

# Two Village C of E Primary School



## SEN Policy

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## **SEN Policy**

### **1. Aims and Objectives**

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

#### **Aims:**

At Two Village Primary school we provide teaching and learning which enables all children to gain access to a broad, balanced and appropriately differentiated curriculum. We have high expectations of all of our children. Every teacher is a teacher of every child, including those with SEND. Our aim is to ensure all children are supported in order that they may work confidently towards reaching their full potential.

- A child with special educational needs should have their educational needs met
- The views of the child should be sought and taken into account
- Parents support their child's education
- Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and National Curriculum.

Close regard is paid to the four key principles of inclusive education:

- Setting suitable challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Equal Opportunities

The staff of Two Village Primary School believe that all members of the school should be treated with respect; have individual, diverse needs recognised, and be given the opportunity to reach their full potential, regardless of age, ability, religion, gender or culture.

#### **Objectives:**

- Identify need as early as possible and provide a graduated response
- Adopt a whole school approach to the identification, assessment and provision for children with special educational needs
- View our special needs provision as an ongoing, developing process
- Provide appropriate in-class support which enables all children to have access to the whole curriculum, including the National Curriculum and Early Years Foundation Stage
- Incorporate special educational needs procedures, including Learning Support Plans (LSPs), into curriculum planning
- Develop an effective partnership between school, parents and outside agencies



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- Encourage children and parents/carers to participate in decision-making about provision to meet their special educational needs
- Ensure that assessment and record-keeping systems provide adequate means of recording attainment and achievement and gives sufficient information for carefully planned progression at every stage
- Involve the Governing Body and all staff, both teaching and non-teaching, in the regular review, development and evaluation of policy and guidelines
- Ensure all those involved with children with special educational needs work as a team to support the child's learning
- Track and monitor provision and procedures which have been put into place to ensure that children with SEND make the expected progress as they move through the school

*See also our SEN information report which sets out our vision, values and broader aims of the school's arrangements for pupils with SEN and disabilities. It also explains what our efforts to achieve the best outcomes for pupils with SEN and disabilities look like in practice.*

### 2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. (SEND Code of Practice 2014)

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The Code of Practice refers to 4 broad categories of need which give an overview of the range of needs which school should provide for. (The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.)

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs



## **4. Roles and responsibilities**

### **4.1 The SENCO**

The SENCO at Two Village is Mrs Melanie Massey.

The role of the SENCo involves:

- Working with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Monitoring the progress of children with SEND alongside the class teacher
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching. Including organising and delivering INSET in order to meet the needs of staff and liaising with and advising teachers whenever necessary.
- Advise on the graduated approach to providing SEN support, co-ordinating and evaluating provision, including intervention, for children with SEND.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for and liaise with external agencies, including the LA's support and educational psychology services, health and social services, and other voluntary bodies.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date including: relevant background information about individual children, Overseeing the One Page Profile (OPP), Learning Support Plan (LSP) and review process for all pupils on SEND Support or who have an EHCP alongside the class teacher.

### **4.2 The Governing Body and the SEN Governor**

The Governing body, in consultation with the Head Teacher and SENCo, will determine the school's policy and approach to provision for pupils with special educational needs, establish the appropriate staffing and funding arrangements and maintain a general overview of the school's work.

The Governing Body, having regard to the Code of Practice will:

- Ensure appropriate provision is made for any child with SEND
- Ensure all children, including those with SEND have access to a broad, balanced and appropriately differentiated curriculum
- Appoint a representative of the Governing Body to oversee SEND provision
- Ensure that pupils with SEND are fully involved with school activities
- Ensure they are involved in developing and reviewing SEND policy

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings



- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

#### **4.3 The Headteacher**

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the day-to-day management of all aspects of the school's work, including the provision and progress of learners with SEN and/or a disability.
- Keep the Governing Body informed of all developments with regard to SEND.

#### **4.4 Class Teachers**

Each class teacher must:

- Provide high quality teaching for all class members
- Carry out The One Planning process for all children identified as having SEND, using a person centred approach.
- Be responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff
- Monitor carefully the progress of all pupils, providing interventions and adjustments where necessary
- Share concerns with parents/carers as they arise
- Work with the SENCo to decide the action required to assist the pupil to make progress, using the cycle: assess-plan-do-review
- Work with the SENCo to collect all available information on the pupil
- Develop and review One Page Profiles for pupils who are put on the Special Educational Needs Support Register
- Work with SEND pupils to deliver the individual programmes set out in their LSPs
- Develop effective relationships with parents
- Work alongside support services, following advice and programme suggestions to support pupils on SEND Support or with EHCPs
- Encourage pupils to participate in decision making
- Be involved in the development and review of the school's SEND policy
- Continuously assess pupil progress and identify the next steps to learning
- Work with the SENCo to identify their own training needs around SEND
- Liaise closely with the child's next teacher to ensure they have a thorough understanding of the child's SEND



## **5. Monitoring Arrangements**

This policy will be reviewed by Melanie Massey (SENCo) and Natasha Bennett (Head teacher) **every year** as part of the cycle of whole school self-evaluation. It will also be updated if any changes to the information are made during the year. It will be approved by the Governing Board.

The quality and provision we offer all pupils is monitored by the senior leadership team through in class observations, sampling the views of parents and pupils, book scrutinies and monitoring of pupil progress through half termly pupil progress meetings.

All staff are involved in the review, development and evaluation of the SEND policy and guidelines including the school's procedures for identifying, assessing and providing for children with special educational needs. Its effectiveness is considered in light of the following performance indicators:

- Levels of differentiation by task and by outcome reflected in weekly planning and evident in lesson observations
- Measurable progress made by individual children
- Monitoring reports on classroom observations prepared by the Head Teacher and SLT
- Collation of children's and parent's/carer's comments following review meetings

## **6. Links with other policies and documents**

This policy links to our:

- Accessibility Plan
- Behaviour Policy
- Equality information and objectives
- Supporting Pupils with Medical Conditions Policy
- SEND Information Report

**Policy approved by the Governing Board : 7<sup>th</sup> October 2019**

**Review:** Annual

**Next Review:** October 2020