



Abbot Beyne School

Policy	Special Educational Needs
Person Responsible:	Mrs F Airey
Governors' Committee:	Student & Personnel (FGB)
Policy Adopted	September 2014
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Next Review Date:	May 2022
Signature:	

Special Educational Needs Policy

This SEN Policy works alongside and in conjunction with The Local Offer offered by Staffordshire Local Authority and various other school policies, namely The Attendance Policy, The Home School Agreement, The Pupil Premium Strategy, The Behaviour Policy and it is embedded in the Teaching and Learning Framework of the school.

Reference has been made to the following legislation in the compiling of this policy:

- SEN Code of Practice 0-25(2015) and Regulations (Jan 2015) (which takes account of the SEN provisions of the SEN and Disability Act 2001)
- Equality Act 2010
- Children and Families Act 2014

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head teacher, the SENCo and all other members of staff both teaching and support staff have very important day-to-day responsibilities.

'All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.'

High quality teaching which is differentiated and personalised should be available for all students. At the heart of the work of every school classroom is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside of the expected range may have special educational needs.

This policy has been formulated in consultation with stakeholders.

Aim

To raise aspirations, expectations and progress leading to achievement for all students with Special Educational Needs.

Objectives

- To ensure access to the curriculum for all students
- To operate a "whole student, whole school" approach to the management and provision of support for special educational needs.
- To identify and provide for students who have special educational needs and additional needs including the use of outside agencies and support services.
- To work within the guidance provided in the SEN Code of Practice and to develop and maintain partnership and high levels of engagement with parents.
- To provide a Special Educational needs Co-ordinator who will work with the SEN Inclusion Policy
- To provide support and advice for all staff working with students with special educational needs.

Identifying Special Educational Needs

Many students experience delay in their learning and not making expected progress for a variety of reasons. Many will have differentiated work prepared for them by their teachers in conjunction with the support staff which will be additional to and different from the curriculum available for the majority of children of their age.

The Code of Practice describes four broad categories of need:

- 1 Communication and Interaction
- 2 Cognition and Learning
- 3 Social, mental and emotional health
- 4 Sensory and/or physical

As a school, we recognise that progress and attainment can also be affected by factors other than SEN for example:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- Behaviour
- English as an Additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being adopted after 2005
- Being a child of Serviceman/woman

Whilst the above may affect progress and attainment they do not fall within the categories of Special Educational Needs.

A Graduated Approach to SEN Support

STEP 1 – Whole school

- Quality First Teaching which is differentiated and personalised by, or under the direction of, the subject teacher to meet the diverse needs of all learners.
- Assessment and monitoring in line with the whole school assessment policy.

STEP 2 – Progress concerns

Where staff have evidence that certain children are still not making adequate progress referral can be made to the Inclusion/SEN Faculty clearly indicating previous interventions and/or concerns raised by parent/carers or the student's previous school.

The Code of Practice describes 'adequate progress' as:

- progress which is similar to that of peers starting from the same baseline;
- matches or betters the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider.

STEP 3 – Intervention through graduated approach

Once a potential special educational need is identified, four types of action will be taken to put effective support in place, consulting with parents/carers/students as appropriate.

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

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.

The progress of individual students receiving additional SEN support will be monitored in line with the whole school assessment policy.

Criteria for recording students on the SEN Register

The Code of Practice suggests that students are only identified as SEN if they do not make adequate progress once they have had all the interventions/adjustments and high quality personalised teaching.

STEP 4- Request for statutory assessment

Should children still not be making appropriate progress at an acceptable level the formal assessment procedures for an Education Health and Care Plan will be started by the SENCo in conjunction with the Parents/Carers and other Specialist Services following the legal assessment procedures outlined in the Local Offer by Staffordshire Local Authority.

Supporting students and families

- Parents/Carers are encouraged to look at the Staffordshire Local Offer (Regulation 3a) which can be found on the Staffordshire County Council website.
- Links with other agencies to support the family and the student can be found at www.staffordshire.connects.info/kb5/staffordshire/directory/home.page
- Family Partnership is a Support Service for parents of students with SEN. They can be contacted by telephone 01785 356921 or by email on sfps@staffordshire.gov.uk.

Training and Resources

- SEN funding varies from year to year and is incorporated into the main school budget.
- Training needs of staff are identified through Performance Management/Appraisal and planned through the whole school Continuing Professional Development (CPD) programme.

Roles and Responsibilities

- We have an appointed SEN Governor
- We have an appointed SENCo who is a member of the School Leadership team
- We have a team of Inclusion/SEN Support Staff (LSAs)
- We have a designated teacher for Child Protection
- We have a designated member of staff responsible for managing Pupil Premium Grant, Looked After Children funding and Adopted Children funding.

Dealing with Complaints

In the first instance if you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- KS3 or KS4 Progress Leader
- SENCo
- Headteacher
- School Governor with responsibility for SEN

Complaints will be dealt with in line with the Children and Families Act 2014 clause 32 statements and the school's own complaints procedures.

It is the function of the Staffordshire Local Authority to supply 'goods and services' as detailed in the Child and Families Act 2014 clause 64.

The SEN Policy will be reviewed annually by Governors. Parent Governors will be involved in this process.