



Special Educational Needs (SEN) Policy

(Whole School Including EYFS)

First Issued:	October 2012	Next Review:	Summer Term 2021
Last Reviewed:	Summer Term 2019	Version:	3.0
Responsible:	SENCo / Curriculum Team		

Introduction

The mission of Orley Farm School 'Aiming for excellence in all we do' is realised by our commitment to the following aims which are at the heart of our school;

- * Treat others as they expect to be treated
- * Forgive
- * Share
- * Listen
- * Be honest with ourselves and others
- * Be kind and helpful
- * Do our best to be our best selves

This policy was reviewed in the Spring Term 2019 in line with the revised Code of Practice 2014 and should be read in conjunction with;

- * Equal Opportunities Policy
- * Marking Policy
- * Assessment, Recording, Tracking and Reporting Policy
- * Safeguarding Policy.
- * Teaching and Learning Policy
- * EYFS Policy
- * Pastoral Care Policy

This policy should also be read in conjunction with;

- * Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014,
- * The National Curriculum in England Key Stage 1 and 2 Framework Document September 2013
- * Teachers' Standards 2012 and the School's SEN Information Report Regulations 2014.

The Special Educational Needs Coordinator (SENCo) for Orley Farm School is Ranka Jones PGCE Dip. SpLD

Aims of the Policy

- * to create an environment that meets the special educational needs of each child selected by our assessment procedure
- * to ensure that the special educational needs of children are identified, assessed and provided for
- * to make clear the expectations of all partners in the process

- * to identify the roles and responsibilities of staff in providing for children's special educational needs
- * to enable all children to have full access to all elements of the school curriculum taking into account reasonable adjustments
- * to ensure that our children have a voice in this process, where appropriate.
- * to establish effective communication with outside agencies
- * to support teachers' continuing professional development (CPD) in SEN/Inclusion.

Special Educational Needs

Children with special educational needs have particular difficulties that call for special provision to be made. These difficulties may fall in any of, or a combination of the following areas:

- * communication and interaction
- * cognition and learning
- * social, mental and emotional health
- * sensory and/or physical needs

All children may have special needs at some time in their lives. Children are considered to have a particular difficulty if:

- * they have significantly greater difficulty in learning than the majority of children of the same age
- * they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age in mainstream schools.

The majority of children who join Orley Farm in the Foundation Stage have already attended an early education setting. In some cases, children enter the school with their needs already assessed. However, all children are assessed when joining us so that we can build upon their prior learning. A school admissions questionnaire which contains questions linked to the child's early development and family history is completed upon joining. Pertinent questions are scrutinised in order to ascertain whether there is a family history of Specific Learning Difficulties (SpLD) or indeed indicators of possible SpLD. All of the information gathered is used to provide a starting point for the development of an appropriate curriculum for all our children.

We strive to make a clear distinction between 'underachievement', often caused by poor early experience of learning, and special educational needs. Some pupils in our School may be underachieving but will not necessarily have a special educational need. It is our responsibility to identify this quickly and to ensure that appropriate interventions are put in place to help these pupils catch up.

Other pupils will genuinely have special educational needs and this may lead to lower attainment (though not necessarily to under achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes which address the root causes of any learning difficulty are essential ingredients of success for these pupils.

In order to ensure that a graduated approach is in place and that all learners are supported appropriately in order to maximise their learning potential, we use a graduated response which

is based on a whole School ethos which respects individuals' differences, maintains high expectations for all and promotes good communication between teachers, parents and pupils.

The graduated levels are as follows;

Universal (Wave 1)

The effective inclusion of all children in high quality learning and teaching where strategies which support all learners are firmly in place. The Assess, Plan, Do, Review cycle should be firmly embedded in this high quality teaching.

Targeted (Wave 2)

This is additional time limited provision in the form of small group or 1:1 intervention to accelerate progress through identification of misconceptions and gaps in knowledge. These are not primarily SEN interventions.

Specialist (Wave 3)

This is specific targeted literacy and numeracy intervention for children requiring SEN support. This is often delivered on a one to one basis and by a Specialist. This also includes additional time limited numeracy and literacy provision to enhance the progress of identified children where the Universal and Targeted approaches are not having the desired effect.

Progress is monitored in a range of some or all of the following ways

- * continuous teacher assessment through annotation of work and pertinent questioning
- * tracking
- * observations
- * through discussion with Subject Specialist teachers
- * through discussion with parents
- * through discussion with children
- * diagnostic assessments
- * formal assessments

The Form Teachers/Subject Teachers will keep parents informed and may draw upon them for additional information.

Where a Teacher suspects a child may have SEN, there should be no delay in putting appropriate support in place where required, whilst informally gathering evidence. Teachers will complete a Record of Concern pro forma for the SENCo for those children in the class who are not performing at an age appropriate level. The Teachers and SENCo will work together to ensure that targeted intervention is provided for these learners. In the event that the pupil makes inadequate progress the SENCo will then take the lead in further assessments of the child's needs or by requesting that parents contact External Agencies where external charges may apply.

