



Special Educational Needs Policy

At Alvanley and Manley Federated Schools we value the abilities and achievements of all our pupils, and we are committed to providing, for each pupil, the best possible environment for learning. We cater for all our pupils' needs within the framework of the National Curriculum regardless of ability or aptitude and with equal opportunity, regardless of race or gender. Our SEN policy reinforces the need for teaching that is fully inclusive. The Governing body will ensure that appropriate provision will be made for our pupils who have SEN.

Aims and objectives

- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career.
- To reach high levels of achievement for all
- To provide curriculum access for all
- To meet individual needs through a wide range of provision
- To overcome potential barriers to learning
- To be an inclusive school

We recognise that many pupils will have special needs at some time during their school life. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

Admission Arrangements

The staff and governors will do all in their power to meet the needs of all children whose parents request a place in our schools. In line with the SEN and Disability Act and the school admission policy, we will not discriminate against disabled children or those with learning difficulties and we will take all reasonable steps to provide effective educational provision. Parents of children who have identified special educational needs should contact the school at an early stage so that the school can arrange 'action for inclusion'.

Management of SEN within School

The head teacher and governing body have delegated the responsibility for the day to day implementation of the policy to the SENCOs (Special Needs Coordinators). The SENCO for both schools is **Mrs. Jan Grieve**. SENCO responsibilities are set out in Appendix 1. The governor with responsibility for SEN is **Mrs Pierre-Louis** and meetings take place with the governor and SENCO on an annual basis at minimum.

All school staff have a responsibility for pupils with SEN. All teachers are teachers of special educational needs. Staffs are aware of their responsibilities towards pupils with SEN and have a positive and sensitive attitude towards these pupils. Staff responsibilities are set out in Appendix 2.

Teaching assistants (TAs) play a major role in the support of pupils with SEN. TAs are deployed to work with small groups, individuals or class groups based on each child's individual need and to enable the class teacher to spend time with groups. Regular meetings take place between the SENCO and TA's to review and plan future provision on a termly basis.

Training is very important in ensuring that teachers and teaching assistants are confident and capable in meeting the needs of the pupils in the school. Training needs are determined annually.

Identification and Assessment

We accept the principle that pupils' needs should be identified and met as early as possible. The SENCO uses whole school, termly tracking data and information provided by class teachers, as early identification indicators.

We also use a number of additional indicators of SEN:

- Foundation stage profiles
- Annual pupil assessments
- Following up parental concerns
- Tracking individual pupils over time

For some pupils a more in depth individual assessment may be undertaken. The results of these assessments then help to shape the provision for those children.

Screening All Pupils:

Termly assessments include:

SWST – Year 2 – 6

Scarecrow dictation Year 1 – 6

Focussed assessment tasks

Non Verbal Reason Year 1, Year 3, Year 5 Summer Term

For pupils working below expectations

- NARA – reading assessment - termly
- BPVS – Key Stage 1, repeat Key Stage 2
- Writing speed assessment
- Benchmark reading assessment

Curriculum Access and Provision

The school adopts the levels of intervention as described in the SEN Code of Practice. This advocates a graduated response to meeting pupils' needs.

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark work and plan homework effectively. Where pupils are identified as having SEN, the school provides for these additional needs in a variety of ways. The range of provision includes:

- In class support for small groups with a TA
- Individual class support with a TA/Teacher
- Small group or individual withdrawal with a TA
- Further differentiated resources
- Reading buddies
- Staff development/training to undertake more effective strategies
- Access to Educational Psychology Services and other support services for advice on strategies, equipment or staff training.
- Providing, through our Education Improvement Partnership (EIP) the support of a Family Support Worker.

Record Keeping

The SENCO collates individual records on those pupils identified as having SEN and stores these centrally. The Class Teacher maintains individual records for pupils in their class. These records are updated termly and reviewed with the head teacher at least annually. These pupil profiles include:

- Information on progress and/or behaviour
- Information from parents
- Information from other agencies
- If appropriate, the child's termly goal sheet and / or full child profile

All pupils at School Support will have termly goal sheets and those at School Support+ will have a full profile. These plans set out targets and any other provision made that is additional to and different from usual classroom provision. For pupils with Education and Health Care Plans, provision will meet the recommendations on the plan.

The Termly Goal Sheet will be reviewed each term and parents and pupils views will be sought. All parties will sign their agreement to the goals and parents will be provided with a copy.

Partnership with parents

We recognise that parents have a critical role to play in their child's education. Therefore we are committed to an 'open door' approach and encourage liaison with parents at all times.

