



*Policy*  
*for Special Educational Needs*

*February 2018*

*Review Date: Spring 2019*

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Headteacher

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Chair of Governors

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Date

## *Featherstone Wood Primary School*

The Inclusion Team is comprised of:

Mr Raymond Wilson, BEd Hons, NPQH: Assistant Head, SEN

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Mrs Amy Handysides, BA Hons, PGCE, PG Cert (NASENCO): Assistant Head, Pastoral

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This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0-25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2
- Safeguarding Policy
- Accessibility Plan
- Equalities Objectives
- Teachers Standards 2012

The policy has been created by the SENCO in liaison with staff, the Governing Body and parents.

*At Featherstone Wood we believe every child should be given the tools they need to succeed. Every teacher in our school is a teacher of SEN and takes full responsibility for the learning and development of every child within their class. We are committed to raising the aspirations of and expectations for all pupils with SEN.*

### **Definition**

***“High quality teaching that is differentiated and personalized will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.” Code of Practice 2014***

### **Aims**

- To create an environment that meets the special educational needs of each child
- To identify at the earliest opportunity all children who need special consideration to meet their physical, sensory, social, emotional, communication or intellectual development
- To ensure that, once identified, the special educational needs of children are 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

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- To enable all children to have full access to all elements of the school curriculum ensuring that all children are fully included to promote the highest levels of enjoyment and achievement
- To promote self-worth, enthusiasm and enjoyment by encouraging independent learning at all age levels
- To ensure that children have a voice
- To work collaboratively with parents, pupils, teachers and other professionals in developing a partnership of support

Learning needs are met in a variety of ways, in addition to “quality first teaching”. The children have the opportunity to develop to their full potential with the guidance and support of their class teacher, the Inclusion Coordinator (SENCO), outreach teaching staff and other services. This policy describes the procedures and systems that have been established for providing an integrated education for all children with special needs, whilst providing access to a broad and balanced curriculum.

### **Roles and Responsibilities**

#### **Role of the Headteacher (Louise Shuttleworth):**

- to ensure policies are implemented on a classroom level
- to support the SENCO and SEN Governor with their responsibilities
- to ensure that statements are reviewed on time
- to keep Governors informed of school developments
- to liaise with the parents and external professionals in conjunction with the SENCO

#### **Role of SEN Governor (Mrs Richards):**

- to ensure that provision of SEN is implemented in accordance with Government guidelines and school policy
- to liaise regularly with the SENCO
- to be involved in reviewing and updating the SEN policy
- to be involved with monitoring and evaluating the school's SEN provision

#### **Role of the SENCO (Ray Wilson):**

- to oversee the day to day implementation of the SEN policy
- to co-ordinate provision for children with SEND
- to review the impact of provision as part of a graduated approach: assess, plan, do, review
- to liaise with and advise colleagues, including identification of appropriate intervention strategies within the school
- to manage the work of learning support teachers
- to oversee the records of all children with SEN
- to co-ordinate liaison with the parents of children with SEN
- to contribute to the in-service training of staff
- to liaise with external agencies

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### **Role of Pastoral Lead (Amy Handysides):**

- to coordinate provision to ensure children's emotional, health and welfare needs are supported, including coordinating the work of our peer mediators and mentors
- to support the needs of More Able pupils and those with English as an Additional Language
- to manage the work of the Nurture Teaching Assistant and MSA's
- to liaise with external agencies
- to support parents

### **Classroom Teachers:**

- to be fully aware of the school's procedures for identifying, assessing and providing for pupils with SEN
- to plan to meet the needs of individual children
- to write and update a provision map to reflect the changing provision to meet the needs of all children within the class
- to write and implement Personal Learning Plans for individual children, if appropriate, in consultation with the SENCO
- to review SEN support at least termly with parents, children and all staff involved in the provision for that child
- to work closely with support staff and provide guidance in implementing whole school
- intervention strategies and work to meet individual targets
- to write and regularly update 'one-page profiles' (classroom 'passports') for identified pupils outlining their additional needs and best ways to support them

