

**POLICY:** SPECIAL EDUCATIONAL NEEDS

**PERSON RESPONSIBLE:** SENCO

**DATE:** June 2017

**REVIEW DATE:** June 2018

**MONITORING:** ASSISTANT HEADTEACHER (Pastoral)

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SENCO: Miss J. C. Marriott

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This SEN Policy is embedded in the Teaching and Learning Framework of the school. It works alongside and in conjunction with The Local Offer from Staffordshire Local Authority and various other school policies namely: Assessment; Pupil Premium; Equality; Accessibility; EAL; and Behaviour for Learning.

Reference has been made to the following legislation in the compiling of this policy:

- **SEN Code of Practice 2014** (which takes account of the SEN provisions of the SEN and Disability Act 2001)
- **Children and Families Act 2014**
- **Equality Act 2010**

### **What are special educational needs?**

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. (SEN Code of Practice 2014)*

### **Principles**

*'All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.'*

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head Teacher and the SENCO, all other members of staff, both teaching and support staff, have very important day-to-day responsibilities.

## **Rationale**

High quality teaching which is differentiated and personalised should be available for all students. At the heart of the work of every school class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

## **Aim**

To raise the aspirations, expectations and progress leading to achievement for all students with SEN.

## **Objectives**

- To ensure access to the curriculum for all students
- To operate a “whole student, whole school” approach to the management and provision of support for special educational needs
- To identify and provide for students who have special educational needs and additional needs, including the use of outside agencies and support services
- To work within the guidance provided in the SEN Code of Practice, 2014
- To develop and maintain partnership and high levels of engagement with parents
- To provide support and advice for all staff working with special educational needs students

## **1 Identifying Special Educational Needs**

Many students experience delay in their learning and not making expected progress for a variety of reasons. Many will have differentiated work prepared for them by their teacher in conjunction with the support staff which will be additional to and different from the curriculum available for the majority of children of their age.

The Code of Practice describes four broad categories of need:

- 1 Communication and Interaction**
- 2 Cognition and Learning**
- 3 Social, mental and emotional health**
- 4 Sensory and /or physical.**

As a school, we recognise that progress and attainment can also be affected by factors ***other than*** SEN e.g.

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- Behaviour
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being adopted after 2005
- Being the child of a Serviceman/woman

While these factors above may affect progress and attainment, they do not fall within the categories of SEN. To ensure that staff are informed about factors that could affect a student's progress, the school will maintain a Wellbeing Register.

### **STEP 1 – Whole school support**

- High quality teaching which is differentiated and personalised by, or under the direction of, the classroom teacher to meet the diverse needs of all learners.
- Assessment and monitoring in line with whole school assessment policy.

### **STEP 2 – Progress concerns**

- Parents/carers may raise concerns.
- The student's previous school may raise concerns during the transition process.
- Where staff have evidence that certain children are still not making adequate progress despite differentiated teaching and subject based interventions, teaching staff may make a referral to the SENCO, clearly indicating previous interventions.

The Code of Practice describes 'adequate progress' as:

- progress which is similar to that of peers starting from the same baseline;
- matches or betters the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider'

Procedures for referral:

- 1) Subject teachers report concerns to Heads of Curriculum Area.
- 2) Heads of Year should be informed.
- 3) Short-Term subject-based or catch-up intervention.
- 4) Review progress

### **STEP 3 – Intervention through graduated support**

Once a potential special educational need is identified, four types of action will be taken to put effective SEN support in place consulting with parents/carers/students as appropriate.

1. Assess
  2. Plan
  3. Do
  4. Review
- Specialist services and teachers with specialist qualifications may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the student.
  - Individual student progress at **SEN Support** level will be monitored in line with the whole school assessment policy.

### **STEP 4 – Request for statutory assessment**

Should children still not be making appropriate progress at an acceptable level the formal assessment procedures for an Education Health and Care Plan (EHCP) will be started by the SENCO in conjunction with the Parents and other Specialist Services following the legal assessment procedures outlined in the Local Offer by Staffordshire Local Authority.

