



Special Educational Needs Policy

Date reviewed	November 2017
Minuted	Adopted at FBG Meeting 5 December 2017, Minute 44.1
Next Review	November 2018
Reviewed by	FGB
Chair	Mr Justin Adams
Signature	

This policy should be taken as part of the overall strategy of Curry Mallet School and implemented within the context of our vision, aims and values as a Church of England school.

Curry Mallet Church of England Primary School aims to provide a stimulating and stable educational environment at all times, enabling pupils to fulfil their academic potential and increase their social awareness, ensuring sensitive and considerate behaviour towards all members of the school's community.

A child shall be considered to have Special Educational Needs (SEN) if at some stage during his school career; he receives some form of special educational provision. This policy does not apply to Gifted and Talented Children – this is addressed in a separate policy.

Our objectives for the school's provision for children with special needs are as follows:

- to provide effective support at the earliest opportunity
- to ensure that the support is given in a way that minimises the disruption to the child
- to ensure that all children have access to the full curriculum of the school
- to fully involve the parents in decisions about how their children are to be supported

All staff will be fully involved in the ways of providing for SEN pupils and are committed to removing the barrier that SEN pupils have to learning and socialising, whatever the nature of the difficulty.

The Name of the School's SENCO

Mrs Alison Tulloch is the Special Needs Co-ordinator (SENCO).

The name of the Governor with responsibility for SEN is Mrs Val Dale

Mrs Michelle Simpson and Mrs Karen Mottram work as the SEN assistants under direction from the SENCO for eight hours per week.

The SEN list will be kept and updated termly by the SENCO.

Co-ordinating Provision

The SENCO liaises with the classroom teachers and uses assessment details in order to identify children causing concern or having SEN. Any child with SEN is put on the school SEN list. Strategies are planned for these children. The school implements the DfES SEN Code of Practice (2015). Pupils who are identified as causing concern are noted separately and monitored closely.

There will be two consultation meetings a year between Mrs Tulloch and the multi-disciplinary support team to discuss provision planned for the children on the list.

Mrs Tulloch is available for consultations with class teachers and assistants on Wednesday mornings. Mrs Tulloch is available to meet parents from 9.00 am – 9.30 am every Wednesday morning so that any query can be dealt with as quickly as possible.

Admission Arrangements

The needs of children admitted with SEN are assessed individually and any necessary arrangements are put into place. The Local Authority has the responsibility to name the school for all pupils in receipt of an Education and Health Care Plan (EHCP), which is the replacement for a Statement of SEN as defined in the SEN Code of Practice (2014).

Special Provision

The school has wheelchair access to most buildings and has a toilet, changing facilities and shower offering disabled access, situated in class 2.

Allocation of Time

The allocation of time is as follows:

Mrs Tulloch (SENCO) – 3 hours (0.1) to oversee the school's SEN and to have contact with children in receipt of SEN Support.

SEN resources will be allocated according to the needs of the pupils on the SEN list in order to ensure appropriate provision for their learning and progress. As pupils join and leave the school, the amount of SEN funding fluctuates and some – High Needs Top-up Funding - is specifically targeted at individual pupils. These must be used appropriately for the benefit of those named pupils.

Identification and Assessment

The school will always strive to identify pupils with SEN at the earliest opportunity.

In the Reception Year, the Foundation Stage Profile will be used to draw attention to any child with SEN, but differences in the age at entry and the children's pre-school experiences will be balanced against any findings. Class teachers may also identify pupils causing concern throughout the year and discuss these with the SENCO.

At the beginning of every term, Years 1-6 will be tested in reading and spelling. We will use the New Salford reading test and the Single Word Spelling Test (SWST). Any children falling one and a half years below their expected levels will be noted as causing concern.

A termly writing assessment will be carried out for each year group to monitor attainment levels and progress.

Maths progress will be assessed using individual year tests, NFER Maths 5-14, each March. Other forms of summative assessment available to use are Teacher Assessments for Year R- 6, and SATS for Year 2 and 6 every May. Formative assessment is ongoing and recorded on each teachers planning.

