



Special Educational Needs Policy



LEWANNICK CP SCHOOL

VERSION CONTROL SHEET

POLICY NAME: Special Educational Needs Policy

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14/7/16	Special Educational Needs Policy	SIC Committee	None	July 2017



Special Educational Needs Policy

This policy accepts the definition of SEN as set out in the Revised Code of Practice 1:3

1. Aims and Objectives

- 1.1 The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the headteacher or the appropriate governor has been informed by the CSA that a pupil has special educational needs, those needs will be made known to all who are likely to teach them.
- 1.2. The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- 1.3. Headteacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs.
- 1.4. The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources
- 1.5. Lewannick Primary School school is part of the Duchy Academy Trust and works closely with all schools to ensure that the needs to pupils with SEND are being met. The academy employs a Leader for Teaching and Learning for SEND to ensure high standards of special needs provision across the academy. By working collaboratively, we aim to ensure that all children's life chances are enhanced, with the aim that they will become independent, thoughtful and resilient lifelong learners.

2.0 Responsible Persons

The 'responsible person' for SEN is **Ben Towe**.

- 2.1 The person co-ordinating the day to day provision of education for pupils with special educational needs is **Hannah Johnston**.



3.0 Admission and Inclusion

- 3.1 All the teachers in the school are teachers of children with Special Educational Needs. As such, Lewannick Primary School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. Our staff strive to identify and provide for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with Education Health and Care plans (EHC plan) and those others with less significant problems.

Specialist Provision

4.0 Access to the Curriculum

- 4.1 All pupils have access to a rich and exciting curriculum which where pupils have special educational needs, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.
- 4.2 The school will make provision for pupils with special educational needs to match the nature of their individual needs and the class teacher and SENCo will keep regular records of the pupils' special educational needs, the action taken and the outcomes.
- 4.3 There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.
- 4.4 The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.
- 4.5 The topics the children are taught will reflect whole school approaches to teaching and learning and will take account of special educational needs.
- 4.6 Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.



5.0 Providing the graduated response at “School Action” and “School Action Plus”

The school offers a differentiated curriculum which is taught through topics developed by the children. When a pupil fails to make progress and shows signs of difficulty in some of the following areas : acquiring literacy and numeracy; presenting persistent behaviour, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties, the school will place the pupil at “School Action” and support that is additional to and different from the differentiated curriculum will be provided through an Individual Education Plan (IEP) in a range of ways including:

- classroom organisation and management
- in-class support by teacher/teacher assistant
- differentiated learning objectives
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- home/school reading schemes
- behaviour modification programmes
- use of specialist equipment
- alternative teaching strategies
- staff development and training to introduce more effective strategies
- behaviour modification programmes
- in class support by teacher/teaching assistant

The resources allocated to pupils (see 7) who have non-statemented special educational needs will be deployed to implement these individual education plans at School Action as outlined in the revised Code of Practice. Parents will be informed and pupils will be involved in decisions taken at this stage. (See also 8, 11 and 12)

If a pupil does not make progress despite the school taking the action outlined, advice will be sought from the appropriate support services referred to in Section 8; the IEP will be amended accordingly and the pupil will be moved to “School Action Plus”.

6.0 Identification and Assessment – a graduated response

6.1 If progress is still not achieved despite “School Action Plus”, the child may be assessed bearing in mind the county guidance with a view to initiating a statutory assessment of special educational needs under the 1996 Education Act. The appropriate forms will be used for recording and referral as necessary.

6.2 Identification of children with special educational needs will be undertaken by all staff through the SENCo and the appropriate records and CSA forms will be maintained. Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher or the special educational needs teacher together with end of key stage attainment tests. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary, pupils will be referred to the SENCo for diagnostic testing to construct a profile of the child’s strengths and weaknesses.



- 6.3 The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice. IEP reviews will be held termly in a meeting with the child, parents teacher and if requested the SENCo.

Additionally, the progress of children with an EHC plan will be reviewed annually, as required by legislation.

- 6.4 Detailed records will be kept of the pupils receiving extra teaching support. These will include:

Provision maps, standardised and diagnostic tests, intervention records and pupil tracking information. A summary of these will be passed on to any receiving school.

