SWITCHED – ON CHRISTIAN SCHOOL

Policy of Special Educational Needs

This Policy was updated July 2015 by Head Teacher and School Administrator

Review Date: **reviewed September 2018 School Administrator**

Head Teacher: Mrs C Hill

School Administrator: Mr G Hill

**Special Educational Needs Policy**

Special Needs Co-ordinator ( SENCO) Mrs C Hill

member of SLT

This Policy takes account of the Special Educational Needs and Disability Code of Practice 0-25 years September 2014 and has been written with reference to the following guidance and documents:

* Equality Act 2010: advice for schools DFE Feb 2013
* Schools SEN Information report Regulations 2014
* Statutory Guidance on Supporting pupils at school with medical conditions April 2014

**Introduction**

Every Teacher is a teacher of every child or young person including those with SEN.

**Aims**

Our aim is to raise our aspirations and expectations for all pupils with SEN.

This policy focuses on the learning and progress of those children who have needs relating to:

* **Communication and Interaction**
* **Cognition and Learning**
* **Social, emotional and mental health**
* **Sensory and/or physical Medical**

Every pupil with SEN and disability in this inclusive school has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the well-being of all pupils in relation to **being healthy, staying safe, enjoying and achieving, social and economic well-being**

**Objectives**

* To identify pupils with Special Educational Needs and disabilities and ensure that their needs are met
* To operate a whole pupil, whole school approach to the management and provision of support for special educational needs
* To identify and provide for pupils who have special educational needs and additional needs
* To work within the guidance provided in the SEND Code of practice 2014
* To provide a Special Needs Co-ordinator ( SENCO) who will work with the SEN Inclusion Policy
* To provide support and advice for all staff working with special educational needs pupils
* To develop and maintain partnerships and high levels of engagement with parents
* To ensure access to the curriculum for all pupils

**Identifying Special Educational Needs**

We recognise the four broad categories of need in the Code of Practice . The purpose of identification is to work out what action the school needs to take, not fit a pupil into a category.

A range of evidence is collected through the school’s assessment and monitoring arrangements.

If this indicates that the child is not making expected progress the SENCO may be consulted in order to decide whether additional and/or different provision or further assessment is necessary.

Other factors which may impact on progress and attainment are:

disability, attendance and punctuality, health and welfare, EAL, being in receipt of Pupil Premium Grant, being a Looked After Child, being a child of a Serviceman/woman, but are not necessarily SEN.

**Management of Pupils with SEN**

The class teacher is responsible and accountable for the progress of all pupils in their class.

This will be reviewed as part of an Assess, Plan, Do, Review Cycle with the SENCO and the Year Group Leader in Pupil Progress Meetings.

Support and training may be offered to the class teacher to improve their understanding of strategies to support specific pupils.

Where progress does not improve despite planned provision a child may be placed on the school’s SEN Register.

The school, pupil, and parents work together in setting appropriate targets and provision for the pupil. It may be decided to place the pupil on a planned SEN Support Programme which may be recorded on an IEP or Provision map. The school has developed a Raising a Concern Proforma which teachers are expected to complete to refer individual concerns onto the SENCO. The SENCO will review what has already been put in place and plan next steps to secure better outcomes for the pupil. This may result in further assessment and observation , advice on different teaching approaches, the provision of additional resources, and where appropriate the pupil may be placed on an intervention. Referrals to outside agencies may be contacted for further guidance.

Where the needs of the pupil are broader or more complex and/or a family may want to access specialist schooling, a pupil may be put forward for an Education and Health Care Plan (EHC). This replaces the Statement of Special Educational Needs.

**Criteria for Exiting the SEN Register**

Where specific planned provision results in accelerated progress and the pupil is working within national expectations they should be removed from the SEN Register and placed on a watching brief to monitor ongoing progress.

**The Individual Education Plan**

When a teacher or the SENCO identifies that a child with SEN requires interventions that are

**additional to or differerent from** those provided as part of the school’s usual differentiated

curriculum an Individual Education Plan (IEP) is implemented.

The IEP is a planning, teaching and reviewing tool. It underpins the process of planning intervention for the individual pupil with SEN.

