

BYRON WOOD PRIMARY SCHOOL



Policy for Special Educational Needs

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1 Introduction

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Byron Wood aims to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners.

These guidelines describe the way we meet the needs of children who experience barriers to their learning. These barriers may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We recognise that many pupils, at some time in their school career, may experience difficulties which affect their learning, whether these are physical, emotional, intellectual or otherwise, and we recognise that these may be long or short term.

We aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her potential.

2 Aims

1. To ensure the Special Education Needs and Disability Act (SEND) and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with special educational needs
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through differentiated planning by class teachers, SENCo, and support staff, as appropriate.
5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded as having SEND
6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that the SEND inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range of children as possible who are in our school setting.
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.

9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning and in any decision making that affects them.

3 Arrangements for coordinating SEND provision

Special Education Needs Co-ordinator (SENCo)	Lisa Whitehead
Special Education Needs and Disabilities Governor	Jill Cornford

4 Identification of a pupil's needs

**A graduated approach: 'Every Teacher is a Teacher of SEN'.
Quality First Teaching: 'The baseline of learning for all pupils'.**

1. Any pupil who is falling significantly outside the range of expected academic achievement in line with predicted performance indicators and grade boundaries, will be monitored.
2. Once a pupil has been identified as possibly having SEN, they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The class teacher will take steps to provide differentiated learning opportunities which will aid the pupil's academic progression and enable the teacher to understand better the provision and teaching style that needs to be applied.
4. The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
5. Through the above actions, it can be determined which level of provision the pupil will need.
6. If a pupil has recently been removed from the SEN register, they may also fall into this category as continued monitoring will be necessary.
7. Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents/carers are encouraged to share information and queries with the school.
8. The pupil is monitored if concern is raised by parent or teacher but this does not automatically place the pupil on the school's SEN register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
9. Pupil progress meetings and assertive mentoring meetings are used to monitor and assess the progress being made by all students.

5 SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this before inclusion of the individual on the School SEN Register. The aim of formal identification of a pupil with SEN, is to help school to ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process explained below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

5.1 Assess

In identifying a child who requires SEN support, the teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data for the pupil's progress.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

5.2 Plan

When it is decided to provide a pupil with SEN support, parents will be informed. Planning will involve consultation between the teacher, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may also be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

5.3 Do

The teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCo.

5.4 Review

A review of progress will be made at half termly pupil progress meetings, as well as at the end of interventions and during Assertive Mentoring meetings. The review process will evaluate the impact and quality of the support and interventions. The SENCo will revise the support in the light of pupil progress and development; making

any necessary amendments going forward, in consultation with parents and school staff.

6 Education, Health and Care Plans

If a pupil has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or, a lack of clarity around the needs of the pupil, are such that a multi-agency approach is required for assessing the needs, planning the provision and identifying resources,.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents, the SENCo and any outside agencies involved if applicable. The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health Professionals

Information will be gathered relating to the current provision and a summary of any action points taken. The preliminary outcomes of the targets set, form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

1. Following Statutory Assessment, an EHC Plan will be provided by Sheffield City Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved developing and producing the plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The Annual Personal Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

7 Further information

An online link to the Sheffield SEND Local Offer can be found on the school website - About Us/Additional Needs.

8 Review

This policy is to be reviewed annually.