



GRANGE SCHOOL
A Culture of Continuous Improvement

SEN Policy

Compiled by: Signature: Date:	Approved by Governing Body () Signature: Print name: Date:
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SEN Policy

The staff and Directors of Grange School are committed to identifying and addressing the special educational needs of all its pupils within the constraints of the annual budget and resources. Assistance will be sought from outside agencies where appropriate.

The purpose of the SEN policy is:

- To give practical guidance on the discharge of functions of staff, and parents of children with special needs;
- To be fully included in the school community;
- To enable the children reach their full potential and make a successful transition to adulthood.

Definition of Special Educational Needs

We have regard to the definition of SEN as stated in the 'SEN Code of Practice', 1:3

'Children have SEN if they have a learning difficulty which calls for special education provision to be made for them.' Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The areas of needs are:

1. Communication and interaction
2. Cognition and learning
3. Behaviour, emotional and social development
4. Sensory and or physical.

Children have a learning difficulty if they:

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

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 for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools, other than special schools.

Fundamental Principles

- A child with SEN should have their needs met.
- The SEN of children will normally be met in mainstream schools or settings.
- The views of the child should be sought and taken into account.
- Parents have a vital role to play in supporting their children's education.
- Children with SEN should have full access to a broad balanced and relevant education.

Basic information about SEN provision

Our Aims

1. We believe that all practitioners are teachers of pupils with SEN and differentiate according to the needs of the children in their care.
2. Pupils with SEN are to be fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.
3. We believe in equal opportunities and try to meet the physical, emotional and intellectual needs of all our children.
4. We endeavour to monitor all pupils who are not making adequate progress in the four broad areas specified in the SEN Code of Practice i.e. communication and interaction, cognition and learning, behaviour, emotional and social development, and sensory and/or physical development.
5. We believe that parent/carer involvement and support is vital to the success of the education of all of the children in our school.

Management of SEN within the school:

We monitor the progress of all pupils as an ongoing process. This enables early identification of any children who may require additional or different provision to be made.

Parents will always be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child.

Parents are encouraged to discuss any issues and concerns with any member of staff. SENCO advice will be sought if needed.

Outside agencies are consulted for further advice when appropriate.

Co-ordination of SEN Provision

SEN within the primary and secondary phase of the school is co-ordinated by the SENCO (Special Educational Needs Co-ordinator) Mrs Akinhanmi, Deputy Director of Learning Mrs Igbokwe.

Role of the SENCO

- Overseeing the day to day operation of the SEN policy
- Co-ordinating provision for children with SEN
- Ensuring there is liaison with parents and other professionals in respect of children with SEN
- Advising and supporting other practitioners in the school
- Contributing to the CPD of the staff
- Ensuring that appropriate IEPs are in place for children
- We work with children on wave 1 and 2 (mild and medium SE needs but currents of the graduated response
- Ensuring that relevant background and assessment information about children with SEN is collected, recorded and updated
- Liaising with external agencies

All staff is responsible for children with SEN. Liaison between all staff and those who have responsibility for SEN is ensured by written and verbal communication.

Multi-disciplinary/inter-agency co-operation is in place to ensure provision meets the needs of the children with SEN. We regularly consult and work with experts from Educational Psychology, Speech and Language Therapy when necessary.

The SENCO will develop effective ways to overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by ensuring there's quality first teaching, monitoring standards of pupil's achievements, and setting targets for improvement.

The role of the Deputy Director of Learning

The Deputy Director of learning has oversight responsibility for SEN and

- Ensures that provision is made for pupils who have SEN
- Ensures that the needs of pupils with SEN are made known to all who are likely to teach them
- Ensures that teachers are aware of the importance of identifying and providing for those children with SEN
- Consults other schools, when necessary, in the interests of co-ordinated special educational provision
- Ensures that a pupil with SEN joins with all other pupils in the activities of the school, so far as is reasonably practical and compatible with the child receiving the SEN provision
- Report to parents on the implementation of the school's policy for pupils with SEN
- Have regard to the Code of Practice when carrying out its duties to pupils with SEN
- Ensures that parents are notified of the decision of any extra provision being made for their child

The DDoL is involved in developing and monitoring the policy. She is kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.

The quality of SEN provision is continually monitored, evaluated and reviewed. A report on the implementation of the SEN policy is issued annually and sent to parents.

SEN provision is an integral part of the School Development Plan.

