

**Special Educational Needs Policy**

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| **Policy Title:** | **Special Educational Needs Policy** |
| **Policy Author:** | **RDG** |
| **Date Approved by Governing Body:** | **November 2023** |
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## The Ethos and Values of Our School

Green Lane Church of England Primary is a rural school in the heart of Teesdale and at the centre of our local community. We offer a fantastic education based around achievement and success in a nurturing, holistic environment. At Green Lane we see the ultimate purpose of education as the promotion of “life in all its fullness” (St John’s Gospel, chapter 10, verse 10).

Here education is about more than just academic achievement; it is about developing young people who can flourish in all areas of their lives developing the intellectual, spiritual, moral and physical attributes, becoming proud and respectful members of our community. Our deeply Christian ethos and values are central to the experiences our children have each day as part of ‘Team GL.’

**Durham and Newcastle Diocesan Learning Trust Vision Statement:**

At the heart of our vision is our commitment to ensure all of our schools are places where children and young people develop and thrive academically, socially, culturally and spiritually. The drive for excellence and effectiveness in our schools is paramount, but not merely because the Government says so. The enabling of every child to flourish in their potential as a child of God is a sign and expression of the Kingdom and is at the heart of the Trust’s distinctive mission.

# Introduction to this policy

## The provision for children with Special Educational Needs (SEN) and/or Disabilities is a legal requirement under the ‘Code of Practice’ 2014.

## This school values the abilities and achievements of all pupils and is committed to providing the best possible environment for learning for each pupil. This school recognises the need for teaching that is fully inclusive.

## This school includes all pupils fully in all lessons and activities. This school strives to be a fully inclusive school. All pupils including those with SEN are welcome in accordance with the LEA admissions policy.

## This policy statement should be read in conjunction with other school policies.

# Definition

* 1. A child or young person has SEN where their learning difficulty or disability calls for special educational needs provision, namely provision different from or additional to that normally available to children and young people of similar age**.**

## A child has a learning difficulty if he or she has:

* a significantly greater difficulty in learning than the majority of children of the same age;
* a sensory and/or physical disability which either prevents or hinders the child from making use of facilities of a kind provided for children of the same age;
* a disability which hinders their linguistic development i.e. hearing / speech loss;
* social or emotional problem which are hindering their concentration and progress and that of others in the class.

## A child whose language of the home is different to that used in school is not deemed to have a learning difficulty for solely that reason. When children who have English as an Additional Language make slower progress, it should not be assumed their language status is the only reason.

## Special Educational Provision is any educational provision which is additional to, or otherwise different from, the provision made generally for children of the same age in mainstream schools, other than special schools, in the area.

# Scope

## This policy applies to all aspects of school life, but especially in achieving Basic Skills in Maths and English.

## It applies to all irrespective of their gender, ethnicity, disability, religious beliefs/faith tradition, sexual orientation, age or any other of the protected characteristics (Single Equalities Act 2010).

## The school respects the rights of children and values the UN Convention on the Rights of the Child (CRC). In particular this policy supports Articles 3, 6, 19, 23 and 29.

# Rationale

## Effective identification of children with learning difficulties enables teachers to structure their teaching appropriately.

## Effective identification of children with learning difficulties allows children’s learning to be structured to meet their needs and enable achievement,

## Teacher assessments are used to collect evidence about children’s performance.

## Using the school’s testing and target setting analysis, children’s progress can be monitored and evaluated in line with other children of the same age.

# Entitlement

## All children in school are entitled to have their ability monitored and evaluated to ensure that they achieve their potential.

## SEN Support Plans are devised and differentiated work set where appropriate.

## Identifying children with SEN and developing appropriate learning programmes raises self-esteem amongst those children, enabling them to work within a culture of achievement and not failure.

## Children with SEN can be referred to outside agencies, including:

* Speech and Language Therapist;
* Learning Support Service;
* Early Intervention Team
* Doctor;
* Visual or Hearing impaired services;
* Physiotherapist;
* Occupational Therapist;
* Educational Psychologist;
* Emotional Health and Wellbeing

## All parents are entitled to be informed and involved in any decisions made if their child is deemed to have SEN.

# Aims

## This policy aims to ensure that every child in Green Lane Church of England Primary School achieves his or her maximum potential.

## This policy aims to ensure that all pupils have access to a broad and balanced curriculum.

## This policy outlines how this school identifies children who have Special Educational Needs and/or Disabilities.

# Requirements / Expectations

## The arrangements in school for the identification and assessment of children follow the graduated response advocated by the Code of Practice 2014.

## Quality First Teaching. Some children may experience emotional, behavioural and social difficulties at some stage in their education. Their difficulties may not be severe and can be managed through quality first teaching within a whole school/class setting which has a positive, caring ethos and where rules are applied consistently.

## A Short Note is to be used for any concern that a teacher or parent may have regarding the child. It will allow any concerns to be addressed, a short term target set and then a review period. If at the end of the review period the concern has not been resolved then the Special Educational Needs Coordinator (SENCO) is to be involved and this may lead to the child being placed on the SEN Register and therefore requiring a termly SEN Support Plan to be written for them.

## SEN Support Plan. This document will include SMART outcomes (Specific, Measurable, Attainable, Relevant and Timed) these outcomes will be set and reviewed with the child and parents. It must be noted that pupils with a SEN Support Plan will only be placed on the school’s SEN Register if they are/have had support or an assessment from an external agency. This intervention can be triggered for pupils who:

* demonstrate difficulty in developing literacy or numeracy skills and are not working within the curriculum for their year group;
* show persistent emotional/ behavioural difficulties which are not affected by behaviour management strategies in place currently;
* have sensory/ physical impairments which are affecting their learning;
* experience communication and/or interaction problems and make little or no progress despite receiving support and clear interventions.