Mrs Tulloch has access to a selection of assessment tests and is qualified in using them to assess pupils SEN needs as they arise. In addition to the National SENCo Award (PG Cert, 2011), she holds the PG Diploma in Complex Specific Learning Difficulties (2017) and is an associate member of the British Dyslexia Association (AMBDA).

Any child either entering the school or developing difficulties in between these times will be dealt with immediately. If a child's behaviour is unable to be modified by the application of the school policy, then that child will initially be placed on the concern register.

Where school concerns continue despite strategies put in place by the class teacher and a pupil requires interventions that are '**additional to and different from**' basic entitlement, pupils will be noted on the school SEN list as requiring SEN Support by the SENCO in accordance with the recommendations contained in the SEN Code of Practice. Details of these procedures are initially explained by the class teacher to parents of any child about whom we have continuing concerns or who require additional intervention by the SENCO.

Any pupil listed as requiring SEN Support will be set targets and teachers will help them work towards these. The targets will be noted in the pupil's personal Learning Passport and will address the most urgent of the child's needs. Where appropriate the pupil will be given an opportunity to discuss his/her targets.

The SENCO is responsible for informing parents of pupils at SEN Support, including those who have an EHCP. Class teachers are responsible for consulting and informing the SENCO, the head teacher and also parents of any pupils who cause concern. Class teachers who are concerned about a pupil should complete a "Cause for Concern" form and submit it to the SENCO

The Special Educational Needs Code of Practice

The Code of Practice is used nationally and was completely reviewed and revised for September 2014, the updated (January 2015) version forms the basis of SEN provision in school. If a child requires interventions 'additional to and different from' basic entitlement, the SENCO with the class teacher writes and implements a personal Learning Plan, which is reviewed twice a year. Where there are issues over which the school would like additional advice, the child can be discussed at the Consultation Meeting (with Head teacher's and parental permission) or additional advice sought from outside professionals.

Somerset Core Standards for Children and Young People (0 – 25)

Curry Mallet School follows the local authority Core Standards (introduced Spring 2017).

The Somerset Inclusion Statement is:

All children and young people in Somerset have the right to an inclusive education where they feel they belong. An inclusive education encourages all children and young people to be the best they can be, whilst making learning enjoyable and fulfilling; socially, emotionally and academically.

In Somerset all education settings use core standards in their identification of, and planning for, children and young people with Special Educational Needs and Disabilities (SEND). The core standards help schools to provide a 'graduated response' to children and young people with SEND. They provide a summary of Somerset SEND universal and targeted provision. Special educational provision is underpinned by high quality teaching (element 1) and is compromised by anything less. SEN Support offers additional targeted support to pupils (element 2); High Needs (element 3) offers support for those few children who have complex and long term difficulties – this will include pupils who have an EHCP.

SEN Support (element 2); High Needs Top Up Funding (element 3)

For most pupils requiring SEN Support their needs and provision will be met through the school's devolved budget. In some cases, a child may have on-going significant difficulties that require one to one support over and above that available within the school. Additional teaching assistant's time may then be funded from county using High Needs Top Up Funding (HNTU). HNTU funding is granted on the basis of need following an application by the school (SENCo). HNTU allocations are subject to change dependent on the child's needs and require re-application to be made at regular intervals. From April 2018 a new funding system for SEN will be in place in Somerset, which will be based on an EHCP banding system. Transfer to this system is underway and details will be confirmed early in 2018 as the process is refined and the effect on school funding is disseminated.

Education & Health Care Plan (EHCP)

Parents of pupils with exceptional needs can request an additional level of SEN Support (on the advice of an Educational Psychologist/ the Headteacher/ the SENCo), by requesting an Education and Health Care Plan (EHCP) for their child. This request is dealt with by the Local Authority (Somerset County Council). An SEN caseworker is allocated and if agreed, the EHCP forms a legal document. The contents of the EHCP outline the pupil's needs and the provision required to meet those needs. The EHCP is reviewed annually. This level of support was formerly known as a statutory assessment for a Statement of SEN.

