

Furlanesend
Special Educational Needs
Policy Spring 2015

This policy accepts the definition of SEN as set out in the Draft Code of Practice 2014, 1:3

Definitions in the Children Act 1989 and the Disability Discrimination Act 1995

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 Act 1989

A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to day activities. Section 1(1), Disability Discrimination Act 1995

1 Aims and Objectives

1.1 The Governing Body and teaching staff of the school will ensure that the most appropriate provision is made for any child who has special educational needs based on the resources available. They will ensure that, where the Headteacher or the appropriate governor has been informed by the LA that a child has special educational needs, those needs will be made known to all who are likely to teach them.

1.2 The staff and governors in the school are aware of the importance of identifying and providing for those children who have special educational needs.

1.3 The Headteacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for children with special educational needs.

1.4 The staff will ensure that children with special educational needs join in the activities of the school together with children who do not have special educational needs, so far as that is reasonably practical and compatible with the child receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

2. Responsible Persons

Day to day provision of the education of children with special educational needs is co-ordinated by Helen Illingworth.

The named governors for SEND are Judy * and Pat Wilton.

3. Admission and Inclusion

3.1 All the teachers in our schools are teachers of children with Special Educational Needs. As such we adopt a 'whole school approach' to special educational needs, which involves all the staff adhering to a model of good practice. All staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

The schools follow an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes children who are identified as having special educational needs or disabilities and who require support that is additional or different. Children with the highest level of support usually have a Statement of Special Educational Needs (SEN) or an Education and Health Care Plan (EHC Plan).

4. Specialist Provision

There is easy access to the school for disabled persons; toilets and shower facilities are available.

* extra needed here

5. Access to the Curriculum

5.1 The National Curriculum and the Foundation Stage Curriculum will be made available for all children. Where children have Special Educational Needs a graduated response will be adopted. The schools will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

5.2 The school will make provision for children with Special Educational Needs to match the nature of their individual needs and the class teacher and SENDCo will keep regular records of any action taken and the outcomes.

5.3 There will be flexible grouping of children so that learning needs may be met in individual, small group or whole class contexts.

5.4 The curriculum will be differentiated to meet the needs of individual children. Teaching styles and flexible groups will reflect this approach.

5.5 Schemes of work for children, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.

5.6 Curriculum tasks and activities may be broken down into a series of small and achievable steps for children who have marked learning difficulties.

5.7 Children with very specific needs have support as necessary to ensure inclusion at break times.

6. A graduated response – identification and assessment

6.1 SEN Support

The school offers a differentiated curriculum. When a child fails to make progress and shows signs of difficulty in some of the following areas :cognition and learning (including moderate learning difficulties); communication or interaction; presenting persistent difficulties in social, mental and emotional health; sensory or physical, the schools will identify the pupil as requiring **SEN support**. A child is identified as requiring **SEN support** if they meet the MAT Criteria. (Appendix 1)

This is support that is additional to and different from the differentiated curriculum.

6.2 Specialist Provision

If a pupil does not make progress despite the schools providing **SEN Support**, advice will be sought from the appropriate support services referred to in Section 8. A child may then move towards **Specialist Provision** and their individual targets may be amended accordingly.

6.3 Education and Health Care Plan

If progress is still not achieved despite **SEN Support** and **Specialist Provision**, the child may be assessed bearing in mind the LA criteria with a view to creating an **Education and Health Care Plan (EHC Plan)**. The appropriate forms will be used for recording and referral as necessary.

6.4 Identification of special educational needs will be undertaken through a process of assessment, planning and review supported by the SENCo. A child's records will be developed through consultation, regular assessment and monitoring. The use of specific assessment guides e.g. dyslexia screening are also utilised. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties.

The child and parents/carers are involved in consultations regarding provision at each stage of the graduated response. Schools use part of their delegated budget to

support all pupils with SEND. Where pupils have a Statement or EHC Plan the LA may provide additional top up funding.

6.5 The progress of children with special educational needs will be reviewed through formative and summative assessments. Personal Targets will be reviewed termly. Additionally, the progress of children with a Statement of Special Educational Needs or an EHC Plan will be reviewed annually, as required by legislation.

6.6 Detailed records are kept of all pupils receiving SEN Support including pupils with SEND who are also considered vulnerable in other aspects e.g. 'Looked After Children' and 'Children in Need', 'Pupil Premium'.

A summary of these will be passed on to any receiving school.

7. Resources

The school maintains a range of resources in order to support pupils with a wide range of different access difficulties.

8. Liaison

Parents are involved from the onset when there are concerns regarding progress. Parental permission will be confirmed when support is sought from external agencies.