Identification, Assessment and Review

Resources:

A proportion of our budget is allocated for SEN provision.

The provision of additional support is made as appropriate from the delegated SEN budget.

We use assessment information and provision mapping to identify, provide and develop our resources to support children with SEN.

Identification and Assessment

We are committed to the early identification and intervention of children who may have SEN.

The graduated response, adopted in the school, recognises that there is a continuum of needs. This is recommended in the SEN Code of Practice.

➤ **School Action**

If a teacher identifies a child who may have SEN he/she informs the SENCO or learning support teachers to place the child on curriculum support in the area where additional support is required. This sets out any arrangements that are additional to and different from the usual curriculum. The teacher liaises with the SENCO and parents/carers and involves them in setting targets and strategies. These are shared with the child and reviewed each term, or as appropriate.

Further advice and professional support is sought and implemented as is considered necessary for the individual needs of the children.

➤ **School Action Plus**

If adequate progress is not made after a substantial period of intervention and review, the teacher in consultation with the parents/carers and SENCO, may conclude that further support and advice is needed. In some cases, outside professionals i.e. education psychologists, speech therapists may be involved with the child. A new IEP will be drawn up in consultation with the parents/carers.

The IEP is continually under review termly, to ensure that the appropriate targets set provide success for the child and progress is made. The parents/carers and children are always involved.

In a very few cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether a statutory assessment may be necessary.

Review

The SEN policy is subject to a regular cycle of monitoring evaluation and review.

The SEN policy should also be read alongside the behaviour and equal opportunities policy as they are directly linked.

The SENCO ensures that all appropriate records are kept and available when needed. These are always available for parents/carers to see and can be a source of invaluable information for teachers in other classes and the next school.

Curriculum entitlement

All children are entitled to a broad, balanced and relevant curriculum, including the National Curriculum. Progress is continually monitored using a range of assessments including observations/baseline assessment/level descriptions in the National Curriculum at the end of the key stage/objectives of the Primary Framework for Maths and Literacy.

All information gained is used to support planning in order to aid progress.

Inclusion

We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

Evaluation procedures

The SMT (Senior Management Team) and Governor in charge of SEN, will on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEN Policy need to be made.

The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.

We continually review and report on the effectiveness of the policy. This includes the numbers of children identified and their progress, the levels of parental/ carer involvement, materials and equipment used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.

The SMT, SENCO, and subject co-ordinators monitor classroom practice/analyse pupil tracking data and test results/identify value added data for pupils with SEN.

SEN is part of our school self-evaluation arrangements and is a priority in the School Development Plan.

Procedures for concerns

We endeavour to do our best for all children but if there are any concerns we encourage those concerned to approach the class teacher in the first instance, the SENCO, the Deputy Director of Learning and a response will be made as soon as possible. Parents/carers are informed about the Parent Partnership Service so that they can obtain support, advice and information if they wish.

Professional development for staff

1. We have a plan for all staff and the SENCO to be involved with further training in line with the priorities identified in the School Development Plan.
2. We have regular staff meetings where SEN issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff keeps up to date with information.
3. The SENCO attends relevant training and disseminates the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development.
4. There is an induction procedure for new staff into the school's policy and procedures for SEN.

Support services available

Advice and support from outside agencies is available if requested by the school.

Partnership with parents

The school is committed to involving parents/carers whenever it is practically possible. We include all in social events, appropriate curriculum meetings and regular parent meetings.

Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.

The ethos of the school is very welcoming and parents are encouraged to arrange further meetings if they wish to discuss the progress of their child at any time during the school year.

Pupil participation

Pupils participate where possible, in all the decision making processes, including setting targets and contributing to their IEPs, discussing their choices, assessment of needs and in the review procedures

Transfer arrangements

We have procedures in place to ensure that transition arrangements take place with ease and are perceived in a positive light, by all our pupils. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupils,

