

SPECIAL EDUCATIONAL NEEDS POLICY



ACADEMIC YEAR 2023/24

LOVING, GROWING and SUCCEEDING TOGETHER

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Academic Year 2023/24



Aims

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
- Set out the vision, values and broader aims of your school's arrangements for pupils with SEN and disabilities. Expand this section to explain what your school's efforts to achieve the best outcomes for pupils with SEN and disabilities look like in practice.

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

Definitions

A pupil has SEN if they have a learning difficulty or disability that 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 the 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

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.

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Roles and responsibilities

SENCo: Mrs. G Smith

She will:

- Work 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
- 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
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education 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

The SEN Governor: Mrs D. Jones

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

Headteacher: Mr K. Rondeau

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Creating learning plans and reviewing these termly
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

Identification of SEN

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

Our approach to teaching pupils with SEN

We passionately believe that all pupils should have access to a broad and balanced curriculum and our role in school is to adapt the way we deliver the curriculum content so that all children can access learning. We follow recommendations from the EEF, which explain that High Quality teaching combined with carefully selected small group or 1:1 interventions is the most effective way to support children with additional needs. Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Provision at St Marks 2023-2024

	Universal provision (Wave 1)	Small group (Wave 2)	Individual provision (Wave 3)
Cognition and Learning	<ul style="list-style-type: none"> Differentiated Curriculum Daily modelling/ explicit instruction Differentiated phonics groups Visual prompts/ scaffolding Visual Timetables Use of Writing Frames Practical resources TA support TT Rockstars 	<ul style="list-style-type: none"> Phonic interventions Pre-teach groups Small group work Group interventions – core subjects (reading, writing, maths) Colourful semantics 	<ul style="list-style-type: none"> Personalised timetable Precision teaching 1:1 reading Numberstacks Educational Psychology reports Learning support reports
Communication and Interaction	<ul style="list-style-type: none"> Structured School and Class Resources Differentiated Curriculum Delivery Visual Timetables Simplified language Partner Talk Circle time Total Communication Environment 	<ul style="list-style-type: none"> Group Support in English Group Support in Maths Now and next board Colourful semantics Speech and language groups 	<ul style="list-style-type: none"> SALT personalised targets Wellcomm Individual visual timetable Individual work stations Additional support during lessons 1:1 Social stories Communication in Print
Social, Emotional and Mental Health	<ul style="list-style-type: none"> Whole School values and Class Expectations Whole School Behaviour and Relationship Policy Life Skills curriculum Emotion Coaching Well-Being consultations Trusted Adult approach Protective Behaviours approaches 	<ul style="list-style-type: none"> Social skills groups Friendship groups Safari room support Mental Health Champions 	<ul style="list-style-type: none"> Drawing and Talking SUMO CBT – Anger management Monitoring via wellbeing consultation Individual reward/ behaviour charts Reflexions referral/ support
Physical and Sensory	<ul style="list-style-type: none"> Flexible teaching approaches and classroom arrangements Pencil grips 	<ul style="list-style-type: none"> Get Moving 	<ul style="list-style-type: none"> Hearing Impaired team reports Visual impaired team reports Individual OT reports Sound systems/ technological aid Different coloured papers/ overlays Writing wedges

Additional support for learning

- We have teaching assistants who are trained to deliver interventions such as Precision Teach and Floppy's Phonics
- Teaching assistants may support pupils on a 1:1 basis
- Teaching assistants will support pupils in small groups when needed

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychology for Everyone
- Dudley Learning Support Services
- SEYS (Specialist Early Years Services)
- Speech and Language Therapy
- Occupational Therapy
- Paediatricians
- Visually impaired team
- Hearing impaired team
- CAMHs
- Reflexions

Staff training and expertise

All members of staff are trained to identify when there are barriers to learning and to respond appropriately as part of our CPD offer. In the last academic year, teachers were given guidance on responsive teaching strategies, which were taken from the EEF guide.

Our team have a wide range of qualifications, training and experience of working with children with a wide range of needs and specific training is sourced where needed.

In the last academic year (2022/23), staff have been trained in the following:

- Teachers have had training on Autism, ADHD and Dyslexia through an outside provider- SEND station.
- Specific staff have also been trained in Wellcomm screening and have had targeted training on total communication environments from a local Speech and Language Hub to support specific pupils.
- Our wellbeing team have been trained as Nurture practitioners
- Teachers have in-house training on creating learning plans for children who are receiving additional, targeted provision. TAs have received support in reviewing learning plan targets.

Please see SEN information report on the school website for a detailed approach of how we meet the needs of pupils with special educational needs.

Monitoring arrangements

Mrs. G Smith will review this policy and information report every year and the school governing body will ratify it. It will also be updated if any changes to the information are made during the year.

Links with other policies and documents

This policy links to the following documents:

- Accessibility plan
- Behaviour and Relationships policy
- Equality information and objectives
- Safeguarding policy
- Supporting pupils with medical conditions

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