



**Woodfield Community Primary School**  
**Special Educational Needs and Disabilities Policy Statement.**



This document is a statement of the aims, principles and objectives for Special Educational Needs and Disabilities at Woodfield Community Primary School.

**Introduction:**

At Woodfield CP School we advocate a continuum of provision where early identification and assessment is integral. This policy reflects the practices, aspirations, ethos, commitments and mission statement of our school and we celebrate success of all children with special educational needs and disabilities. This policy is not simply a written statement of aims and aspirations. It is a working document and reflects what happens in practice and measures how school evaluates the effectiveness of its actions. It has been written with due regard to the SEN Code of Practice 2001, and will be monitored and evaluated according to any changes with the SEN Code of Practice 2001.

**Definitions and legality:**

As detailed in the SEN Code of Practice (2014)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Children must not be regarded as having a learning difficulty solely because the language, or form of language, of their home is different from the language in which they will be taught.

**Special Educational Provision** means provision which is additional to, or otherwise different from, the educational provision made generally for children of the child's age in maintained schools other than special schools in the area.

See Section 312, Education Act 1996

**Education Act 1996;**

**Fundamental Principles;**

- Children with SEN should have their needs met
- The SEN of children will normally be met in mainstream school or settings
- The views of the child should be taken into account

- Parents/carers have a vital role to play in supporting their child's education
- Children with SEN should be offered full access to a broad, balanced and relevant education including an appropriate curriculum for the Foundation Stage and the National Curriculum.

A child is **disabled** if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.

(Section 17(11), Children's Act 1989)

A person has a **disability** for the purpose of this Act if he/she has a physical or mental impairment which has a substantial and long term effect on his/her ability to carry out normal day to day activities.

(Section 1(1), Disability Discrimination Act 1995)

Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people and those with special educational needs (SEN), **must** have regard to:

- the views, wishes and feelings of the child or young person, and the child's parents
- the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions
- the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood

Where children do not respond to differentiation and do not make adequate progress, there is a need for school to do something **different or additional**.

There are different types of support for children with SEND.

- Quality First Teaching – access to a class teacher with excellent targeted and differentiated teaching. Support
- Specific group work within a smaller group of children – this means that they have been identified as needing some extra support in school in a specific aspect of their learning.
- Specialist support from external agencies – this means that they have been identified by the class teacher/SENCo as needing some extra specialist support in school from a professional outside of the school.
- An Education, Health and Care Plan (replacing Statements of SEN). In exceptional cases, if a child's learning needs are severe, complex and lifelong, they will have been identified by a range of professions as needing a particularly high level of support and provision beyond that usually available in a mainstream classroom. A Request for Statutory Assessment will be made to the Local Authority, who will decide on the appropriate level of additional provision to be made and draft and Education, Health and Care Plan (EHCP), if required. The Plan would be formally reviewed once a year.

Should this apply to your child, the school will work closely with you and other professionals working with your child to guide you through the process.

### **Abbreviations used in this policy**

**SEND** – Special Educational Needs and disabilities

**SENCo** – Special Educational Needs Co-ordinator

**IPM's** – Individual Provision Maps

**SMART** – Specific/Small Measured Achievable Realistic Targets

**LA** - Local Authority

**EHCP** – Education, Health and Care Plan

### **Aims and Objectives:**

The main objective is to offer a clear, coherent way to provide for the special educational needs of as many children as possible in as flexible a way as possible. This principle is enshrined in the School's equal opportunities policy.

We respect the individuality of the children in our care and aim to provide an environment, which secures the development of the child at his/her own pace, which will enable pupils to reach their full potential.

We want to encourage children to co-operate with other people, be tolerant and understanding. We aim to do the following;

- Develop differentiation in all lessons to improve the educational opportunities of all children, regardless of ability.
- Meet the special educational needs of children with physical disabilities as far as it is practicable in terms of the layout/resources in school.
- Increase the confidence of children with special educational needs, encouraging them to be involved in their own provision.
- Communicate fully with parents/carers about all aspects of the special educational needs provision made for their children and to seek to continually develop this partnership.
- To deploy resources in the most effective way possible, human and material.
- To use the SEND Code of Practice as a framework for identification of and provision for, children with special educational needs.