### **Teaching Assistants:**

- to support staff with the educational, physical, social and pastoral needs of the pupils
- to promote the highest standards of work
- to develop positive relationships with children which promote and reinforce self esteem
- to support children in group or individual situations
- to clarify and explain teacher instructions, where needed
- to help children access materials and equipment
- to encourage children to concentrate and complete tasks
- to inform teaching staff of any rising concerns regarding individual children
- to be aware of the needs and targets of children with special educational needs

### **Identification, Assessment and Provision**

#### **Definition of Special Educational Needs:**

*"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... has a learning difficulty or disability if he or she:*

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- *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 facilities of a kind generally provided for others of the same age.”*

*Code of Practice 2014*

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

### **Special Educational Provision:**

*“High quality teaching that is differentiated and personalized will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.”*

*“Special educational provision is underpinned by high quality teaching and is compromised by anything less.”*

*Code of Practice 2014*

All teachers are responsible for identifying and responding to the special educational needs of their children. All teachers in the school follow a continuous cycle of planning, teaching and assessing the learning needs of all children. This enables them to identify children who may fall outside the expected range for the year group and who may have special educational needs.

*“Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place.”*

*Code of Practice 2014*

### **Identification**

Assessment procedures are in place to monitor pupil attainment. Children with special educational needs may be identified through:-

- assessments
- information from previous settings and key stages
- discussion with colleagues, child or parental concerns
- pupil progress meetings with the Class teacher, Headteacher and SENCO
- external agencies

Before a child is officially identified as having SEN and recorded on the SEN register:

- they will have had access to personalised quality first teaching
- they will usually have had adjustments and interventions to support them to make accelerated progress
- the child’s learning and development will have been discussed with parents, class teacher and the SENCO

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We identify the needs of pupils by considering the needs of the whole child, not just the special educational needs. We recognise that there are other factors which may impact on a child's progress and attainment which do not constitute a SEN. These may include: disability, attendance, EAL, health and welfare, being in receipt of a Pupil Premium Grant, being a Looked After Child.

### **Provision**

When a child is identified as having special needs, the school will adopt a 'graduated response' approach which recognises that there is a continuum of needs and brings increasing specialist expertise to assess the difficulties that a child may be having.

Once identified, the SENCO and the class teacher will use the information gathered to:

- **Assess:** carry out a clear analysis of the pupil's needs. Parents will be involved in forming this assessment of needs.
- **Plan:** the support and intervention provided should be selected to meet the outcomes identified for the pupil. Where it is decided to provide a pupil with SEN support, the parents will be formally notified.
- **Do:** the class teacher will remain responsible for working with the child on a daily basis.
- **Review:** the effectiveness of the support and interventions will be reviewed and their impact evaluated. Parents will again be involved in planning next steps.

High quality teaching, differentiated for all pupils is the first step in responding to pupils who have or may have SEN. The school regularly reviews the quality of teaching for all pupils.

SEN support may include:

- different learning materials and equipment
- some group or individual support
- staff development and training to introduce more effective strategies
- access to external professionals for advice

The four broad areas of need which should be planned for are:

1. **Communication and interaction-** children with Speech, Language and Communication needs (SLCN) may have difficulties in some or all of the aspects of speech, language or social communication. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination. These children may require some or all of the following:

- flexible teaching arrangements
- help in acquiring, comprehending and using language
- help in articulation
- help in acquiring literacy skills
- help in using alternative means of communication

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- help to use different means of communication confidently and competently or a range of purposes, including formal situations
- help in organising and coordinating oral and written language
- help in expressing, comprehending and using their own language, where English is not the first language

2. **Cognition and learning** – children who learn at a slower pace than their peers, even with appropriate differentiation. They may demonstrate features of moderate, severe or profound learning difficulties, or specific learning difficulties, such as dyslexia or dyspraxia, requiring specific programmes to aid progress in cognition and learning. These children may require some or all of the following:

- flexible teaching arrangements
- help with processing language, memory and reasoning skills
- help in organising and coordinating spoken and written English to aid cognition
- help with sequencing and organisational skills
- help with problem solving and developing concepts
- programmes to aid improvement of fine and motor competencies
- support in the use of technical terms and abstract ideas
- help in understanding ideas, concepts and experiences when information cannot be gained through first hand sensory or physical experiences

