

SEN Policy

Batchley First School



Written by: Mrs Downes and Mrs Brough

Last reviewed on: July 2024

Next review due by: July 2025

Contents

1. Definitions and aims.....	2
2. Legislation and guidance	3
3. Roles and responsibilities	Error! Bookmark not defined.
4. Equality and inclusion	3
5. Identification, assessment and review of SEN pupils	4
6. Additional support for learning.....	7
7. Complaints and support for parents	Error! Bookmark not defined.

.....

Batchley First school is proud to be an inclusive school, we admit children with varying levels of additional needs and with a variety of Special Educational Needs. We also have a specialist Nursery and Speech and language units attached to our school, children can be referred to these through Pre-School Forum. Pupils who have specialist Educational Needs have a learning difficulty which calls for Special educational provision to be made for them to continue to make progress. At Batchley we aim for all children regardless of their Special Educational Need to be Valued, Inspired, Progressing and secure.

This Special Educational Needs policy complies with the Special Educational Needs code of practice as set out in the children and families act June 2014. It works alongside and in conjunction with the local offer offered by Worcestershire Local Authority and various other school policies and is embedded in the Teaching and Learning Policy of the school.

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

1. Aims

Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

We therefore intend to:

- Promote inclusivity for all.
- To show consideration and feeling towards the views and wishes of the child.
- Working in partnership with parents and careers with the planning and review of children's progress.
- Identify special needs quickly and where appropriate signpost to the relevant external agencies.
- Provide a curriculum that meets the needs of all learner and enables them to make progress.

At Batchley we are all VIPS – valued, Inspired, Progressing, Secure

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Roles and responsibilities

3.1 The SENCO

The acting SENCO's are Mrs Brough and Mrs Downes

Contactable on: office@batchley.worcs.sch.uk or via the school office (01527 62926)

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Liaise with parents of children with Special Educational Needs.
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Monitor the progress of children with Special Educational Needs

3.2 The SEN governor

The SEN governor is Simon Bates

Contactable on: office@batchley.worcs.sch.uk or via the school office (01527 62926)

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

3.3 The headteacher

The Headteacher is Mrs Sarah Downes

Contactable on: office@batchley.worcs.sch.uk or via the school office (01527 62926)

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Ensures that the people, resources and actions are in place to meet the need of every child within our school.

3.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Ensuring learning experiences are carefully matched to the needs of all children
- Identifying when children are not making expected levels of progress and alert the SENCo
- Working with the SENCO to review each pupil's progress and, development and decide on any changes to provision, this will be done using Assess, Plan, Do, Review cycles.
- Ensuring they follow this SEN policy

3.5 Teaching Assistants

Teaching assistants will:

- Work with designated children, either in groups or individually to develop their learning, self-esteem, or social skills, overseen by teachers.
- Share their opinions as a vital part of the reviewing process.

4. Equality and inclusion

Batchley First school works hard to be an inclusive school where pupils feel Valued, Inspired, Progressing and Secure, we are all VIPS. We achieve this through:

- High regard to our duties to promote disability, equality, under the Equality act 2010.
- High expectations and suitable targets for SEN children.
- A broad and balance curriculum that meets the needs of all learners.
- An inclusive ethos which can be seen through all our policies.

5. Identification, assessment and review of SEND pupils.

The importance of early identification, assessment and provision for any child who may have SEN needs can not be over emphasized. The earlier action is taken the more responsive the child is likely to be and the more readily intervention can be made without undue disruption to the organization of the school, including the delivery of the curriculum for that particular child. If a difficulty proves transient, the child will subsequently be able to learn and progress normally. If the child's difficulties prove less responsive to

provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the child's progress.

A concern about a child's progress can be triggered in the following ways:

- Parents/ carers
- Child
- Class teacher assessment
- Response/ length of time on the SEN register
- Records transferred from another school
- Baseline assessments
- Phonics Screen results
- In house testing and assessment
- Pupil tracking or pupil progress meetings

In identifying children who may have special educational needs we can measure children's progress by referring to:

- Their performance monitored by the teachers as part of on going monitoring and assessment
- Outcomes from assessment results
- Their progress against the objectives specified in the English and Math's National Curriculum.
- Their performance against their age-related expectations within the National Curriculum at the end of a Key Stage
- Standardised screening or assessment tools such as BPVS, YARC

English as an additional language and Special Educational Needs

The identification and assessment of children with English as an Additional Language needs to be done with care to ensure the lack of competence in English is not a barrier to this. All aspects of a child's performance across a range of subjects should help to identify if there are any special educational needs.

Where progress is not as expected it will be necessary to take some additional actions to enable that pupil to learn more effectively. No matter what level of Special Educational Needs a child may have the key measure to assess whether their needs are being met is progress.