#### **All children to:**

- Be happy and feel secure
- Be included
- Achieve the very best of which they are capable
- Have access to a broad, balanced and relevant curriculum
- Demonstrate personal development and growth
- Make good progress
- Experience wider activities leading to greater independence
- Make effective independent decisions

#### **All staff to:**

- Be well equipped to identify and meet needs
- Identify children's needs early

- Plan effective interventions
- Evaluate and revise interventions regularly

#### **All parents/carers to:**

- Be kept informed at all times
- To have the opportunity to be fully involved
- To attend review meetings

#### **Objectives**

##### **Be happy and feel secure**

- Provide a secure and caring environment
- Use positive and supportive language
- Use praise to celebrate achievement
- Set suitable learning challenges
- Provide opportunities for parents and children to celebrate achievement together:
- Home-school book (as appropriate)
- Letters to parents/carers
- Well-done certificates/Happy notes
- Phone call home

##### **Be included**

- All children to be given a sense of belonging, whatever their social, ethnic or cultural background.
- Children should be fully included by compensating for their needs.
- Wherever possible children with sensory impairments should be given access to all areas of the curriculum.
- Provide a range of resources to suit particular individual or group needs e.g. monocular, speech games.
- Differentiate within class teaching to enable all children to achieve their full potential (see daily planning)

##### **Achieve the very best of which they are capable**

- All teaching staff (inc. T.A.'s, M.S.A.'s) to be aware of specialised needs
- **All teaching staff carry out the SENCO role in their own class**
- Use effective assessment and monitoring
- Provide high quality learning opportunities and materials
- Use positive and supportive language with pupils
- Intervene early to promote progress
- Make effective use of outside agencies
- Liaise effectively with parents and carers

##### **Have access to a broad balanced and relevant curriculum**

- Plan differentially and set targets for individuals and groups (IPM's)
- Provide support in an effective manner
- Involve parents/carers by providing formal and informal information

##### **Demonstrate personal development and growth**

- Use praise and positive language to reinforce all aspects of personal development e.g. circle time
- Celebrate all achievements
- Involve parents/carers in celebrating success and achievement (consultation evening report)
- Recognise and celebrate personal achievements as a whole school

- Personal development targets to be included on IPM's wherever appropriate
- Use effective personal and social assessments and record sheets to show development and growth e.g. Early Years Profiles, Pivats.

### **Make good progress**

- Set SMART targets which are reviewed regularly e.g. before parent's evenings (IPM's are set by teachers twice a year minimum)
- Use appropriate teaching styles to meet the needs of the children
- Encourage parents/carers to be involved by discussing IPM's at consultation evening and reviews
- Celebrate achievement in all areas

### **Experience wider activities leading to greater independence**

- Children to work in a variety of different groups and with the opportunity to work with partners and friends of all abilities
- Appropriate use of support staff
- Children to have individual responsibilities in school/classroom, e.g. taking the register to the school office.

### **Make effective independent decisions**

- All children to be given the opportunity to make choices regarding certain activities –
- guide them by making sensitive suggestions
- Increase children's responsibilities in school where they can feel secure in their decisions

### **Be well equipped to identify and meet needs**

- Liaise regularly with parents/carers and keep up to date with home situations/health etc.
- Early years staff to be given information regarding interpreting the Nursery and Reception Baselines with regard to SEND
- School will provide a library of resources and references to support the needs of individuals and groups of pupils, e.g. books/resources on Autism, Asperger's etc.
- Effective communication with SENCO and outside agencies to keep up to date with new developments