7 Resources

- 7.1 Currently the school has:

4 pupils on school action
11 pupils on school action plus

- 7.2 The Local Authority provide 4,563.49 of top up funding to the school to support the pupils who are the subject of EHC plans under the terms of the 1996 Education Act.

Currently the school has 3 pupils who are the subject of EHC plans.

8.0 Liaison

Parents will always be informed when an external agency becomes involved with their child. (See also 11)

- 8.1 Regular liaison is maintained with the following external agencies or pupils at "Action Plus" and pupils with an EHC plan.

- Alternative Education Provision (ie Pupil Referral Units)
- Assessment and Education Provision team
- Autistic Spectrum Team
- Behaviour Support Service (BSS)
- Child Adolescent Mental Health Service
- Contact a Parent Service
- Education Welfare Service
- Educational Psychology Service
- Health Service
- SEN Support Services
- Social Work
- Supporting Families
- The Hearing Support Service
- The Vision Support Service



9.0 Arrangements for the Treatment of Complaints:

The procedure for managing complaints is:

1) Informal Stage

It is normally appropriate to communicate directly with the SENco. This may be by letter, by telephone or in person by appointment, requested via the school office. Many concerns can be resolved by simple clarification or the provision of information and it is anticipated that most complaints will be resolved by this informal stage.

In the case of serious concerns it may be appropriate to address them directly to the Headteacher

2) Formal Stage

If your concern or complaint is not resolved at the informal stage you may choose to put the complaint in writing and pass it to the Headteacher, who will be responsible for ensuring that it is investigated appropriately. If the complaint is about the Headteacher, your complaint should be passed to the Clerk to the governing body, for the attention of the Chair of the governing body. A Complaint form is found on the school website to assist you.

You should include details which might assist the investigation, such as names of potential witnesses, dates and times of events, and copies of relevant documents. It is very important that you include a clear statement of the actions that you would like the school to take to resolve your concern. Without this, it is much more difficult to proceed. Please pass the completed form, in a sealed envelope to the school office.

The Headteacher (or Chair) may invite you to a meeting to clarify your concerns and to explore the possibility of an informal resolution. If you accept that invitation, you may be accompanied by a friend, if you wish, to assist you in explaining the nature of your concerns.

It is possible that your complaint will be resolved through a meeting with the Headteacher (or Chair). If not, arrangements will be made for the matter to be fully investigated, using the appropriate procedure. In any case you should learn in writing, usually within 5 days of the school receiving your formal complaint, of how the school intends to proceed. This notification should include an indication of the anticipated timescale.

Any investigation will begin as soon as possible and when it has been concluded, you will be informed in writing of its conclusion.

If you are not satisfied with the manner in which the process has been followed, you may request that the governing body reviews the process followed by the school, in handling the complaint. Any such request must be made in writing to the clerk to the governing body, within 10 school days of receiving notice of the outcome, and include a statement specifying any perceived failures to follow the procedure.



10.0 Staff Development

In-service training needs related to special educational needs will be identified by the headteacher in consultation with the staff and will be incorporated into the staff development plan supported by SEN Standards Fund.

11.0 Working with Parents

11.1 The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.

11.2 Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained.

11.3 As mentioned in '8' above, parents will be fully consulted before the involvement of CSA support agencies with their children, and will be invited to attend any formal review meetings at all stages

12.0 Pupil Participation

The school will work to ensure that pupils are fully aware of their individual needs and the targets in their Individual Education Plans. Steps will be taken to involve pupils in decisions which are taken regarding their education.

13.0 Evaluating Success

13.1 This school policy will be kept under review. The governors will gauge the success of the policy by the achievements of the previously agreed targets outlined in the pupils' IEP progress reviews and or Annual Reviews. In addition, evidence will be gathered regarding:

- Staff awareness of individual pupil need
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- Improved behaviour of the children, where this is appropriate
- The increase in the level of inclusion achieved within the school setting as a percentage of time
- Pupil attendance
- Number of exclusions
- Number of children supported by the funding allocation non EHC plan needs.
- Consultation with parents
- Pupils' awareness of their targets and achievements
- The school meets the statutory requirements of the new SEN code of Practice.