Expected progress can be defined in a number of ways, some of which are outlined below:

- Maintaining the attainment gap between the child and their peers
- Is similar to that of peers who start from the same attainment baseline
- Matches or improves upon the child's previous rates of progress
- Improves access to the full curriculum
- Demonstrates an improvement in self-help skills, social, emotional or personal skills
- Demonstrates improvements in the child's behaviour

Areas of need

When identifying a child with special educational needs there are four areas of need. The four areas of needs are:

- **Communication and interaction**, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- **Cognition and learning**, for example, dyslexia, dyspraxia,
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD),
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

When thinking about SEN provision there are two levels of SEN provision:

- SEN Support
- EHCP assessment

SEN Support

Once a potential special educational need has been identified the following four actions will take place in order to ensure effective support is put into place;

1. Assess
2. Plan
3. Do
4. Review

This will be known as the **graduated response**.

After consultation with the parents/ carers, information will be gathered and the child is then placed on the SEND register and an Individual Provision Map (IPM) is devised and progress is monitored. The child's needs are met as part of teacher's everyday planning.

The triggers for further interventions could be the teacher's or others' concern, underpinned by evidence about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress when teaching approaches are targeted particularly in a child's identified area of weakness
- Showing signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- Persistent emotional or social difficulties which are not ameliorated by the positive behaviour management techniques usually employed by the school
- Has sensory or physical difficulties and continues to make little or no progress despite the provision of specialist equipment
- Has communication and interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum

The above is the graduated response of action and intervention where a child is identified as having special educational needs but cannot be regarded as a step on the way to statutory assessment as some children will require less rather than more help if the interventions are successful. Interventions are a means of matching special educational provision to the child's needs and are therefore part of continuous and systematic cycles of planning, action and review within Batchley First School. These continuous and systematic cycles enable all children at our school to learn and progress.

Specialist services and teachers with specialist qualifications may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the child. These intensive specific programs are regularly monitored and reviewed by the staff in conjunction with the SENCo. Advice may be requested from an educational psychologist and a consultation request will be made. Following this consultation advice would be taken as to future and further action.

EHCP assessment of Special Educational Needs

A child will be brought to the Local Authority's attention as possibly requiring an assessment through:

- A request made for an assessment by school
- A request made for an assessment the parent/ carer
- A referral by another agency e.g. health authority or social services

At Batchley First School a request for an Education Health Care needs assessment would be made if a child is failing to make expected progress following the Plan, Do, Review cycle and the special educational provision required to meet the child's needs cannot reasonably be provided from within the resources normally available.

When a child is brought to the attention of the Local Authority by a request for an Education, Health, Care plan assessment the Local Authority must decide within 6 weeks whether to carry out such an assessment.

In considering whether a statutory assessment is necessary the Local Authority will pay particular attention to:

- Evidence that school has responded appropriately to the requirements of the National Curriculum, especially the section entitled "Inclusion: Providing effective learning opportunities for all children"
- Evidence provided by the child, the child's school, parents and other external professionals where they have been involved with the child, as to the nature, extent and cause of the child's learning difficulties
- Evidence of actions already taken by the child's school to meet and overcome these difficulties
- Evidence of the rate and style of the child's progress
- Evidence that where some progress has been made it has only been as a result of much additional effort and instruction at a sustained level not usually commensurate with provision through additional SEN support

When an Education Health Care Plan is written by the authority teachers will monitor and informally review progress during the course of the year using both the normal curriculum and pastoral monitoring arrangements for all pupils as well as writing IPM's where appropriate.

All Education Health Care Plans must be reviewed at least annually, but if a child's special educational needs change a review is held as soon as possible to ensure that the provision specified in the Education Health Care Plan is still appropriate.

6. Additional support for learning

Each term the SENCo meet with the family support worker, Educational Psychologist and Speech therapist to discuss the needs of our children and the actions we need to take to support them. The SENCo also works alongside the following agencies to provide support for children with SEN:

- Family Support Worker
- Educational Psychologist
- School Nurse
- Speech and Language Therapist
- Positive behaviour team
- Pupil Referral Unit

7. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

8. Contact details of support services for parents of pupils with SEN

The SENCO is happy to signpost to support. However, more general support can be found here:

SENDIASS: 01905 768153

SEND Information,
Advice and Support Service,
Tolladine Rd
Worcester
WR4 9NB

www.autismlinks.co.uk (Autism Support)

The local authority local offer

Our local authority's local offer is published here: www.worcestershire.gov.uk/thelocaloffer

9. Contact details for raising concerns

Mrs Brough- acting SENCO

Mrs Downes - Headteacher

Mrs Simon Bates - SEN Governor

To make contact please call the school office: 01527 62926

10. Monitoring arrangements

This policy will be reviewed by The SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.