### **Identify Children's needs early**

- Early years staff and SENCO to liaise with Health Visitors, key workers etc. about difficulties with preschool entry
- Use of Nursery profile, Baseline Assessments to highlight areas of weakness at an early stage
- Regular communication with parents/carers to ensure any concerns are noted/discussed and addressed

### **Plan effective interventions**

- All IPM targets to be SMART targets
- Baseline assessments completed before the intervention begins, results shared with staff, parents/carers and child if appropriate.
- All planned interventions to be known to all staff working with the child i.e. IPM's will be copied for Parents/Carers and Teaching Assistants
- Parents /Carers to be seen as partners working alongside teachers to create an effective learning intervention
- Good communication with parents/carers, outside agencies and SENCO
- Where appropriate children to discuss their future targets and celebrate in their own achievements

### **Evaluate and revise interventions regularly**

- Good communication between Teacher, Teaching Assistants, and Pupil Support Assistants etc. to ensure information about targets/children's progress is monitored.
- Interventions need to be reviewed and evaluated every term. Future planning to be based on this information
- Progress to be regularly shared and discussed with parents/carers half termly
- Children to be involved where appropriate in discussing and evaluating their progress
- Inclusion passports to be updated regularly

### **Parents/carers to be kept informed at all times**

- Class teacher to keep parents/carers fully informed from the initial concern (teachers has flowchart to ensure this process is seamless)
- Information to be exchanged in a sensitive way
- Share inclusion passports/communication passports with parents when necessary

### **Parents/carers to have the opportunity to be fully involved**

- Parents/carers to be invited to work in partnership with school when setting targets for IPM's
- Where possible to work in partnership with the school and outside agencies to meet the targets on the IPM
- To jointly celebrate success however small
- To understand and be involved at all stages of SEND according to the Code of Practice

### **Roles and Responsibilities:**

#### **The governing body will:**

- Do its best to ensure that the necessary provision is made for any pupil who has special education needs. Governors need to be fully informed and aware of the school's SEND provision, including deployment of funds, equipment and personnel.
- Ensure that, where the 'responsible person' – the head teacher or the appropriate governor – has been informed by the LA that a child has special educational needs and disabilities, those needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those children who have special educational needs and disabilities.
- Consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of coordinated special educational provision in the area as a whole.
- Ensure that a child with special educational needs and disabilities joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for and the efficient education of the children with whom they are educated and the efficient use of resources.
- Report to parents on the implementation of the school's policy for children with special educational needs through the governors' Annual Report to Parents. See section 317, Education Act 1996.
- Have regard to the SEND Code of Practice when carrying out its duties towards all children with special educational needs. See section 313, Education Act 1996.

### **SEND Governor:**

The designated Special Educational Needs and Disabilities Governor for Woodfield CP School is Miss Kim Dunwell

#### **The head teacher will;**

- Be responsible for the day to day management of all aspects of the schools work, including provision for children with special educational needs.
- Keep the governing body informed of the progress made by children with special educational needs.

### **Teaching and non - teaching staff;**

#### **Role of The Special Educational Needs Co coordinator (SENCo):**

The designated SENCo is **Mrs. Orla Gibbons**. It is her responsibility to ensure the effective implementation of the Special Educational Needs Policy. They include:

- The day to day operation of the school's SEND policy and for coordinating provision for children with special educational needs, particularly through School Action and School Action Plus, working closely with staff, parents/carers and other agencies.
- Maintaining the school's SEND register and overseeing the records of all children with special educational needs as well as coordinating Individual Provision Maps (IPM's).
- Monitoring and evaluating the progress of all children with SEND. (PIVATs, P Scales, Essex Tracker)
- Monitor, evaluate and measure the impact of interventions for children with SEND.
- Diagnostic assessment and appropriate follow-up provision.
- Knowledge of and liaising regularly with other agencies, including the services provided by the Local Authority, Educational Psychologists, Enhanced Mainstream Schools (EMS's), health care professionals (Paediatric consultants, CAMHS, GP's), social care professionals and voluntary bodies. See 'the Local offer' on the schools website.
- Liaising with colleagues from other primary schools and high schools and maintained special schools.
- Liaising regularly with parents/carers of children with Special Educational Needs and disabilities.
- Liaise on a half termly basis with the designated SEND governor.
- Managing the processes of Annual reviews of children with EHC Plans.
- Arranging interim reviews where/when necessary.
- Updating and maintaining learning materials and appropriate SEND resources.
- Assisting, advising and training colleagues with matters relating to Special Educational Needs provision for all children with SEND.
- Manage the human resources within the school (with the support of the senior leadership team) to enable appropriate provision for all children with SEND.