We do this by:

- Keeping parents informed and giving support related to any decision-making process about SEN provision.
- Working effectively with all other agencies supporting children and their parents.
- Giving parents opportunities to play an active and valued role in their child's education.
- Encouraging parents to inform school of any difficulties they perceive their child may be having.
- Be part of the discussion to agree targets for their child.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). Where appropriate, we endeavour to involve pupils fully in the monitoring and review process. This is achieved through:

- Pupils being able to identify their own needs (self-assessment)
- Being able to state their own views about their education and learning.
- Being part of the Termly Goals / Child Profile review process so they can undertake their own self-review and identify, if appropriate, their new targets.

Complaints

If there are any complaints relating to the provision for pupils with SEN, these will be dealt with in the first instance by the head teacher. School staff will always seek to address any concerns informally and reach agreement with parents for the good of the pupils. School staff may seek advice from the Local Authority SEN support staff. Parents may discuss the matter informally with the SEN Governor. If a satisfactory resolution cannot be reached, parents will be referred to the schools' complaints procedure.

Review of the SEN policy

The school considers the SEN policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year.

Appendix 1 – The Role of the SENCO

At School Support

- Co-ordinate in-house assessments, specifically devised to investigate the needs of pupils with learning difficulties.
- Gather additional information from the class teacher through discussion, test results and any other appropriate sources.
- If needed, advise class teacher on setting up the child profiles.
- If required, attend the initial meeting between class teacher and parents to discuss child profiles and help with ways the parents may help their child at home.
- Monitor the pupil's progress using the whole school tracking data, as laid down in this policy.
- Ensure termly goals are conducted termly and that signed copies are provided by the class teacher to the SENCO for the pupils' files. These need to be provided with the class tracking.
- The decision to remove the pupil from School Support or put them forward for School Support+ will be made from reviewing assessment data and in discussion with appropriate staff / parents.

At School Support Plus

- If needed meet with the class teacher to discuss the recommendations and implementation of programmes recommended by professionals.
- Attend subsequent review meeting if required by class teacher.
- Decide, in agreement with head teacher, class teacher, parent and outside agency, if a pupil on School Support+ requires a statutory assessment.

For pupils with Education and Health Care Plans

- In liaison with the class teacher, ensure the pupil's provision reflects the recommendations of the Plan.
- With the head teacher, ensure that all relevant people are invited to the pupil's annual review meeting.
- Following the review meeting, send to LA completed report, recommendations and paperwork in the specified time, proposing new targets for the pupil for the year

General

- Provide support and training in all aspects of SEN for teachers and teaching assistants. Monitor the effectiveness of provision and identify further training needs.
- Draw up a provision map and amend termly.
- Liaise with headteacher and bursar over budget and contract changes relating to support staff.
- Arrange a timetable of support in liaison with the headteacher and class teachers.
- Provide an annual report for governors on the management and effectiveness of SEN support.

Appendix 2 – The Role of the Class Teacher

High Quality Teaching

- Use of Dyslexia friendly strategies, if necessary
- Use of Autism friendly strategies, if necessary
- Provide effective targeted scaffolding / support
- Check understanding

At School Support

- To be pro-active in early identification and discuss concerns with SENCO.
- Plan and differentiate the curriculum in all subject areas, to suit the needs of those children with SEN.
- To plan, with support from SENCO if required, in conjunction with TA/HLTA for the provision of children in the class.
- Inform SENCO of their concerns if a pupil's needs are not being met by high quality teaching (HQT).
Complete the child's termly goal sheet through liaison with parents and pupil, and with the support of the SENCO if needed.
- Arrange a review meeting each term with parents/pupils. Agree new targets and hand copies of signed paperwork to the SENCO for the pupils' individual files. Email an electronic copy to SENCO for school file.

At School Support Plus

- Continue to support pupil as in SA.
- If pupil is provided with a teaching assistant (TA), then TA and teacher need to plan/liaise closely to ensure maximum benefit for the pupil.
- Take account of advice from outside agencies and adjust curriculum for the benefits of the pupil.
- Teachers to liaise with professionals from outside agencies, if required.

For pupils with ECHPs

- Continue to support the pupil as in school support and school support+
- Ensure targets from the statements are being transferred into teaching and the child's ECHP.
- To prepare a written report to present at the pupil's annual review meeting.
- To ensure all pupils including ECHP children have designated teacher time.

NB

For those children on school support please update The Termly Goal Sheet. This is Child Profile Short Term Learning Outcomes – i.e. SMART Target sheet (pg 6 Child profile) and Pupil Progress Information sheet (P5 Child Profile) termly.

For those children on school support plus the whole profile needs to be updated and submitted termly.

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