3. **Social, emotional and mental health difficulties** – children who may experience a wide range of social and emotional difficulties which manifest themselves in many ways. This may include children who are withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behavior. These behaviours may reflect underlying mental health difficulties. Other children may have disorders such as ADD, ADHD or attachment disorder. These children may require some or all of the following:

- flexible teaching arrangements
- help with development of social competence and emotional maturity
- help in adjusting to school expectations and routines
- help in acquiring the skills of positive interaction with peers and adults
- specialised behavioural and cognitive approaches
- re-channeling or refocusing to diminish repetitive and self-injurious behaviours
- provision of class and school systems which control or censure negative or difficult behaviours and encourage positive behaviours
- provision of a safe and supportive environment

4. **Sensory and/or physical needs** – There is a wide range of sensory, multi-sensory and physical difficulties. The sensory range extends from profound and permanent deafness or visual impairment through to lesser levels of loss, which may be only temporary. For some children the inability to take part fully in school life causes significant emotional stress or physical fatigue. They may require some of the following:

- flexible teaching arrangements
- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication

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- provision of tactile and kinesthetic materials
- access to different amplification systems
- access to low vision aids
- access to all areas of the curriculum through specialist equipment, aids or furniture
- regular and frequent access to specialist support

The 4 broad areas of need give guidance as to the action the school needs to take, they are not intended to fit children into a category.

### **Managing pupil needs on the SEN register**

- The SENCO tracks all children receiving SEN support and reviews their progress at least once per term.
- The governor with responsibility for SEN visits the school regularly to meet with the SENCO and review the provision of SEN within the school.
- The Class Teacher, together with the SENCO as appropriate, meets at least termly with parents of children receiving SEN support to review progress.

The whole school Provision Map is created termly, following Pupil Progress Meetings, and adjusted as needed. This records the strategies and provision in place to meet the needs of groups and individuals. The SENCO manages this.

Individual *APDR plans* are written by Class Teachers, in partnership with the Child (as appropriate), TA and parents, and are reviewed at least termly together with parents and children. These document how the *Assess, Plan, Do, Review Cycle* is being followed in order to meet the needs of individuals. At the termly review meeting, the current provision in place is evaluated to consider the impact it has had, and a plan is agreed for future provision.

### *External Agencies*

We adopt a multi professional approach to all children within our care.

Where necessary, the SENCO may request the support of external agencies in providing more specialist advice in planning for effective provision. Parental consent must be given before involving external professionals. Where support is required from a number of agencies, this support may be sought through a Families First Assessment (formerly eCAF).

The external specialist will build on the strategies already used and may act in an advisory capacity, or be involved in the child's learning directly. The delivery of the targets will continue to be the responsibility of the class teacher.

The following agencies are currently involved in informing the school's special provision:-

Educational Psychologist  
Speech Therapist  
Social workers  
School Nurses  
Community Nurses  
Child Development Centre



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Specialist Advisory Service  
Education support centre  
Behaviour advisors  
Leys Base  
EAL support  
Pre school advisory support  
Woolgrove Outreach  
CLA team  
Education Support Centre  
Child and Adolescent Mental Health Team

### *Requesting an Education, Health and Care Plan*

Where a child has not made expected progress despite purposeful activity by the school to meet the SEN, the school or parents should consider requesting an Education, Health and Care Plan (EHC Plan).

The school or parents can ask the local authority to conduct an Education, Health and Care needs assessment. The local authority must then make a decision about whether an EHC needs assessment is necessary. Following an assessment, the local authority decides whether or not to issue an EHC plan.

The EHC plan must specify the outcomes sought for the child and decisions about content should be made together with parents and the child. The plan will detail the special educational provision required by the child.

All EHC plans will be reviewed annually with parent, pupil, LA, school and external professionals, to consider amendments.

### *Funding*

The school receives, through the Local Authority, annually allocated funding for Special Educational Needs, based on a formula of Predictable Needs.

The school aims to meet the needs of each child, by providing the most suitable type of provision required at any particular time in their development. Accordingly classroom assistant and support hours are allocated across the school.

Where the school is unable to provide the level of support needed by a child an application for additional funding (ENF) will be made.