All requests for support for individual children in classes should be brought to the attention of the SENCo.

#### **Admissions**

In line with our Admission Policy, children with Special Educational Needs and disability will be treated as fairly as all other applicants. The school will not discriminate against children with Special Educational Needs and disability. Upon admission, parents/carers are requested to provide any relevant information relating to Special Educational Needs and disabilities.

#### **Management of the Policy:**

- This is the overall responsibility of the Head teacher and designated Governor.
- The SENCO will co-ordinate a staged approach (see Appendix A) and maintain up-to-date records. Reviews of those children on the SEND Register will be held at least termly and earlier if required,

through SEND review meetings, which are part of the school self-evaluation cycle. Parents will be involved at all stages and the views of children welcomed.

- The SENCO will ensure that the progress of children with statements and is monitored and reviewed at least annually. The class teacher will be responsible for contributing towards all reviews and providing information as required.

### **Resources:**

Resources are allocated to and amongst pupils with Special Educational Needs and disabilities according to the individual needs of the children and the resources available.

### **Identification, Assessment, monitoring and review:**

All teachers have the responsibility to bring to the attention of the SENCo any child whose needs they believe are not being met. This will also be linked to the data and evidence discussed at the Pupil Progress Meetings, half termly. They are responsible for the identification of pupils with special educational needs and for the development of their provision. **See Appendix B, flowchart of SEND at Woodfield CP School.** There is an emphasis on early identification;

- Members of staff will discuss with the SENCo how to meet the special educational need of particular children.
- Children identified will have their names added to the register of special educational needs and parents notified of staff concern.
- An IPM will be developed, objectives set explicitly to the child's special educational needs and success criteria added to ensure the achievement of the objectives.
- IPMs are reviewed by the class teacher and teaching assistant on a half termly basis and termly with the involvement of the SENCo, through SEND Review weeks. Parents/carers and child are fully informed throughout this process. The effectiveness of the support will be evaluated and further procedures and programmes identified, if appropriate.
- Where appropriate school action and school action plus procedures will be used to formalise identification, assessment and review procedures. These will operate in accordance with the SEND Code of Practice 2014 and LA procedures.
- The provisions for children with special educational needs may progress through assessment which may, or may not, lead to requesting an EHC Plan.
- At all stages the views of children and parents will be paramount and will contribute to the review process.
- Annual reviews will take place of children who have an EHC plan. Annual reviews of children who have an EHC Plan will be submitted to the LA along with appropriate reports from parents/carers, the children themselves and other professionals.

### **An Annual Review should aim to;**

- Assess the child's progress towards meeting the objectives specified in the EHCP and to collate and record information to help in planning support for the child.
- Assess the child's progress towards meeting the targets set in the previous review.
- Review the special provision made for the child including the appropriateness of any special equipment provided.
- Consider the continuing appropriateness of the EHCP in the light of the child's performance during the previous year, and any additional special educational needs which may have become apparent in that time, and thus consider whether to cease to maintain the statement or whether to make any amendments.
- Set new targets for the coming year, if the EHCP is to be maintained.

When a child no longer requires provision which is additional to or otherwise different from, that normally available in school, the special need no longer exists and so they will be removed from the SEN register.

