



SEN Policy

Carnagill Community Primary School

At Carnagill Community Primary we understand that provision for children with special educational needs and disabilities is a whole school responsibility. We run a continuous cycle of planning, teaching and assessment, which takes account of the wide range of abilities of all children.

Within these provisions, most children will learn and progress. Some children's attainment will fall significantly outside the expected range. These children will be considered to have special educational needs, with barriers to learning. In order to help children who have special educational needs and disabilities, the school will adopt a graduated response that recognises a continuum of need in accordance with the DFE Code of Practice, 2015.

In this policy the school aims to demonstrate how it meets its statutory duties, details roles and responsibilities and the procedures in place in school that are followed by staff and governors.

Ethos

All children and young people are entitled to an education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.

We are deeply committed to providing an inclusive school for all children with our school ethos being '*we never judge a book by its cover*'. This is central to everything that we do. Our school environment, personalised provision and Quality First Teaching are designed to un-lock the curriculum to any children who may find certain aspects challenging whether this is cognitively, physically, emotionally or socially.

The teaching of children with special educational needs and disabilities is a whole school responsibility. In addition to the governing body, the school's head teacher, the SENCO and all other members of staff have important day-to-day responsibilities. **All teachers are teachers of children with special educational needs.** The school will target its resources and training to ensure that all staff are able to identify and provide for these pupils. Throughout the SEND process, the emphasis is on Quality First Teaching in the classroom. All class teachers take a lead role, in partnership with SENCO.

The role of the SENCo

The SEN code of practice states that:

Governing bodies of maintained mainstream schools and the proprietors of mainstream academy schools (including free schools) must ensure that there is a qualified teacher designated as SENCO for the school.

The SENCO must be a qualified teacher working at the school. A newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Coordination within three years of appointment



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The SENCO has an important role to play with the head teacher and governing body, in determining the strategic development of SEN policy and provision in the school.

The SENCO has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have Educational Healthcare Plans (EHCP).

The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the [Local Offer](#) and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The key responsibilities of the SENCO may include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant designated teacher for Disadvantaged Pupil Premium Provision and Headteacher where a looked after pupil has SEN
- advising on the approach to providing SEN support within school
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN alongside the Class Teacher
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

At this school, the SENCo is Mrs R. Wigham, time is available and set aside for the role. The school also employs a SEN teaching assistant, Mrs H. Robson.

Governor Role

The SEN Code of practice states: *There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability. School leaders should regularly review how expertise and resources used to address SEN can be used to build the quality of whole-school provision as part of their approach to school improvement.*

Our linked governor for SEN is **Mrs M. Featherstone**. Monitoring visits take place as per the governor monitoring timetable to ensure that the school's statutory duties relating to the code of practice is being met. Monitoring visits are recorded and review the allocated budget and how this is supporting the children listed as SEN and an impact of this spend on their progress. The governor and headteacher/SENCo also triangulate the Individual Provision Map records, the provision in each classroom and the impact on children with SEND.



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The role of the Staff

Class teachers should make accurate baseline assessments for all children on entry. This allows the school to accurately judge if any child is making **less than expected progress** given their age and individual circumstance during their journey through the school.

Formal pupil progress meetings are scheduled following each half termly assessment week. These meetings identify any children who are not making the expected progress on Insight, per term and a professional dialogue regarding progress in other areas such as social needs that may affect a successful transition into secondary school.

For children working in Early Years, below the Early Learning Goals, children's progress against Development Matters will be measured against the expected age related outcomes on entry and **every term**. This information is collected through the NYCC assessment system for EYFS.

Less than expected progress is also characterised by that which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Responding to low progress rates – Before a child is considered to have SEN

Quality First teaching

Quality First Teaching, differentiated for each individual is our first step in responding to pupils who have or may have SEN. Teaching is monitored regularly through learning walks, book scrutiny, pupil discussions and formal lesson observations.

Any initial concerns about a child's progress in class will be noted in a short note form, this will help build the timeline of possible intervention if later required (**see Appendix A**).

Building a rounded picture of the child's needs

Evidence is collected to discover the specific issues relating to a child that we may have concerns about. This evidence comes from a range of sources:

- Pupil progress meeting notes
- Key stage data (Insight)
- National data and individual target setting
- Planning notes and evaluations
- Gap analysis of subjects
- PIRA/PUMA Assessments (Term's worth of evidence)
- Staff voice
- Child voice
- Parent voice

Initial discussion



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If concerns on progress continue after adjustments in class through QFT and observations, a meeting will be arranged with the class teacher, SEN assessment teaching assistant, parents and child (if deemed appropriate). The early discussion ensures that everyone present will develop a good understanding of the pupil's areas of strengths and difficulties. It may be appropriate for a child to join the meeting towards the end, depending on the circumstances.

The evidence collecting should include the parent's concerns and the agreed outcomes sought for the child and the next steps.

