



St Merryn School Special Educational Needs Policy

Aims and Objectives

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the head teacher or the appropriate governor has been informed by the LEA that a pupil has special educational needs, those needs will be made known to all who are likely to teach them.

The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.

The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

Responsible Persons

The person co-ordinating the day to day provision of education for pupils with special educational needs is **Mrs A Brook** (SENCo)

Local School Offer

A separate document, outlining the school offer for special educational needs, is available on the school website.

Admission and Inclusion

All teachers in the school are teachers of children with Special Educational Needs. As such **St Merryn School** adopts a “whole school approach” to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with Educational Health Care plans and those others with less significant problems.

Access to the Curriculum

The National Curriculum will be made available for all pupils. Where pupils have Special Educational Needs a graduated response will be adopted. The school will, make full use of classroom and school resources drawing on external support when necessary.

The school will make provision for pupils with Special Educational Needs to match the nature of their individual needs and the class teacher and SENCo will keep regular records of the pupils’ Special Educational Needs, the action taken and the outcomes.

There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

The appropriate ancillary support is provided to maximise inclusion in all areas of the School as needs dictate.

Identification and Assessment – a graduated response

Quality First Teaching:

1. Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored by class teachers on an 'On Alert' register.
2. Once a pupil has been identified as possibly having SEN, staff will closely monitor them in order to gauge their level of learning and possible difficulties.
3. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
4. The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
5. Through (b) and (d) it can be determined which level of provision the child will need going forward.
6. If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
7. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
8. The child is recorded by the school as being 'On Alert' due to concern by parent or teacher, but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents evenings. A child may be placed on the 'On Alert' register for only a short time until they have reached predicted levels.
9. Parent's evenings are used to monitor and assess the progress being made by children.

SEN Support

Where it is determined that a pupil does have SEN and the child has more long term needs, parents will be formally advised of this and the decision will be made whether to add them to the SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an on going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions, which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

Special Educational Needs Policy (2014)

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO

- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Identification of special educational needs will be undertaken by all staff and the appropriate records will be kept up to date. Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher or the special educational needs coordinator together with end of Key Stage attainment tests.

Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary, pupils will be referred to the special educational needs co-ordinator for diagnostic testing to construct a profile of the child’s strengths and weaknesses. The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice.

Resources

The school budget supports all pupils on the school register of need. Support is provided for children who are absent/ fall behind. As a minimum, each class also receives ancillary support to cover the daily literacy and numeracy lesson and, if budget permits, additional funding agreed annually and based on pupils needs. A comprehensive intervention programme is planned each term for children highlighted with concerns.

Working with Parents

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special needs that the support and encouragement of parents is often the crucial factor to achieving success. Parents will always be kept informed about the Special Education Needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. Parents will be fully consulted before the involvement of support agencies is requested for their children, and will be invited to attend termly formal review meetings at all stages.

Liaison

Parents will always be informed when an external agency becomes involved with their child.

Regular liaison is maintained with the following external agencies for pupils at “SEN support” and pupils with an EHC Plan(as applicable)

SEN Support Services	Psychological Services
Social Services	Audiology Services
Services for the Visually Impaired	Health Service
Welfare Service	Portage
Early Years Service	MARU
Looked After Children	
Parent Partnership Service	School Nurse
Young Carers	Family Support Service

The school has links to local area comprehensive schools and liaison is maintained, particularly with regard to Transition issues.

Arrangements for the Treatment of Complaints:

The procedure for managing complaints is set out in the school complaints policy

Staff Development

In-service training needs related to special educational needs will be identified by the Head teacher in consultation with the staff and will be incorporated into the staff development plan.

Pupil Participation

The school will work to ensure that pupils are fully aware of their individual needs and their targets. Steps will be taken to involve pupils in any decisions, which are taken regarding their education.

Evaluating Success

This school policy will be kept under regular review. The governors will gauge the success of the policy by the achievements of previously agreed targets outlined in the pupils' progress review and/or annual review. In addition evidence will be gathered regarding:

- Staff awareness of individual pupil needs
- Success of the identification process at an early stage
- Academic progress of pupils with special education needs
- Improved behaviour of the children (where this is appropriate)
- Pupil attendance
- Number of exclusions
- Monitoring progress of all SEN children
- Consultation with parents

Approved by Staff – Feb 15

Approved by Governors – Mar 15

Review Date – Mar 17