Monitoring and Review

All SEN pupils will be monitored continuously and targets will be reviewed twice a year. Records of these and of any meetings held in their interest will be kept in their personal files. The results of screening tests will be used to monitor the pupils' progress. These will be balanced with the collection of qualitative data to give an overall profile of the pupil's progress. These will be studied and any necessary amendment made to their provision.

Access to the Curriculum

Great value is placed on giving all pupils, whatever their ability, the opportunity to have access to the full school curriculum. It is the aim of the school to keep SEN pupils integrated with their peer group for the maximum amount of time; therefore withdrawal is kept to a minimum ensuring that they have opportunity to study a broad, balanced curriculum. Every class teacher must ensure that the tasks set are appropriate to the pupils' ability and collaborative learning styles are encouraged. A multi-sensory approach should be used when appropriate and different methods of recording work encouraged for pupils with literacy problems.

It is hoped that all SEN pupils will embrace all aspects of school life, including clubs, after school activities, visits, etc to ensure good social integration.

Integration in Class

SEN pupils will always be considered to be full members of any class and will have complete access to all activities. It is the responsibility of the class teacher to ensure that work is differentiated to match their abilities and needs. Work should be planned to enable targets to be met and for pupils to be engaged with and appropriately challenged by their tasks. This high quality teaching regarding pupils with SEND is defined in element 1 of the Somerset Core Standards. Any assistance given to the pupil in class should be as low key as possible and help centred on a group rather than an individual.

Evaluating the Policy

The Policy and its effectiveness will be reviewed annually by the SENCO and headteacher and governors.

Complaints Procedure

If a parent is concerned about the provision that their child is receiving, they should firstly discuss it with the class teacher or Headteacher. The complaint will then be discussed with the SENCO and the outcome will be explained to the parents. Formal complaints will be logged in the 'expression of concern' book. Parents of a child with an EHCP have additional channels through the LEA complaints procedure and it is the task of the SENCO to ensure that the parents are aware of these.

SEN Inset

Additional time and expenses are to be allowed where it is felt important that Mrs Tulloch attends INSET, such as SENCO Conferences and courses especially relating to her work in the school.

External Support Services

The school will actively seek the advice of other specialists whenever necessary. Their observations will be welcomed as self-evaluation of our provision is always one of our key aims.

The following services may be called upon

- Learning Support Service(LSS)

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- Social, Emotional and Behavioural Support Services (SEBSS)
- Social Worker, referral from school when necessary
- School Nurse
- Speech and Language Therapist
- Hearing Impairment Advisor/ Vision Impairment Advisor
- Educational Psychologist
- Physical Impairment and Medical Support Team(PIMST)
- Parent and Family Support Worker (PFSA)
- Physiotherapist
- Occupational Therapist
- Educational Social Worker
- Child and Adolescent Mental Health Service (CAMHS)
- Child and Family Psychiatrist

Links with Other Schools

The school likes to maintain close links with the local special school, which is Fairmead School in Yeovil, where advice can be sought and specialist material borrowed. We have also worked with Fiveways Special School in Yeovil and Selworthy Special School in Taunton. We also feel it is important to have regular contact with the SEN team at our local comprehensive, Huish Episcopi Academy, led by their SENCO, Judy Hills, to ensure that the needs of our SEN pupils are understood and considered prior to transfer. We now have a pre-school on site (opened September 2017) which facilitates close co-operation to organise individual transition planning for any of their pupils who have been identified with SEN prior to starting school.

Partnership with Parents

We recognise that parents play a central role in the education of their children and a note of all worries and concerns, however minor, will be logged. The SENCO must take time to allow the parents to discuss any concerns and if the child is placed on the SEN list, the process must be carefully explained. The views of the parents of SEN pupils will be sought prior to the Consultation meeting and they will then be consulted about any plans that have been suggested. Parents of children receiving SEN Support will be formally invited to meet the SENCO once a year to discuss their child's progress but informal meetings are also encouraged.

Conclusion

We hope that through our SEN policy, all pupils are made to feel that they are valued members of the school community and that with support and encouragement they maintain a high level of motivation and self esteem and that they will always strive to fulfil their potential in a happy and secure environment. We acknowledge that there is always room for improvement and welcome advice and feedback that will lead to our SEN provision being more successful.