



**BELMONT PRIMARY SCHOOL**  
**Special Educational Needs Policy**

Date approved by governors: .....

Date shared with staff .....

Date of review: October 2016

Due for review on: November 2017

## Rationale

The Staff and Governors believe that all children should receive the opportunity to develop their personal potential, through the provision of a broadly based curriculum, which recognises their social and emotional development and provides access to appropriate learning opportunities. The school recognises that individuals are unique in their interests, abilities, motivation and learning needs and that this diversity should be acknowledged and valued. (See Inclusion Policy and Local Offer)

## Aims

This policy aims to support all members of staff in providing a positive approach towards the learning and progress of pupils with SEN.

All teachers are teachers of pupils with SEN. Teaching and supporting such pupils is therefore a whole school responsibility requiring a whole school response.

Meeting the needs of pupils with SEN requires a partnership between all those involved, LAs, schools, parents/carers, pupils and agencies involved with SEN pupils.

## Definition of SEN

The term Special Educational Needs (SEN) has a legal definition.

Children have special educational needs if they have a *learning difficulty*, which calls for special educational provision to be made for them. Children have a *learning difficulty* if they:

- a) have a significantly greater difficulty in learning than the majority of children the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age
- c) are under compulsory school age and fall within the definition of (a) or (b) above or would do so if special provision was not made for them

Special Educational Needs Code of Practice 2001, DFES p.6

The Code of Practice defines the areas of need as

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical

Special Educational Needs Code of Practice 2001, DFES p.85

As part of our Special Education provision we will fully support the Government's SEN Strategy 'Removing Barriers to Achievement' by:

- further developing effective early intervention
- setting high expectations and raising achievement
- as far as possible, removing barriers to learning
- improving our partnership working.
- whole school engagement with parents

## **Partnership with parents/carers**

Parental support and encouragement is a crucial factor in achieving success. We are committed to working in partnership with parents/carers and will seek their views and opinions when planning provision for their child through structured conversations. Parents/carers will be invited to review meetings and be kept informed of the targets in their child's IEP.

## **Strands of Action to Meet SEN**

We follow the recommendations of the Special Educational Needs and Disability Act and the revised new SEN Code of Practice (2014) to ensure inclusive practice. This new legislation emphasises a clearer focus on the views of children and young people on their role in decision making. It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health services and social care. For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care Plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs). There is new guidance on the support pupils and students should receive in education and training settings. There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood. The Code of Practice recommends, recognising that children learn in different ways and can have different levels of need. In school we place great importance on early identification of SEN. In the first instance, if a teacher suspects that a child may have difficulties, they will speak to the parent/carer as soon as possible. If concerns persist after a period of monitoring, the teacher may ask permission to place the child on the SEN Register.

## **SEN Registration**

This is triggered by concern, backed by evidence, about a pupil who makes little or no progress despite different teaching approaches, a differentiated curriculum, or the use of special equipment targeted at areas of weakness. An Individual Education Plan (IEP) will be written with the parents and child's involvement. The class teacher remains responsible for working with the pupil and planning and implementing the IEP with advice from the Senco. At this stage permission may be sought from the parent/carer for a referral to an outside agency or professional. This may be an educational psychologist, a Learning Support teacher or a health professional. These agencies will provide advice on setting appropriate IEP's and the use of new or specialist strategies or materials. They may administer more specialist assessments that can inform the planning and measurement of the pupil's progress. We will ensure that all arrangements are regularly monitored and reviewed with the parent and the child. Sometimes it may be necessary for the Senco and class teacher, in consultation with parents/carers, to ask for help/advice from external agencies. They may provide additional specialist assessment or be involved in teaching the child directly. The resulting IEP will set out fresh strategies for supporting the child. The delivery of the interventions recorded in the IEP continues to be the responsibility of the class teacher. The child's progress will be reviewed at least termly or as the need arises.

## **Statutory Assessment of SEN is replaced by Education, Health Care Plans**

In a very few cases, if a pupil continues to demonstrate significant cause for concern despite interventions and being supported on the SEN register, an Education Health Care Plan may need to be prepared. This will decide the nature of the provision necessary to meet the pupil's SEN.

