



**TIMU**  
ACADEMY  
TRUST

**Policy Document for:** Special Educational Needs

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**Due for Review:** May 2019

## Introduction

This policy is based on the Children and Families Act 2014, *Special Educational Needs and Disability Code of Practice: 0 to 25 years* (Jan 2015), the public sector Equality Duty set out in section 149 of the Equality Act 2010 and other relevant regulations.

Children come to school with a variety of needs. Each child has a right to have those needs recognised and met. By taking account of those needs and differentiating our resources and practice, we provide an inclusive curriculum to ensure the best possible progress for all of our pupils, whatever their disabilities. Not all learners with disabilities have special educational needs (SEN) and not all learners with SEN meet the official definition of disability, but this policy covers all of these learners.

Pupils have SEN if they have a learning difficulty or disability that requires additional support, that is, more than is normally offered in a classroom.

We are aware of the need for parental involvement in the support of our pupils and seek fully to involve parents and carers in the SEN process and provision. All of the children on the SEN register are integrated fully into mainstream classes and supported as appropriate by all staff members.

## Objectives

The specific objectives of our SEN policy are as follows:

- To identify learners with SEN and disabilities and ensure that their needs are met.
- To ensure that parents are informed of their child's special needs and that there is effective communication between parents and school.
- To identify, assess, record and regularly review pupils' progress.
- To ensure that all pupils make the best possible progress and grow in confidence and self-esteem.
- To ensure that pupils with SEN and disabilities have equal opportunities to join in with all the

activities of the school.

- To ensure that pupils express their views and are fully involved in decisions which affect their education.
- To promote effective partnerships and successfully liaise with and involve outside agencies to act together jointly in the best interests of the child.

To meet these objectives:

- Children with SEN will be identified as soon as is possible – we follow the approach outlined in the code of practice.
- According to their identified needs, children will be designated as needing:
  - SEN provision within school supported by a school Individual Learning Plan (ILP).
  - SEN provision supported by an Education, Health and Care (EHC) plan, drawn up by the local authority (LA) in liaison with local education, health care and social care providers who have contact with the family.
- The SEN register, which contains the names of all of the children with SEN, will be updated at least once a term.
- ILPs will be reviewed at least three times a year with teachers, parents and carers, and involved agencies in attendance where appropriate.
- Parents and carers will be kept informed at all times.
- Clear and up-to-date records will be kept at every stage.
- The LA has the responsibility to make EHC assessments and draw up EHC plans.
- The LA must work within prescribed time limits to produce an EHC plan (a maximum of 20 weeks).
- An annual review of the in-house SEN provision or the EHC plan is arranged for the child and targets are updated and monitored.

## Roles of the governors and staff

The success of the school's SEN policy will be judged against the objectives set out above.

The designated performance governors will keep an overview of the SEN provision being made. The local governing bodies, in conjunction with the school principal, has responsibility for the school's general policy and approach to provision for SEN children, including the allocation of resources.

The school principal is the designated responsible person in overall charge of the management of SEN provision and its funding. The principal works closely with the SEN co-ordinator and the Inclusion leader.

The SEN co-ordinator is responsible for the day-to-day implementation of the provision and is currently Lauren Gilmour. The SEN co-ordinator is currently time-tabled to provide extra support (both withdrawal and in class) to groups and individuals. Additionally s/he is responsible for:

- Liaising with and advising colleagues.
- Co-ordinating the provision for children with SEN, whether with or without an EHC plan.
- Maintaining the SEN register.
- Overseeing the records of pupils with SEN.
- Liaising with parents and carers of children with SEN.
- Dealing with SEN/EHC administration.
- Liaising with and co-ordinating the other external agencies involved with SEN and EHC planning.
- Managing individual support assistants.
- Contributing to the in-service training of staff.

The class teacher has a responsibility towards the children with SEN in their class. The class teacher

has responsibility for:

- Planning and delivering a differentiated curriculum and collecting and gathering information.
- Liaising with parents and carers as well as external agencies, teaching assistants, other support staff and colleagues, where necessary.
- Planning, monitoring and evaluating Individual Learning Plans and EHC plan targets.
- Evaluating progress of ILPs and EHC plan pupils.
- Attending INSET and training sessions.

Teaching assistants (TAs) who are directly involved with a child or group of children will liaise with the class teacher, parents/carers and SEN co-ordinator in order to plan for, and meet, the needs of that child. Regular support and monitoring will be provided by the SEN co-ordinator. The school provides, wherever possible, TAs to support children with ILPs and EHC plans in the classroom.

### **Admissions arrangements**

One of the categories of the school's admissions policy gives priority to children who may have particular physical, social or emotional needs, if it can be shown that the school's SEN provision would have a beneficial effect on these children. Our schools have limited access for children with mobility problems, but have wheelchair access to most facilities.

Before admission, parents, carers and children visit the school and they are encouraged to voice any concerns they might have about their child's integration into school. Our current admissions form requests that parents or carers state any special needs that their child has.

### **Identification, assessment and provision**

The school uses a system of base-line screening with all new children in the reception class. The information gathered from this and other screenings is further updated by the year 1 phonics screening, year 2 teacher assessments and by further teacher assessments in the years 3 to 5. These assessments are invaluable in highlighting needs and informing planning.