## Education Health Care Plan (EHC). If a child has been referred to external agencies and severe learning difficulties have been diagnosed, the child will be referred to the Educational Psychologist, who may recommend Top up funding or an EHC to the Local Education Authority (LEA). The LEA may issue an EHC, which names the educational establishment which can best meet the needs of the child. The establishment may be the existing school or another school/unit.

## Parents are involved in every stage of the code of practice through:

* parent consultation;
* discussion with SENCO;
* individual meetings with outside agencies;
* individual meetings with LEA;
* the use of the Common Assessment Framework (CAF);
* Team Around the Family meetings;
* attendance at annual reviews for children with Statements of Special Educational Need and/or Disabilities.

## Teachers in school:

* have a duty to identify children with SEN and are responsible for informing parents;
* are responsible for producing a Short Note or termly SEN Support Plans, monitoring progress and identifying children’s outcomes in planning;
* write reports and attend annual reviews;
* meet with the child’s next class teacher to focus purely on handing SEN information, plans and any reports on so that the child has a smooth, managed transition;
* arrange to meet with parents to discuss/review/update SEN Support Plans;
* plan interventions that are additional to or different from those provided as part of the school’s usual differentiated curriculum.
* meet with parents termly to discuss progress and review support plans.

## The SENCO is responsible for:

* giving advice, support and appropriate training to teachers to enable them to write Short Notes or SEN Support Plans and provide appropriate support to pupils;
* collecting reports and updated information about children on the SEN register;
* ensuring teachers update the SEN Support Plans for all children in their class on the SEN Register each term;
* mapping out dates in the year with the headteacher when staff **must** meet the next class teacher to focus purely on handing SEN information;
* meeting termly with individual class teachers to check SEN Support Plans and to ensure that targets match any reports;
* passing on reports they have to new class teachers and to ensure that time is made available for teachers to ask questions;
* working with the SENCO to **set dates each term** when staff will update SEN Support Plans and review the children in their class who are on the SEN register;
* **setting dates in the year** (separate to parents’ evenings) when staff will arrange to meet with parents to discuss/review/update SEN Support Plans;
* organising liaison between school and outside agencies**, including local nurseries** so that up to date information about potential SEN pupils is received in good time;
* referring children to outside agencies for support and advice;
* ensuring parents are invited to meetings to discuss SEN Support Plans and the outcomes which have been set;
* organising annual reviews;
* chairing annual reviews and supplying necessary documentation to the LEA;
* administering the Common Assessment Framework (CAF).

## The Headteacher’s responsibilities include:

* the day-to-day management of all aspects of the school, including SEN provision;
* putting together a SEN Team, made up of the themselves, the SENCO, the assistant SENCO (if there is one) and the wellbeing lead. This team will meet on a monthly basis with a remit to scrutinise and monitor SEN provision in school and identify trends / training requirements;
* mapping out dates in the year when staff **must** meet the next class teacher to focus purely on handing SEN information;
* giving the SENCO **dedicated dates** during the year when they will meet with individual class teachers to check SEN Support Plans and to ensure that targets match any reports;
* giving the SENCO a **dedicated day** each year when they will pass on reports they have to new class teachers and to ensure that time is made available for teachers to ask questions;
* working with the SENCO to **set dates each term** when staff will update SEN Support Plans and review the children in their class who are on the SEN register;
* **setting dates in the year** (separate to parents’ evenings) when staff will arrange to meet with parents to discuss/review/update SEN Support Plans
* keeping the Governing Body informed about SEN within the school;
* describing the school’s SEN Information Report regarding SEN provision on the school website;

## The Governors will identify a member who has responsibility for SEN. The Governing Body will ensure that:

* SEN provision is made available for any registered pupil;
* all staff are aware of the needs of children on SEN register;
* teachers are aware of the importance of identifying and providing for those registered pupils who have SEN.

# Identification of Children with SEN:

## This school uses screening and regular testing to identify children who may have SEN.

## Assessments completed by school or by external agencies can include:

* Speech and Language Screening;
* Dyspraxia Screening;
* Visual Impaired and Hearing Impaired Screening;
* Occupational Health Assessment;
* End of Key Stage Assessments;
* Year 1 Phonics Screening;
* Cognition and Learning Assessment;
* EYFS Baseline Assessment.

## Medical conditions register

* 1. Green Lane CE Primary School wishes to ensure that pupils with medical conditions such as anaphylaxis, asthma, cancer, diabetes, epilepsy, migraine, sickle cell anaemia, or heart conditions receive appropriate care and support at school. These pupils may not have a specific SEN however they may require an Individual Healthcare Plan (IHP) so that the school can support their very specific needs.
  2. A medical condition register will be kept on the One Drive, updated and reviewed each term by the SENCO on behalf of the SEN team. This register will detail all the children in the school who are not on the SEN Register but who have Individual Healthcare Plans (note that a pupil could be on both registers if they also have a SEN). A file on SIMS entitled: ‘Medical Register Healthcare Plans’ includes the names of all pupils with a plan. Each class / form tutor should have an overview of the list for the pupils in their care, within easy access.
  3. For pupils on the medical conditions list key stage transition points meetings should take place in advance of transferring to enable parents, school and health professionals to prepare IHP and train staff if appropriate.

**GLOSSARY:**

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| SEN  SEND | Special Educational Needs  Special Educational Needs and/or Disabilities |
| LEA | Local Education Authority |
| CRC | Convention on the Rights of the Child |
| SENCO | Special Needs Coordinator |
| EHC | Education Health Care Plan |
| CAF | Common Assessment Framework |
| EYFS | Early Years Foundation Stage |
| SLT | Senior Leadership Team |