### **Placing children on the school's register of Special Education Needs**

**When a child is identified as having SEND the class teacher, in consultation with the SENCO will:**

- Discuss the concerns with the child's parents / carers and seek their consent for SEN provision to be made.
- Ensure that parents are kept informed from the start of any SEND provision and notify any changes.
- Devise an Individual Provision Map specifying 2 to 3 key individual targets.
- Ensure that ongoing observation and assessment informs future planning and that achievements are shared with parents / carers.
- Involve parents / carers in developing and implementing a joint learning approach at home and in school using the home/school book where appropriate.
- Inform the SENCO / Head teacher of any immediate concerns regarding pupils which require the involvement of outside agencies.

**The SENCO will:**

- Provide parents / carers with the school's SEND Information booklet.
- Ensure that the child's parents / carers are aware of the local authority's Parent Partnership Service.
- Maintain a register of pupils at each level of SEND.
- Liaise with external agencies regarding the assessment / monitoring of pupils.

### **Deciding to place a child at SEN support**

The triggers for intervention could be through the teacher's or other's concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes **little or no progress (evidence backed up by the school's tracking system)** even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing **literacy or mathematical skills**, which result in poor attainment in some curriculum areas.
- Presents persistent **emotional or behavioural difficulties**, which are not met by the behavioural management techniques usually employed in the school.
- Has **sensory or physical problems**, and continues to make little or no progress despite the provision of specialist equipment.
- Has **communication and / or interaction difficulties**, and continues to make little or no progress despite the provision of a differentiated curriculum.

### **What is expected progress for children with SEN?**

**Expected progress can be defined in a number of ways. It might, for instance, be progress which:**

- Closes the attainment gap between the child and their year group.
- Prevents the attainment gap growing wider.
- Is similar to that of children starting from the same attainment baseline, but less than that of the majority of children.
- Matches or betters the child's previous rate of progress.
- Ensures access to the full curriculum.

- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.
- Demonstrates that a higher level of independence is achieved.

When a class teacher or the SENCO identifies a child with SEN the class teacher should provide interventions that are **additional to** or **different from** those provided as part of the school's usual differentiated curriculum.

### **Deciding on the next level of need and support**

If after suitable provision at quality first teaching and specific small group work has been made and reviewed, adequate progress is not observed the Class Teacher and SENCO would consider a move to School Action Plus. It may be appropriate at this stage to seek advice and support from external agencies such as the Enhanced Mainstream Schools, Speech and Language Therapists, Educational Psychologist, GP, etc. The role of these agencies is to help to assess difficulties and to advise on new targets and strategies for IPMs. Such agencies can become involved earlier if it is deemed appropriate. In some instances improved management or alternative arrangements based on advice from health professionals may considerably reduce the child's special educational needs.

### **Pupils with EHCP's**

If after suitable provision has been made and reviewed, adequate progress is still not observed, the school and parents/carers may consider asking the LA to make a Statutory Assessment of the child's SEND (Education Health and Care Plan, EHCP), however, this only happens in a very small number of cases. When making a request for statutory assessment, the school will state clearly the reasons for the request and will submit:

- The views of the parents/carers recorded at the 2 earlier stages
- The ascertainable views of the child
- Copies of all IPM's
- Evidence of progress over time
- Copies of advice from, where provided, by health and social services
- Evidence of any involvement of other specialists
- Evidence of the extent to which the school has followed the advice provided by other specialists

The SENCO will take the lead role in managing the administrative process by liaising with the LA. Other routes to Statutory Assessment are possible e.g. Request by parents under section 328 or 329 of the Education Act 1996. For pupils transferring to secondary phase education, reviews will be held in term 3 of year 5. Where a pupil with an EHCP is newly admitted to our school, an interim review will be held as soon as possible.