<b>3</b>	<b>Managing the Needs of Students with SEN</b>
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Data and information from assessments are used to inform the level and type of support for each student with SEN.

The student and parent/carer are encouraged to contribute to the development of a Student Support Plan.

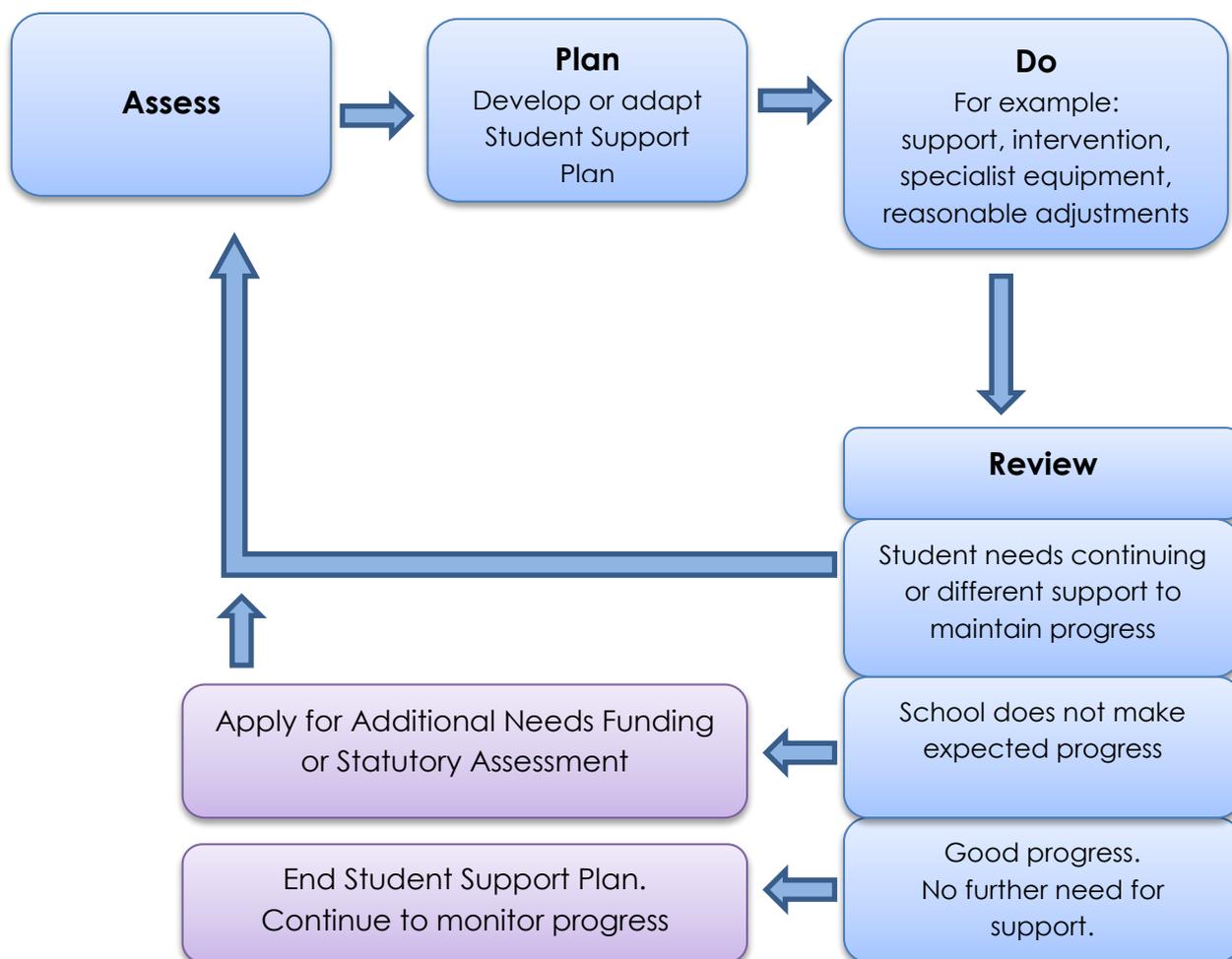
The Student Support Plan will indicate:

- what needs have been identified;
- how to remove key barriers to learning;
- any additional SEN support
- how parents/carers can support the student's learning
- when the plan will be reviewed
- who will be involved in reviewing the plan

Relevant information from the Student Support Plan is shared with all staff members who work with the student.