An outline of initial support will be completed by the class teacher, with guidance from the relevant subject leader **within 5 days** of the meeting; parents can request a copy if they wish.

An initial discussion form will be completed (see appendix B) and placed in the child's school records.

Appropriate provisions will then be put in place by the class teacher, with guidance from the subject leader. These will then be monitored for **no longer than one term**, at which point a further meeting with parents will take place to discuss the progress, success and possible next steps. A date for this should be arranged at the point of the first meeting. This information will be passed to the SENCO.

Using this information – Meeting to decide next steps

The class teacher, SENCO and SEN assessment teaching assistant should then consider all this information: the desired outcomes, expected progress and attainment and the parent views **before making a decision that Special Educational Provision is required**. The group should identify what support is needed and whether this support can be provided for by adapting the school's core offer or if something different and additional is required.

School Support for a child

If a child does not have SEN then the teacher should be clear about agreeing a clear date for reviewing progress and the parent, pupil and teaching staff should each be clear about how they will help the child reach the expected outcomes.

If it is decided that a child does have SEN, the decision is recorded on our School SEN register and the child's parents must be formally informed that special education provision is being made.

*The class teacher will meet with the parent to complete an Individual Provision Map (IPM). This should include at **no more than three targets** for the child and include a specific date for the next review meeting.*

SEN support

If a child is placed on the school register then the following actions occur:

A graduated approach is adopted which is a four-part cycle through which earlier actions and decisions are re-visited as more about the child's needs are understood.

Assess



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- A detailed analysis of the child's needs is carried out by staff in school. It should draw upon assessment data from formative tests as well as progress measures on Insight professional knowledge, behaviour analysis through the school's recording system (CPOMS) and pupil progress meetings. Other subject assessments should contribute to the whole picture as well as comparing the child's progress and attainment against national data. The class teacher should also include the views and experiences of the parents, the child's own views and, where relevant, the views of external support services.
- Further initial assessments may be carried out by the SEN assessment teaching assistant.
- All this information and assessment should be recorded and kept in the child's records.
- This assessment should be reviewed every term or more frequently depending on the circumstance of the child. The support and intervention should be reviewed to check if these are matched to the child's needs, barriers to learning are identified and a clear picture of how the intervention is having an impact.

Plan

- All teachers and the staff that support in the classrooms should plan for the appropriate support for the child based on the earlier assessment. An Individual Provision Map (IPM) should be created and all interventions **must be evidenced based** (have sufficient evidence of success and published through a university). All interventions should be provided by a member of staff who has sufficient skills and knowledge.
- A meeting between the class teacher, SENCO, SEN assessment teaching assistant and parents should take place to inform them of the plans, including what intervention and support is being put into place by the school. The information collected during the assess phase should be available to the parents during this meeting. Parents will be provided with a finalised copy of the IPM, this is to be signed and a copy taken for school records.

Do

- Having planned the appropriate support and set dates for the review of its impact, the implementation of the plan should be carried out.
- Each intervention should begin with a baseline assessment. The SENCO will offer support to the teacher and teaching assistant at this stage. Clear records of coverage during sessions will be recorded and time should be made available for relevant staff to liaise with the child's class teacher to ensure coverage is embedded into teaching in class and not seen as discrete to the child. There must be opportunities for planned assessment of the impact of the intervention and how the intervention can be linked to the classroom teaching.

Review

- A date for reviewing each intervention should be agreed, at the end of each term. An analysis of pupil progress should be made using Insight. At this stage the SENCO should arrange a meeting with the child's parents and relevant staff to evaluate the success of the intervention. This meeting should be used to help further build a picture of the child's needs.



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- The class teacher, with guidance from the SENCO and SEN assessment teaching assistant, should now revise the support in light of the child's progress and development and update the child's IPM. Changes to the support should be discussed in consultation with the parent and child.

Parents must be kept informed about the impact of any interventions and be involved in planning the next steps.

EHCP

An EHCP is requested from the Local Authority where the school consider the child's needs to require additional support to what the school can offer within their delegated SEN budget. An ECHAR and CAN-DO will be completed with parents and external agencies and submitted to the LA inclusion team. Children who require an EHCP have high needs and will be given support as set out in the EHCP. School contributes the first £6000 to the EHCP and received additional funding in addition to support the child. Children who have an EHCP are entitled to an annual review which is documented and changes requested to the EHCP sent to the LA.

Involving Specialists and referrals

Only when children continue to make less than expected progress despite having had 'evidence based interventions', should the school consider outside agencies. However, if the school feels that specialist support is required to assist in early identification or advice on provision then a referral can be made. Any child that continues to work significantly below those of similar aged children and make little or no progress should involve specialists. The parents must sign the consent form on the referral sheet and a discussion about the involvement of specialists must take place so that parents are clear about the reasoning behind the referral.

Summary flow chart of school procedures