IEPs are teaching and learning plans setting out:

* **The short-term targets set for or by the pupil**
* **The teaching strategies to be used**
* **The provision to be put in place**
* **When the plan is to be reviewed**
* **Success and/or exit criteria**

It is the class teacher’s responsibility to ensure the provision is actioned . If there is any problem with actioning these requirements , teachers must speak to the SENCO to find a resolution.

IEPs must be reviewed by the class teacher on an individual basis but no fewer that twice every half term.

The SENCO will monitor IEPs regularly to check for consistency.

It is the class teacher’s responsibility to ensure that any adults working with the child are aware of their needs and targets.

**Pupil Involvement**

The IEP is concerned with targets and support to help the pupil move forward with their learning. It is essential that pupils are actively involved in their IEP. This means pupils must know and understand their targets and know what to do to achieve them, and who will help them achieve.

**Parent Involvement**

The involvement of parents in their children’s learning is vital to success. Parents need to be informed when concerns arise. Teachers need to ensure parents are fully aware of IEPs and planned provision and are consulted with regard to reviews . Parental views need to be actively sought and recorded. Copies of IEPs and planned support programmes and reviews must be made available for parents.

We offer the CAF/TAC support process where appropriate and signpost to other outside agencies.

**Supporting Pupils at School with Medical Conditions**

The school recognises that pupils at school with medical conditions should be properly supported so they have full access to edcucation, including school trips and physical education.

Some children will have their medical conditions recognised by their Education and Health Care

( EHC) Plan (Statement of SEN).

Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Medical Care Plans are in place for children with specific medical conditions, such as diabetes, asthma, chronic lung disorder, allergy, epilepsy, physical needs. The Community Nursing Team from the childs hospital draws up the Medical Care Plan. It is the parents responsibility to ensure plans are made available to school staff and to ensure the Plan is reviewed at least annually.

All adults who work with the child should be familiar with the Medical Care Plan and the relevant medication.

**Interventions**

Interventions are put in place by class teachers to support the planned provision to meet individual or group needs. The SENCO will advise on appropriate and effective interventions , and can provide additional resources. Interventions may be run by the teaching asssistant or class teacher. However, it is the responsibility of the teacher to maintain a clear oversight of the progress the child is making on the intervention at all times.

The class teacher communicates progress with the SENCO.

**Assessment within Interventions**

The class teacher is responsible for the assessment and progress of the child. Data gathered from interventions forms a part of an overall teacher assessment.

If any child is giving cause for concern and it is thought there may be some SEN issues the class teacher should speak to the SENCO. If the class teacher is finding it difficult to ensure that targets on a child’s IEP are being addressed , they should speak to the SENCO.

**Individual Assessment**

The SENCO may carry out individual assessments and observations in response to identified concerns.

**Pastoral Support Plans**

If any child is experiencing social, emotional , mental health issues which are affecting their learning and behaviour a Pastoral Support Plan can be implemented.

The Pastoral Support Plan sets out clearly the targets to work on and the strategies and additional resources needed. The SENCO arranges the initial set up meeting with the class teacher and parent.

**Monitoring and Evaluation of SEND**

To ensure the quality of our SEND Provision the school will conduct regular audits involving the SEN Governor, the Headteacher.

**Training and Resources**

The training needs of staff are identified through the School Improvement Plan, Performance Management Reviews and Individual Pupil Needs.

The SENCO accesses CPD as required and attends Network meetings.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school’s SEND provision and practice and to discuss the needs of individual pupils.

**Roles and Responsibilites**

**Governors**

* The Chair of Governors is Graham Hill

**Storing and Managing Information –Confidentiality**

Information collected about a pupil’s SEN is confidential and will only be communicated to involved persons with the knowledge and agreement of the the pupil’s parents, the Headteacher, or the SENCO.

Confidential information regarding a pupil’s SEN is kept in Locked cupboard in the head teachers office, If information on a pupil is required from a File, the information on that pupil only may be removed and returned by the head teacher.

**Complaints**

The Headteacher and all staff are committed to providing the very best education for all children. However, there may be occasions when a parent is not satisfied with their child’s provision. They should first request a meeting with the Headteacher and SENCO when the issues can be discussed.

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