strategies are outlined and the correct provision made
- ensure relevant background information is in place.

A Statutory Assessment may be requested from the Local Authority (LA) if the child's learning/lack of progress still remains a cause for concern and an Education Health and Care Plan (EHCP) will be provided if the LA feels that the child requires provision beyond what the school can offer.

An Education Health and Care Plan will:

- outline details of the Local Authority's assessment of the child's special educational needs;
- state the special educational provision which will be made to meet those needs;
- identify the type of school which the Local Authority believes would be appropriate to make such provision;
- identify either the school, which it considers to be suitable, or the school for which the parents have expressed a preference;
- state where the special provision is to be provided other than at school.

The Annual Review will:

- assess the progress of the pupil in relation to the outcomes;
- review the provision made for the pupil;
- consider ending, continuing or amending the existing Education Health and Care Plan;
- set new outcomes for the following year.

A transitional review, that is when pupils leave the primary to the secondary phase, enables the receiving school to plan appropriate provision for the child.

Partnerships

We believe that a close partnership with **parents** will enable children to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for their child.

Pupils with special educational needs will benefit from the school's close working relationship with the numerous **external support agencies**, which offer advice and support.

We feel that the provision for special educational needs in this school will benefit from the close links we have with **other schools** by the sharing of good practice and in making the transition between phases as smooth as possible for the pupils.

Complaints Procedures

Parents, who have a grievance or complaint about the nature or amount of special needs provision that their child receives, are encouraged to ask for a mutually convenient time to meet with the school in order to resolve the issue.

The Local Authority must have in place 'arrangements with a view to avoiding or resolving disagreements between parents and certain schools about the special educational provision made for their child.' (SEN Code of Practice)

In-Service Training

Identified in-service training will be undertaken in line with the school's Continued Professional Development Policy.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the school website;
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops;
- meetings with school personnel;
- reports such as the Head Teacher reports to the Governing Body.

Training

We ensure that all school personnel have equal chances of training, career development and promotion.

Periodic training will be organised for all school personnel so that they are kept up to date with new information and guide lines concerning equal opportunities.

Monitoring

Monitoring pupil progress is vital and is undertaken in line with the school's monitoring policy.