### **Access to Education for children with Medical needs**

If a child is to be absent for medical reasons for longer than one-week provision will be made to supply appropriate curriculum materials to meet their needs. If hospitalised, school will liaise with the Educational support teacher within the hospital to ensure correct coverage of the curriculum. The school named person, responsible for pupils unable to attend school because of medical reasons is: Mr. Peter Thompson. The Head teacher will work with the class teacher to provide suitable work and support.

### **Curriculum Access:**

As an inclusive school we strive to ensure all of our children gain maximum advantage from all the opportunities which education has to offer. All children are entitled to a broad and balanced curriculum. Those children with special educational needs will be fully included with pupils who do not have special educational needs, so far as that is reasonably practical and compatible. Work will be suitably planned and differentiated and IPM's are written when appropriate.

### **Partnership within and beyond the school:**

The school works in partnership with a range of professionals within education, health and social care to improve early identification and quality of subsequent provision.

The SENCo liaises with the LA support services;

- Advice, consultation and assessment procedures are available from the Enhanced Mainstream Schools. They aim to provide consultation and support regarding suitable interventions, some of which may include solution focused consultation approaches, direct assessment work and a range of training, support and systems work for staff.
- Physical, sensory and medical Service
- Speech and Language Therapy professionals
- Occupational Therapy professionals
- Physiotherapy professionals
- Social Care professionals
- School nursing service
- Parent support advisers.
- The MEA Team

Additional facilities, resources and information from specialist staff are utilised where necessary, for example; Autism Support Services, SENDIASS (Parent Partnership support service), Craven Advocacy, Young Carers etc. Contact with all support services is recorded and kept on file. Attendance of school staff at case conferences will be decided by the head teacher. The SENCo will attend termly SENCo cluster meetings through the CASTLE Alliance and termly SENCO Network meetings delivered by the LA.

### **Staff development:**

In service training is channeled through the red bag on the CYPS website and through SMART Solutions.

- The SENCo is informed of all relevant courses.
- The school inset programme reflects the fact that all staff are teachers of special educational needs.
- Teaching assistants are given inset to ensure they have the necessary skills and expertise to fulfill their roles effectively.
- NQT's, GTPs and all new teaching staff are informed of the SEN policy and practice as part of the induction programme.
- Specific training is delivered across the cluster of schools to groups of staff to ensure continual professional development and need.

### **Parent/Carer Partnership:**

The school will work with parents/carers, taking account of their concerns and wishes in respect of children requiring special educational needs. Parents will be kept informed and involved at every step.

- Contact with parents/carers of children with special educational needs is usually coordinated by the SENCo in conjunction with class teachers and teaching assistants.

- Any arrangement for special educational provision must be discussed with the parents/carers before action is taken.
- Parents/carers will be informed of;
  - The reason for the provision
  - The nature of the provision
  - Results of any assessments or testing conducted by the school/LA, as requested
  - Progress being made
  - Any modifications to arrangements
- Contact with parents must be recorded and filed.
- See appendix B, flowchart of SEN provision at Woodfield CP School.

We accept, value and encourage the contribution and participation of parents/carers of children with special educational needs. Developing positive and constructive relationships is a key role in the education of their children.

**Pupil participation:**

A high value is placed upon pupil participation in many aspects of school life. All children are actively involved in setting, assessing and reviewing their targets, progress and achievements.

**Transition requirements:**

The Special Educational Needs Co-Ordinator will liaise with year group tutors and Special Educational Needs Co-Ordinators of receiving schools and invite relevant staff to the annual reviews prior to transfer. Timely transition between year groups is also vital and a transition programme is put in place for particular individuals, where appropriate and the relevant staff are fully involved and parents/carers are fully informed.

**Inclusion and Equal Opportunities:**

We, at Woodfield CP School believe that all children should have an equal opportunity to attend our school. We value every individual and celebrate their achievements. We have structures and policies in place to promote inclusion. We identify and respond to individual needs. We identify and overcome potential barriers to learning for individuals and groups. We set suitable learning challenges for every child. We base our inclusive policy and practice on the national and local framework of inclusive policy and guidance:

- Inclusion statement in curriculum 2000
- Disability Discrimination Act 1995
- SEN and Disability Rights Act 2001
- SEN Code of Practice 2014

In line with the Disability Act 1995 (Special Educational Needs and Disability Act 2001 and Code of Practice 2014) current and prospective pupils with a disability will not be treated less favourably.