8.1 Liaison is maintained with the following external agencies for pupils at SEN Support, Specialist Provision, Statements of Special Educational Needs or Education and Health Care Plans [as applicable].

SEN Support Services	Looked after children officer
Psychological Services	Parent Partnership Service
Social Services	TAC/CAF
Audiology Service	Behaviour Support Service
Service for the Visually Impaired	Autism Support Service
Health Service	Speech and Language Therapist
Welfare Service	Occupational Therapist
Portage	Physiotherapist
Early Years Inclusion Service	Paediatrician

8.2 The school has links to other local schools and liaison is maintained particularly with regard to Transition issues.

9. Arrangements for the Treatment of Complaints

Please refer to the complaints procedure.

10. Staff Development

10.1 In-service training needs related to special educational needs will be identified by the Head Teacher in consultation with the staff and will be incorporated into the staff development plan. In- service training may include all staff or groups of staff as required.

11. Working with Parents

11.1 The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.

11.2 Parents will always be kept informed about the Special Educational Needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. Parents will be kept fully informed about the Parent Partnership Service.

11.3 As mentioned in '8' above, parents will be fully consulted before the involvement of LEA support agencies with their children, and will be invited to attend any formal review meetings at all stages.

12. Pupil Participation

The schools regard pupil voice as an integral part of planning their provision. Pupils discuss their Personal Targets and contribute to their One Page Profile.

13. Evaluating Success

13.1 This school policy will be kept under regular review. The governors will gauge the success of the policy by:

- Achievements against Personal Targets
- Academic progress of pupils with special educational needs
- Pupil attendance
- Number of exclusions
- Consultation with pupils
- Consultation with parents

Policy to be updated annually.

Appendix 1

The aim of the following chart is to have a standard criteria which teachers can refer to when considering whether a child has special educational needs. The categories are in line with recent changes (September 2014) and follow the guidelines set out by Cornwall County Council in the file Meeting Individual Needs, Guidance for Schools on Inclusion and SEN.

Sensory/ Physical	Communication and Interaction
<p>Most children who have permanent sensory impairment or physical disability are identified at pre-school level. They are likely to receive specialist teaching and/or equipment.</p> <p><i>Sensory, physical and medical difficulties do not automatically imply special educational needs.</i></p> <p>Sensory and/or physical needs are varied but as a guide, a child will need to be included on the Record of Need where the sensory or physical disability is such as to impede access to the curriculum or learning and may require additional intervention.</p> <p>Additional guidance is sought by other professionals involved with children with sensory/physical needs but teachers should also refer to guidance on suspected hearing impairment in the accompanying document.</p>	<p>Speech and Language</p> <ul style="list-style-type: none"> • Evidence that difficulties are affecting full access to the curriculum or preventing social contact with peer group • Evidence of difficulties in speech which may lead to further specific language difficulties • Assessment of speaking and listening skills identify lack of any progress across two terms • Evidence of difficulties understanding direction and explanations • Significant adaptation is needed to achieve curriculum access • specific speech and/or language programme is required on a regular basis by school staff or parent/carer <p>Social Communication/ASD</p> <ul style="list-style-type: none"> • significant difficulties with social relationships and communication may affect working or playing as a member of a group in some contexts • limited understanding or cooperation of social rules and conventions • a tendency to focus on own choice of activities rather than following direction or joining in with peers • finds change of routine difficult • significant difficulties reflecting on, evaluating and generalising learning
Cognition and Learning (including moderate learning difficulties, MLD)	Social, mental and emotional health

<ul style="list-style-type: none"> • Academic performance is assessed at being below National Curriculum (P scales) from mid-year 1 or beyond • Academic performance is assessed at greater than a year below that of the age related expectation • Despite additional support at wave 3 and wave 2, the child does not make significant progress across a term or more <p>Attainments in basic skills are interfering with the child's ability to progress as they might otherwise do</p>	<ul style="list-style-type: none"> • showing behaviours that indicate frustrations or poor reflection of self • unable to regulate own emotions • typical behaviours of mental and emotional health needs may involve withdrawal, extreme destructive behaviour, mutism, aggression, regular physical ailments, reliance on physical proximity to significant others, episodes of behaving extremely out of character • significant difficulties in working with others • isolated by peers • significant disengagement/avoidance/detachment • risk taking behaviours <p>These behaviours are indicators of social, mental and emotional health but need to be considered in context. Trauma and significant life events can affect social, mental and emotional health at a certain period in time although whether transitory or permanent, appropriate support needs to be implemented.</p>
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