year on year

An overview of the Graduated Response to SEN

Action	Who is involved?	What is involved?	Next steps
<p>Wave 1 Differentiation, Quality, First Teaching. Outside agency advice can be sought at any stage</p>	<p>The class teacher responsible for the pupils.</p>	<p>The teacher plans for the activities to be given the pupils at the appropriate level of need for success and progress to be achieved.</p>	<p>If, after observations in a variety of contexts and in discussion with parents/carers, a pupil is not making adequate progress, a wave 2 intervention is considered.</p>
<p>Wave 2 Some additional small group intervention is provided</p>	<p>The class teacher is responsible for the pupils. School data shows that these pupils may be slightly underperforming. Teacher will consult with SENCO who will advise on suitable programmes to be delivered. A TA will deliver programme in consultation with the teacher.</p>	<p>TA and teacher plan for the intervention. Programme is implemented as part of class provision.</p>	<p>Teacher, TA and SENCO involved with monitoring progress. If adequate progress is made, Quality First Teaching will now be appropriate. If no adequate progress made, further wave 2 support may be needed or after discussion with SENCO, TA, parents/carers, wave 3 school action may need to be considered.</p>
<p>Wave 3 School Action</p>	<p>The teacher responsible for the</p>	<p>The IEP is implemented mainly in</p>	<p>Most pupils should make</p>

	child informs the SENCO of the concern and with advice obtained, writes an IEP in consultation with the parents/carers and the pupil.	the class. Additional and/or different activities/resources are used to meet the needs of the pupil. Suggestions for support at home are considered with the parents/ carers. IEP is reviewed regularly. Parents may be asked to contribute financially towards the provision of a personal facilitator for their child.	progress with the additional help but if the targets and strategies implemented in the IEP mean that adequate progress is not made, further advice may be requested from SENCO and/or outside agencies.
Wave 3 School Action Plus	The SENCO usually requests advice from an external agency at this stage (if not already consulted). A new IEP is devised from the additional guidance given and the teacher involved delivers the plan of action.	The IEP is implemented mainly in the class using the strategies and additional/different resources suggested. Support from home is considered. IEP is reviewed regularly. The child will usually receive some 1-1 support to work on specific areas.	The majority of pupils will make progress with the further advice and intervention but if the targets and strategies do not result in adequate progress all the parties involved will seek external agency support.

Summary of Levels of Support for children with SEN

Child works within the classroom with differentiated activity provided by the class teacher as occurs with all children

Child works within the classroom occasionally supported by assistant teacher and/or class assistant either individually or within a small group

Child is given 1 to 1 support on a regular basis following a structured timetable of support within the classroom and/or through withdrawal to suitable workspace. Programme delivered by Special Educational Needs Support Assistant Teacher

Child is provided with a dedicated facilitator*. This support is usually class based but may include withdrawal at times. Child is taught by a facilitator in a designated workspace outside of the classroom.

***Facilitators:** may work full or part-time with a child, dependent on the needs of the child. The cost of providing a facilitator is always met by the parents. The school can organise an appropriate facilitator however, parents are welcome to source their own. For the safety of all of our children ALL facilitators must be approved by the SMT/SENCO for their suitability prior to the commencement of their employment at Grange School. The work of a facilitator (even if provided by the parents) will be continuously assessed by school senior staff

School Admissions and Inclusions

To admit students with already identified SEN, as well as identifying and providing for students who have not yet been identified as SEN, the school authorities must treat students with SEN, but do not have statements as fairly as all other candidates for admissions.

Admission processes should be done in collaboration with SENCO. (No child is denied admission into the school because of SEN except when the SEN department do not have the capacity to support the need.

PUPIL PARTICIPATION

‘Children, who are capable of forming views, have a right to receive and make known information, to express an opinion and to have that opinion taken into account in any matters affecting them. The views of the child should be given due weight according to the age, maturity and capability of the child.’ Articles 12, 13 of the United Nations Convention on the Rights of the Child

Students with SEN have knowledge of their challenges and their views about the type of support they need, will help them succeed.

They should, where possible take part during IEP meetings, setting and evaluating targets, discussing choice of school and assessments of their needs. They should feel confident that their views will be listened to and valued.

Identification, Assessment and Review

If a student is known to have SEN when on arrival at school, the Deputy Director of Learning, SENCO, Literacy and Numeracy teachers in charge as well as the relevant Heads of Faculties, and pastoral staff should

- ❖ Use information from the child’s previous school (e.g. reports, background information, copies of previous IEP in support of intervention, and statements of SEN) to provide starting points for the development of an appropriate curriculum for the student;

- ❖ Identify and focus attention on the pupils' skills and highlight areas for early action to support the pupil with in the class;
- ❖ Ensure that ongoing observation and assessment provide regular feedback to all teachers and parents on the students achievements and experiences, and that the outcomes of these assessments form the basis for planning the next steps of the students learning;
- ❖ Involve the student in planning and agreeing targets to meet their needs.