### *Criteria for exiting the SEN register*

During their time in school, the level of SEN support a child requires in order to meet their needs may vary. At some times, a high level of support may be needed, for example, during times of transition. It may be that at other times, the child is well supported with a lower level of support. Through our graduated approach, the level and type of support given will be adjusted as appropriate.

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There may be situations where a child is no longer felt to require SEN support. For example, in the case of a child entering nursery with Speech, Language and Communication Needs who receives early intervention to catch up with their peers. In such cases, a discussion will take place between the parents, class teacher and SENCO, taking into account the views of a child. Following agreement, the child's name may be removed from the SEN register. The child's progress will continue to be monitored through termly Pupil Progress Meetings and if concerns arise, the graduated approach will again be followed to provide appropriate SEN support.

### **Pupil Participation**

*'Children, who are capable of forming views, have a right to receive and make known information, to express opinion, and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight to the age, maturity and capability of the child'.*

*(UN convention on the Rights of the Child – Articles 12/13)*

Children are encouraged to set, monitor progress and review their personal learning targets. This is done in conjunction with the class teacher and parents. Within the SEN Review process, children's views about their learning are sought and recorded in different ways as appropriate, e.g. through pictures, adult scribing, individual conferencing with the class teacher.

### **Partnership with Parents**

*"Where a pupil is receiving SEN support, schools should talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school." Code of Practice, 2014*

Parents are informed when a teacher has concerns about a child's progress, and are consulted with regard to the action to be taken. When a decision is made to provide SEN support, this will always be after consultation with the parents. Parents are encouraged to meet regularly with the class teacher and SENCO and to support the targets at home. The school liaises regularly with parents of children with special educational needs through Home / School books, meetings and newsletters. Records are kept of all parental contact.

In line with the Code of Practice, the school has published information about the implementation of the SEN policy in the **SEN Information Report**, which can be found on the school website. The report provides more information about how we work together with parents.

### **Admission Arrangements**

See **Admissions Policy**.

### **Supporting pupils at school with medical conditions**

At Featherstone Wood we recognise that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

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Arrangements are in place to support pupils at school with medical conditions and details can be found within the 'Medicine and Supporting Pupils at School with Medical Conditions Policy.'

### **Safeguarding**

We have a DSP team who are responsible for implementing the school's safeguarding responsibilities. The details of this can be found within the 'Child Protection Policy.'

Louise Shuttleworth	Lead DSP (Designated Senior Person)
Ray Wilson Amy Handysides Paula Franklin Kelly Shurmer-Elliott	Deputy DSP's

### **Supporting pupils with Transition**

We recognise that transitions can be particularly difficult for a child with SEN and disabilities, and we take steps to ensure that any transition is as smooth as possible. The SENCO liaises with past and future settings and meets with parents to ensure that needs are understood as fully as possible. Taster sessions are arranged, one page profiles and transition books are created and new adults are introduced to children. We take a great deal of time to prepare all children for the move on to secondary school. Where children have additional needs, a transition programme will be designed to support them during the transition year.

### **Training**

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. All staff attend training to enable them to provide appropriate support for all children including those with additional needs. When a child has a specific needs, staff will receive appropriate training if this is a new need to the school. The SENCO regularly attends SENCO network meetings in order to keep up to date with local and national updates in SEND.

### **Storing and Managing Information**

All documents relating to children are stored securely within the SENCO's office and within the school's secure electronic recording system (CPOMS). See policy on information management.

### **Monitoring and Evaluation of SEND**

The SEN policy and provision will be reviewed on an annual basis. This review will be initiated by the Headteacher, SENCO and SEN Governor, and discussed as a whole staff. Parent and pupil views will also be sought.

Criteria for success include:

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- the effectiveness of the systems for early identification and assessment of pupils with SEN
- the effective partnership between parents, staff and external professionals
- involvement of pupils
- increased involvement of parents in their child's learning
- use of external agencies
- improvement in standards of pupils identified as having SEN

### **Complaints Procedure**

If parents are not satisfied with the provision made at the school for their individual children they should contact the Headteacher in the first instance.

It is hoped that all complains will be dealt with as soon as possible to ensure that appropriate provision is always made for the children. Complaints may be made verbally, or in writing, and will be recorded. The SEN Governor will be advised of any formal complaints made regarding the schools provision for SEN.