## **Admission Arrangements**

The admission of children with special educational needs is in accordance with our admissions policy. The agreed admissions policy of the governors makes no distinction regarding pupils with special educational needs. The aim of the school is to meet the needs of all children registered by parents/carers to attend Belmont School.

## **SENCO's Name and Role**

Our Special Needs Co-ordinator is Mrs Sam Noble. In addition to the day to day management of our special needs policy she is responsible for:

- Advising and supporting teachers in the production and implementation of IEP's
- Staff training on the new SEN code of practice
- Sharing the managing of provision and resources for pupils with SEN
- Working with parents/carers of children with SEN
- Liaising with external agencies and local schools
- Assisting in the monitoring, maintenance and evaluation of the success of the school's SEN policy
- Maintaining the school's SEN Register
- Support and advice for parents

## **Responsibilities of Head Teacher and governors**

The Head Teacher's role is to have:

Responsibility for: the day to day management of all aspects of the school's work including provision for children with SEN. The head teacher should keep the governing body fully informed and also work closely with the school SEN co-ordinator

Special ~Educational Needs Code of Practice, 2001

The Governors will-

- with the Head Teacher, ensure appropriate resources are in place to support the schools Special Educational Needs policy
- with the Head Teacher, determine the schools general Special Educational Needs policy
- nominate a designated Special Needs Governor: Currently Mrs Sue Harrison
- ensure that the school's prospectus and website contains a suitable statement about SEN policy, procedures and Belmont's local offer to parents.

## **Special Facilities**

The school has a toilet and shower for use by disabled students in one building and additional toilet facilities in the other.

The school has ramps to the main entrances and widened doors.

Reduced noise emitting electric heaters have been fit in each year group.

In newly decorated classrooms and public areas colour has been used to ensure clear definition of surfaces.

The governing body is aware of the need to plan to provide facilities to allow the widest possible inclusion of pupils with a range of physical needs and has an accessibility plan which defines priorities.

## **Resources**

A wide variety of resources are allocated to and amongst children with special educational needs. Some children with special needs may benefit from extra adult help and inclusion in specific programmes, for example, ELS (Fischer Trust), ALS, phonics groups, Toe by Toe, Better Reading Partnership). Word shark: Number shark: Vernon spelling scheme: Plus 1 and Power of 2.

## **Links with external agencies**

There may be occasions when we need to seek advice from outside agencies after first seeking permission from parents. These may include:

Behaviour and Learning Support Services, The Educational Psychologist service (EPS)  
Health Professionals, The Education Welfare Officer (EWO)  
Please see Belmont's Local Offer

## **In-Service Training**

Consideration is given in the School Improvement Plan to the training needs of all adults working with children on the Special Needs Register.

- **Focus on teaching and learning**
- **Training and increased focus on SPAG across the school**
- **AFA involvement and training for parental engagement**
- **Writing effective IEPs**
- **Target setting**
- **Dyscalculia training days**
- **ASD training**
- **Interventions**

## **Safeguarding**

Staff are aware that children and with SEN/disabilities may be more vulnerable to abuse and at greater risk of harm than their peers. Due diligence is observed to ensure that all aspects of the school's safeguarding children policy are applied rigorously to meet the needs of children with SEN/disabilities.

**Complaints** (see complaints procedure in school prospectus)

We value the partnership between parents/carers and staff and aim to create a supportive environment for discussion. However, if a parent/carer wishes to complain, they can complain first to the class teacher or SENDCo. These complaints will then be addressed by the appropriate person.

N.B. If at any time, parents are unhappy with the provision provided by the school or need further advice, they can get help and support through the local parent partnership service and access an informal disagreement resolution service provided through the LA.

## **Monitoring and evaluating the effectiveness of the SEN Policy**

Success will be measured by: pupil progress, the inclusion of pupils and parents/carers in the SEN process, good communication between all professionals involved in a child's SEN provision.

The SEN governor will maintain an overview of the effectiveness of the policy through regular meetings with the SENDCo and through pupil attainment and progress data available at governor level (RAISEonline).

The policy will be reviewed biannually to ensure it reflects current practice and any national/local developments.

### **Other closely related policies/school documents:**

- Single Equality Scheme and Equality Action Plan,
- Inclusion Policy
- Accessibility Plan
- Teaching and Learning Policy
- Medicines Policy
- Belmont Local Offer