- The school will make reasonable adjustments as and when necessary
- There is a strong commitment to staff development on issues relating to the inclusion of pupils with SEN.
- All children are made to feel safe and welcome at St. Stephen’s Catholic Primary School

- Every pupil is seen as having particular needs whether they are disabled, have a learning disability or are gifted and talented. Pupils with Special Educational Needs will be included in all aspects of school life. Through planning and differentiation staff aim to give all children opportunities to experience success and fulfil their potential.
- Pupils for whom English is an additional language have diverse needs. The MEA Team is available to offer support for these children and families.
- There is an equal opportunities policy and the school is committed to equality of opportunity for all pupils.
- Children with challenging behaviour are supported at an early stage through individual risk assessments, where appropriate and IPM's. The school will work closely with parents and seek advice from outside agencies. A pastoral support plan will be automatically set up for a pupil who has several fixed period exclusions that may lead to a permanent exclusion or who has been otherwise identified as being at risk of failure at school through disaffection.
- Good behaviour and achievement is acknowledged and rewarded at class level and assembly time.
- Looked after children have Individual Provision Maps, which are monitored by a designated teacher.
- A Home/School Agreement for all children and parents stresses the importance of punctuality and regular attendance. Unauthorised absences are dealt with promptly.
- There is a School Council and Pupil Voice Groups. It provides an opportunity for children's views, opinions and suggestions to be heard and discussed.

### **Success Criteria and Evaluation of the Policy:**

Will be indicated by:

- Early identification of pupils with Special Educational Needs and appropriate intervention
- Most Individual Provision Maps are successfully met within allocated time scales
- Evidence of parental participation related to Individual Provision Maps
- Increased opportunities for engaging pupils views
- Objectives in EHC Plans are met or, at least, partially met at Annual Reviews
- Skilled confident staff
- Termly report to Governing Body
- Governors Annual Report.

We strive to evaluate the success of our SEN policy and constantly ask ourselves the following questions;

- Do measures of Literacy and Numeracy for children with special educational needs show improvement over time?
- Do children on special programmes/interventions demonstrate increased confidence to teachers, parents/carers?
- Is the SENCo making the most effective and efficient use of available resources?
- Do teachers across the year groups demonstrate confidence and competence in differentiating work appropriately?
- Are IPM's well adapted to a child's individual special educational needs and are they reviewed appropriately in the light of either success or failure?
- Is consultation with parents/carers and children, regarding special educational needs provision, viewed positively by parents/carers and children?
- Are our monitoring systems effective?
- Do we seek and respond to the views of pupils?
- Are IPM's specifically for behaviour or individual risk assessments making a difference to the child's behaviour and how this is impacting on those around him/her?

The SENCo will use the School's Self Evaluation Form to assess the extent to which children with additional needs and special education needs are making progress.

### **Complaints:**

Arrangements for considering complaints about special educational provision are as follows;

- Informal complaints by parents/carers should be made in the first instance to the class teacher. They are best dealt with informally by the teacher concerned.
- If the complaint has not been resolved, parents/carers should then speak to the SENCo.
- Complaints are acknowledged immediately (whenever possible) and a definitive response is given and/or a meeting arranged as soon as possible thereafter.
- More formally, the head teacher will receive and investigate complaints and seek to solve an issue to parents'/carers' satisfaction. (see school's complaints policy)
- If the issue cannot be resolved in this way, it may be referred to the SEN Governor. However, if the parent/carer is still not satisfied they may approach Education Leeds.

### **Review:**

The Special Educational Needs Policy is subject to yearly review  
Reviewed November 2015

**Next Review – November 2016**