

# West Chilton Community School SEN Policy September 2017



## Principles and aims

At West Chilton Community School we value all children within the school community equally. We are committed to working in partnership with children, parents and carers to ensure that all children achieve their best, become confident individuals and make a successful transition to the next phase of their education.

The principles and practice contained in this policy are in line with the 'Local Offer' agreed by The STARS locality of schools (Storrington, Thakeham, Amberley, Ashington, Washington and West Chilton). This is available on the school's website.

In order to fulfil these principles we are committed to:

- the early identification of special educational needs (SEN) and making our best endeavours to eliminate any barriers to learning and to ensure that necessary provision is made through a graduated response, in line with the SEN Code of Practice 2014 and the Equality Act 2010.
- working in partnership with children and parents/carers. We support children and parents/carers to participate as fully as possible in decisions and ensure that they are provided with the information and support necessary to enable participation in these decisions
- providing a broad, well-balanced, exciting and engaging curriculum for all children in our school
- maintaining high expectations for all children and providing appropriate tasks and achievable outcomes to consolidate and extend the learning in the classroom
- encouraging all learners to develop confidence and recognising value in their contributions, giving them high self esteem.

A school SEN Information Report is published as necessary and is appended to this policy (Appendix 1). This contains information about SEN procedures at the school, including contact information for the Special Educational Needs Co-ordinator (SENCo), staff expertise and training, funding for SEN and links to outside agencies to support SEN.

The 2014 SEN Code of Practice defines Special Educational Needs as follows: a child has SEN if they have a learning difficulty which calls for educational provision to be made for them. A child has a learning difficulty or disability if they:

*a) have a significantly greater difficulty in learning than the majority of their peers; or*

*b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age.*

## **Access**

The School Accessibility Plan outlines access arrangements. The plan has been drawn up in accordance with the SEN and Disability Act 2001 (SENDA).

## **Roles and responsibilities**

The SEN Co-ordinator is responsible for implementing the SEN policy and liaises with the Head Teacher, the dedicated SEN Governor and all staff to monitor provision and effectiveness. The role of the SENCo and Governing Body in relation to SEN is described in Appendix 2. Detailed information about staffing, training and expertise is included in the SEN Information Report (Appendix 1).

## **Procedures for identification, assessment, provision and monitoring of pupils requiring additional support**

### ***Class action***

Class teachers are responsible for the learning and progress of all the children in their class. Any concern about a child's learning or development should be discussed between parent/carers and the class teacher in the first instance.

The teacher will record as necessary all conversations about the child. If the teacher judges that the concern will require a class based intervention, he/she will arrange to meet the parent/carer and child, either separately or together, to discuss possible provision, establish targets and set a review date. This will be recorded in the school's monitoring systems. The SENCo will be informed. A copy of an action plan will be given to the parent/carer and a copy retained in the teacher's file.

If a concern is raised which is more urgent, and which the class teacher judges to be beyond the scope of class based intervention, the SENCo will be informed immediately and will decide whether SENCo involvement is necessary at this stage.

The child's progress will be monitored and reviewed against the targets set on the specified review date with the parent/carer and child. The plan may be amended or ceased as appropriate.

If the child has not made the expected progress, the teacher may consult with the SENCo to develop a new action plan.

### ***SEN support***

If the child is not making progress despite receiving differentiated learning opportunities or strategies, the SENCo should be informed who may decide an assessment of the child's needs is necessary. This may also occur if initial concerns are deemed to require an immediate assessment. Assessment information may be gathered using specific spelling, reading, mathematics and social and emotional health testing materials. The SENCo will meet with all concerned to discuss the assessment process and then agree a further meeting to discuss the assessment outcomes. If it is agreed that no SEN has been identified and no SEN support is required at that stage, Class Action will continue with the SENCo's support.

If a special educational need has been identified, an SEN support plan (Personal Plan), incorporating class based and additional support, will be developed with the parent/carer, child and class teacher. In consultation with parents/carers, the SENCo may deem it appropriate to seek the support of external agencies.

### ***Statutory assessment***

If concerns about the child's progress within the school's capacity for support continue over time, the school and parent/carer may consider the criteria for an Educational, Health and Care Plan (EHC plan). If these criteria are met, and the parents/carers are in agreement, the school will request a Statutory Assessment. This may lead to the Local Authority producing an EHC plan.

### ***Evaluation***

All interventions, whether class based or otherwise, will have been agreed by children, parents/carers and school staff with outcomes and targets specified. The impact of these interventions is evaluated against these targets and discussed as part of review procedures. For children receiving SEN support these reviews will be planned termly.

### **Concerns**

If parents/carers wish to register a concern regarding provision for their child, they should express their concerns to the class teacher, SENCo or Head Teacher. Their concerns will be fully investigated. Procedures for formal complaints are outlined in the school's Complaints Procedure Policy.

## **Special Educational Needs Report 2017-18**

The Special Educational Needs Co-ordinator (SENCo) is Kim Collinson. She can be contacted on 01798 813319. The SENCo is a qualified teacher and has extensive experience of the SENCo role. She has undertaken this role in her previous two schools.

The school employs teaching assistants to provide support for children both in and out of the classroom. Teaching assistants have received training in supporting children in the following areas:

- Motor skills;
- Reading;
- Spelling, including phonics.

In addition, we have a specialist SEN teaching assistant with particular expertise in literacy.

The school are currently providing support for children with the following range of needs:

- Communication and interaction including stammering, missing sounds in speech and social interaction;
- Cognition and learning including memory skills, dyslexia, spelling;
- Social, mental and emotional health including working with children who have experienced trauma and witnessed domestic violence.
- Children with significant physical difficulties.

Details of support services can be found in the Local Offer published by the local authority on the West Sussex Grid for Learning website.

## **Responsibilities of the Governing Body in relation to pupils with Special Educational Needs including those with a Statement / Educational, Health and Care Plan.**

The governing body should, with the head teacher, decide the school's general policy and approach to meeting children's special educational needs for those with statements / educational, health and care plan and those without. It must set up appropriate staffing and funding arrangements and oversee the school's work.

### **Mainstream schools.**

The governing body may appoint a committee to monitor the school's work for children with special educational needs.

Governing bodies have legal duties under the 1996 Act to:

- Use best endeavours in exercising their functions that the necessary special arrangements are made for any pupil who has special educational needs;
- Ensure that parents are notified by the school when SEN provision is being made for their child;
- Make sure that the responsible person makes all staff who are likely to teach the pupil aware of those needs;
- Make sure that the teachers are aware of the importance of identifying pupils who have special educational needs and of providing appropriate teaching;
- Consult the local authority and the governing bodies of other schools when it seems necessary to co-ordinate special educational teaching in the area;
- Make arrangements to allow pupils with special educational needs to join in the everyday activities of the school as far as is practical;

- Report each year to parents on their policy for pupils with special educational needs;
- Take account of the SEN Code of Practice when carrying out their duties towards all pupils with special educational needs.

Under the Education (Special Educational Needs) (Information) (England) Regulations 1999, governing bodies of all schools must publish information about their SEN policies. These policies must be made freely available to parents.