Adequate progress can include 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

All children receiving Targeted and Specialist intervention will have a Provision Map. These may be group or individual. We will record the strategies used to support the child within a Provision Map and the Provision Map will show the short term targets set for the child, who will be delivering the intervention in order to achieve the targets and how often intervention will be delivered. Provision Maps will also indicate the planned outcomes. In the case of children who are receiving Specialist intervention, they will be reviewed termly with the parents and where appropriate, the children.

In the case of Targeted support, Teachers will make best use of their timetables to establish appropriate opportunities for delivery. In the case of Specialist support, the SENCo and the Form/Subject Teachers will decide on a case by case basis which lessons to withdraw a child from if this is necessary.

The triggers for a child to move on from targeted intervention to specialist intervention include;

- * continues to make inadequate progress
- * continues working at National Curriculum levels substantially below that expected of pupils of a similar age
- * continues to have difficulties in developing literacy and numeracy skills
- * has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
- * has sensory or physical needs requiring visits by a specialist service
- * has an on-going communication or interaction difficulty that impedes the development of social relationships and causes substantial barriers to learning

If the child continues to demonstrate significant cause for concern, a request for statutory assessment may be made to the LEA. A range of written evidence about the child will support the request. All Education and Health Care Plans (EHC plans) must be reviewed at least annually.

The annual review of the Education and Health Care Plan ensures that once a year, the parents, the pupil (if appropriate), the School and all professionals involved, consider both the progress the pupil has made over the last twelve months and whether any amendments need to be made to the description of the pupil's need or to the special educational provision specified by the Education, Health and Care Plan (EHCP).

Class / Subject Teachers' Responsibilities

- * Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- * Familiarise themselves with the child's records and information regarding their special educational needs
- * Differentiate the curriculum to meet the needs of SEN children
- * Support individuals in reaching their targets

- * Write Provision Maps for children on targeted intervention and deliver that intervention so that they receive over and above curriculum time
- * Be alert to the possible need for monitoring pupils who are causing concern
- * Consult with and keep the SENCo informed of any changes to the child's need or circumstance
- * Implement the teaching needs of pupils with Education and Health Care Plans, which may include the management of a Learning Support Assistant
- * Assess in order to plan and devise specific strategies for managing children with SEN
- * Liaise formally with parents/carers to discuss progress, targets and/or any concerns
- * Deploy the Teaching Assistant effectively in order to maximise the learning potential of all children.
- * Attend Annual Reviews

Learning Support Assistants' / Teaching Assistants' Responsibilities

If and when requested;

- * Teach either individual children or small groups of children
- * Where appropriate and with support of SENCo, become involved in training
- * Develop and adapt materials and teaching strategies
- * Communicate and liaise with designated teachers
- * Complete some diagnostic testing and give feedback to Teacher/SENCo
- * With support from Teacher/SENCo liaise with parents and external agencies
- * Keep records as advised by SENCo
- * Wherever possible attend reviews

SENCo's Responsibilities

- * Manage the day to day operation of the policy
- * Maintain the SEN register
- * Support and advise colleagues
- * Liaise, monitor and coordinate the completion and the implementation of Provision Maps
- * Oversee the records of all children with special educational needs
- * Liaise with external agencies
- * Liaise with parents
- * Contribute to the continuing professional development of staff

- * Produce further evidence of possible learning difficulties using a range of diagnostic and standardised assessments
- * Monitor and evaluate the learning support provision
- * Manage a range of resources both human and material, to enable appropriate provision to be made for children with learning support needs

Assessment

The cycle **Assess, Plan, Do, Review** is intrinsic to the provision of high quality teaching and intervention.

Assess: The Class Teacher or SENCo will assess the needs of the child and may recruit an outside agency to help

Plan: Barriers to learning are identified, targets established and support and intervention planned.

Do: Support is provided

Review: The impact of the support is assessed and changes made if necessary.

Partnership with Parents

The School works closely with parents in the support of those children with special educational needs. We encourage the active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with special educational needs.

We meet regularly with parents each term to share the progress of children who have special educational needs for which specialist intervention is necessary. We consult with the parents regarding any outside intervention, and we share the process of decision making by providing clear information relating to the education of children with special educational needs.

Pupil Participation

We encourage children to take responsibility and to make decisions. This relates to children of all ages. We recognise the importance of all children developing both social and emotional skills as well as educational skills.

Children are involved at an appropriate level in setting targets for their Provision Maps and where possible in the termly review meetings. Children are encouraged to make judgements about their own performance against their Provision Map targets. We recognise success here as we do in any other aspect of school life.

Monitoring and Evaluation

Monitoring and Evaluation is conducted in the following ways;

- * classroom observation by the SENCo and Senior Leaders
- * ongoing assessment of progress made by intervention groups through scrutiny of tracking
- * work sampling
- * scrutiny of planning
- * Teacher discussions with the SENCo

- * SENCo/Teacher discussions with children involved in targeted or specialist intervention

- * SENCo/Teacher discussion with parents

The SENCo monitors the movement of children within the SEN system in the School and provides staff with regular summaries of the impact of the policy on the practice of the School.

The SENCo attends regular Curriculum Team meetings where SEN issues can be addressed. She meets regularly with her team of LSAs and meets weekly with the Head of English. She meets half termly with the Head.

Policy Review

Evaluation: continuous monitoring, evaluation and review of this policy takes place amongst staff, the Curriculum Team and the Education Committee.