

1. Our School Vision and Values

'Learn to Love, Love to Learn'

Everything we do at Birchanger Church of England Primary School is built on the Christian values of **Love, Care, Courage** and **Truth**. This ensures that every child can achieve their full potential in a safe, happy, caring and fulfilling environment and that they are equipped to make a positive contribution to society. We are committed to the pursuit of excellence in all we do – in our work, our play and our relationships with each other.

2. Introduction

- 2.1 This policy is written in line with the 2014 Code of Practice.
- 2.2 This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.
- 2.3 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.
- 2.4 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

3. Aims

- 3.1 The aims of this policy are:
 - To create an environment that meets the special educational needs of each child;
 - To ensure that the special educational needs of children are identified, assessed and provided for;
 - To make clear the expectations of all partners in the process;
 - To identify the roles and responsibilities of staff in providing for children's special educational needs;
 - To enable all children to have full access to all elements of the school curriculum;
 - To ensure that parents are able to play their part in supporting their child's education;
 - To ensure that our children have a voice in this process.

4. Educational inclusion

4.1 In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. 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.

4.2 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 their senses and of varied experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage 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.

5. Special educational needs

5.1 Children with special educational needs have learning difficulties that call for special provision to be made. Any child may have special needs at some time in their lives. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children the same age;
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

5.2 Many of the children who join us have already been in early education. In many cases children join us with their needs already assessed. All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

5.3 All children that join our school part way through their primary education are assessed within one week by either the SENCO or the Head Teacher to ensure that we are planning and teaching to their needs immediately.

5.4 If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called School Support. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents informed and draw upon them

for additional information. The Special Educational Needs Coordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support.

5.5 We will record in a One Page Plan and Individual Education Plan (IEP), the strategies used to support the child. The One Page Plan will show the child's interests, skills and how they like to be supported, while the IEP will show the long-term targets set for the child.

5.6 Further short-term targets and learning steps are then outlined in a working, class document called an Intervention Folder. This will have their short-term, measurable targets and include any evidence collected from their interventions and assessments. These will be reviewed regularly by the class teacher and supporting adults involved in the interventions. The SENCO and Head Teacher will review these half termly.

5.7 If the provision review identifies that support is needed from outside services, we will consult parents prior to any support being sought. In most cases, children will be seen in school by external support services, who will provide advice thus informing the child's new IEP. Following further discussion with the teacher, the new strategies in the IEP will, wherever possible, will be implemented within the child's normal classroom setting.

5.8 If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LA. A range of written evidence about the child will support the request.

5.9 In our school the SENCO:

- Manages the day-to-day operation of the policy;
- Co-ordinates the provision for and manages the responses to children's special needs;
- Supports and advises colleagues;
- Acts as an additional point of contact for parents and carers
- Oversees the records of all children with special educational needs;
- Acts as the link with external agencies and other support agencies;
- Monitors and evaluates the special educational needs provision, and reports to the governing body;
- Manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- Contributes to the professional development of all staff.

6. The role of the governing body

6.1 The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

6.2 The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LEA and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs. The governing body

ensures that parents are notified of any decision by the school that SEN provision is to be made for their child.

- 6.3 The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the Head Teacher. The Head Teacher ensures that all those who teach a pupil with a statement of special educational needs or Education, Health and Care Plan are aware of the nature of the statement or EHCP.
- 6.4 The SEN governor ensures that all governors are aware of the school's SEN provision.

7. Allocation of resources

- 7.1 The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs or Education, Health and Care Plans.
- 7.2 The Head Teacher informs the governing body of how the funding allocated to support special educational needs has been employed.
- 7.3 The Head Teacher and the SENCO meet regularly to agree on how to use funds directly related to statements and Education, Health and Care Plans.
- 7.4 When drawing up the school budget plan the Headteacher and SENCO consider the allocation of resources for pupils with special educational needs.

8. Assessment

- 8.1 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- 8.2 The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.
- 8.3 The SENCO works closely with teachers to plan an appropriate programme of support.
- 8.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- 8.5 The LEA seeks a range of advice before making a form or Education, Health and Care Plans. The needs of the child are considered to be paramount in this.

9. Access to the curriculum

- 9.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:
- understand the relevance and purpose of learning activities;

- experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 9.2 Through the provision of quality first teaching, a range of strategies are used to meet children’s special educational needs.
- 9.3 Where appropriate, a One Page Plan and IEP will be drawn up for a child with special educational needs at School Support. All children with a Statement of special educational needs or Education Health and Care Plan will have a One Page Plan and IEP. Individual Educational Plans will then feed into Intervention Folders, which include short-term targets and intervention diaries; these employ a small-steps approach in the provision that we make in the school. By breaking down the attainment into finely graded steps and targets, we ensure that children experience success.
- 9.4 We support children in a manner that acknowledges their entitlement to share the same learning experience that their peers enjoy. Wherever possible, we do not withdraw children from the classroom. 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.

10. Partnership with parents

- 10.1 The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents.
- 10.2 We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

11. Pupil participation

- 11.1 In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.
- 11.2 Children are involved at an appropriate level in setting targets in their IEPs and in the termly IEP review meetings. Children are encouraged to make judgements about their own performance against their IEP targets. These reviews allow us to acknowledge and celebrate their successes.
- 11.3 The One Page Profile allows the child to voice how they feel they can be supported best and acknowledges their voice and value in their education.

12. Monitoring and review

- 12.1 The SENCO monitors the movement of children within the SEN system in school.

- 12.2 The SENCO in support by the teachers, draws up an Individual Education Plans for children. The SENCO and the Head Teacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs also hold termly meetings.
- 12.3 The governing body reviews this policy annually and considers any amendments in the lights of the annual review findings. The SENCO reports the outcome of the review to the full governing body.