If a student makes good progress, we will consider ending the Student Support Plan, though we would continue to monitor progress in line with the whole school assessment policy.

### Assess, Plan, Do, Review Cycle



## 4 Steps to Stop Bullying of Vulnerable Students

Evidence shows that disabled children and young people with SEN are significantly more likely to be bullied than their peers. Alongside the whole school Anti-Bullying policy and working practice, the school will take steps to ensure that our most vulnerable students will not have to suffer bullying.

We attempt to prevent bullying by:

- celebrating diversity in a community that includes students with visible and hidden disabilities;
- providing supervised areas where vulnerable students can feel safe during unstructured times;
- making students aware of sanctions for bullying or 'putting others down' in the classroom;
- ensuring that vulnerable students have a mentor within the pastoral, inclusion or learning support team;
- someone they feel they can talk to on a regular basis;
- encouraging students to share information about their special educational needs or disability;
- encouraging students to 'look out for' their classmates;
- offering social skills or assertiveness intervention.

When bullying of vulnerable students does occur, we will try to ensure that we

- listen to a vulnerable student who experiences bullying;
- listen to a peer or parent who advocates for a vulnerable student;
- consult the vulnerable student about ways in which to address the bullying, without increasing the student's vulnerability.

<b>5</b>	<b>Supporting Students and Families</b>
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School admission arrangements can be found on our school website.

Support services for parents of students with SEN include **Parent Partnership**.

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>

If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone **01785 356921** during office hours. Alternatively email on [spps@staffordshire.gov.uk](mailto:spps@staffordshire.gov.uk).

**Parent In The Know** newsletters

<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx>

Parents are encouraged to look at the Staffordshire local offer (regulation 3a) which can be found on the Staffordshire County Council website.

Links with other agencies to support the family and student can be found at [www.staffordshirecares.info/marketplace](http://www.staffordshirecares.info/marketplace)

## **6 Training and Resources**

SEN funding varies from year to year and is incorporated into the main school budget. The training needs of staff are identified through performance management and planned through the whole school Continuing Professional Development (CPD) programme.

## **7 Roles and Responsibilities**

- We have an appointed SEN Governor.
- The Pastoral Deputy represents the SENCO in the Senior Leadership Team.
- The SENCO is responsible for the day to day operation of the school's SEN policy.
- We have a network of support staff who provide support for SEN, EAL, Catch-up, medical needs and other additional needs, including emotional wellbeing.
- We have designated staff members for Safeguarding.
- There are designated members of staff responsible for managing Pupil Premium, EMAG and LAC.

## **8 Storing and managing information**

Student records are kept in accordance with data protection guidelines. Relevant information is shared with teaching and support staff so that they can provide appropriate support and make reasonable adjustments to meet the needs of students.

Student records are stored securely for ten years after the student has left the school.

## **9 Dealing with complaints**

Parents should raise their concerns with the person they feel is most appropriate. This is likely to be through contact with the relevant Head of Year, Curriculum Leader, SENCO or a member of the Leadership Group. The relevant person will consider the best way of dealing with the concerns raised according to the circumstances. It is preferable for all concerned that issues raised are resolved at an informal stage rather than later.

If parents are still not satisfied with the outcome, they can refer to the formal procedure set out in the school's Complaints policy.

## **10 Reviewing the Policy**

The SEN policy will be reviewed annually by Governors. Parent governors will be involved in this process.