### **Education, health and care plans**

If, at any stage, it is felt that a pupil is performing below the expected level for his/her age, we initiate targets on the ILP, which often is sufficient extra support. However, if in-school intervention programmes have not helped the pupil to make sufficient progress, then the school will liaise with parents and approach the LA to ask for an EHC assessment. The LA will decide as a result of the assessment whether an EHC plan is required. The plan is then drawn up in accordance with the facilities provided by the LA. (The LA has to produce a document called the 'Local Offer' which describes the support and facilities available.) Parents see a draft of the proposed plan. They have the right to state, if they wish, at which school they wish their child to receive their education. LAs are obliged to provide a place at the nominated school unless there are very good reasons not to do so.

Childrens' in-school EHC plans are reviewed at least yearly by means of a consultation between class teachers, SEN co-ordinators, TAs, the LA plus any involved agencies, and parents and carers. Provision is also made for pupils to attend. Targets are reviewed and extended or updated as necessary. Informal monitoring of targets is on-going throughout the year.

The school discipline policy for pupils and its consistent approach and methods of recording concerns make it an invaluable tool in highlighting individual emotional and behavioural problems.

### **Transfer arrangements**

- SEN records including details of EHC plans are transferred following agreed procedures.
- There are opportunities for all learners to visit their prospective secondary school.
- Learners with SEN are given additional visits to secondary providers if required, so that they can feel confident about the new situation with which they will be faced.

- Representatives from local secondary schools are available for consultation before the time of transfer, and may visit pupils at primary phase.
- The learner's ILP or EHC plan will be reviewed shortly before transfer to secondary school and amended if appropriate.
- The SEN co-ordinator from the receiving school often attends a final review meeting if that school has been specifically named in a child's EHC plan.

### **Evaluating success**

The criteria for success of the SEN provision are as follows:

- SEN register to be updated at least once a term.
- ILP and EHC meetings to be held at least annually and all action highlighted implemented. All associated data or paperwork to be forwarded to parents and carers, involved agencies and safely stored on-line or in SEN files.
- Parents and carers to be kept regularly informed and involved.
- Parents and carers will have the opportunity to review the ILP with their child's teacher at the parent consultation meetings held each year. The inclusion manager will also be available at these reviews as required
- EHC reviews are carried out at least once a year with all stakeholders invited to contribute.
- Children to be involved, as appropriate.
- Relevant SEN data or paperwork to be stored or filed in a central system.
- External agencies to be involved as indicated in the EHC plan.
- Agencies to be managed effectively by SEN co-ordinators.
- INSET/SEN updates passed on to colleagues where appropriate.

The school principal and local governors use these success criteria to determine the success of the SEN provision.

### **SEN in-service training for staff**

The SEN co-ordinator attends regular in-service training sessions held by the LA and additional courses and conferences as appropriate. Staff and governors are encouraged to attend all relevant INSET. INSET is provided for in the school's budget and schools improvement plans.

In addition, the SEN co-ordinator holds INSET for teaching staff and their teaching assistants. Topics have included:

- The role of the TA.
- Listening to children read.
- Synthetic phonic work.
- Assessment and monitoring.
- Individual training sessions on children's ILPs or EHC plans.
- Precision teaching strategies.
- Basic skills.

### **Partnership with parents and carers**

Arrangements for including parents and carers of children with SEN follow the procedures outlined in this policy:

- Parents and carers are kept informed, both formally and informally, through ILP/EHC plan meetings, parent surgeries, report evenings, phone calls, emails, letters and by word of mouth.
- The school encourages parents and carers to discuss any concerns regarding their children. This can be done through the class teacher or SEN co-ordinator (by arranging a meeting). Interpreters can be arranged for those parents and carers who would like it.
- Updated ILP/EHC plans to be sent to parents and carers at least once a year.

- Each year the Trust Board will include the following information on their school website:

The success of the SEN policy.

- Any significant changes to the policy.
- Any consultation with the LA and other schools and units.
- How resources have been allocated for SEN provision, including the use of the pupil premium where relevant.

### **External agencies**

A wide variety of agencies are available to support children with SEN and if the child has an EHC plan, the agencies involved (health care and social care) are required by legislation to work jointly in forming and carrying out that plan. The school liaises closely with a wide range of other colleagues and works with them as they provide therapy within the school. The school refers and liaises regularly with the following services:

- The school doctor/nurse.
- The educational psychologist.
- The educational welfare officer.
- The speech and language service.
- Occupational therapy service.
- Visually and hearing impaired support service.
- Child and family psychiatry service.
- Autism outreach service.
- Early Help service

We would seek to co-operate and liaise with other mainstream and special schools in whatever way appropriate and necessary, particularly at any transfer stage.

### **Arrangements for complaints**

Any complaints regarding SEN provision should initially be discussed with the class teacher or the SEN co-ordinator/Inclusion leader. If this fails to provide a satisfactory answer, the issue should then be raised with the school principal. If this fails to resolve the complaint, a group of three governors, including the governor who has oversight of the school's SEN provision and who will act as chair, will hear the complaint with the School Principal and SEN co-ordinator giving their case. Where a child has an EHC plan, the LA is obliged to have in place processes for dealing with complaints, disagreements and mediation, which are described in its Local Offer.