



Birdham CE Primary School SEN POLICY

Policy to promote the successful inclusion of pupils with special educational needs (SEN) and disabilities at Birdham CE Primary School.

This policy is based upon the principles and procedures set out in the SEN code of practice.

At Birdham School we recognise that **all** children have an equal right to experiences which will help them to grow in intellectual, social and physical skills, as well as moral understanding.

Extra support may be needed for some pupils to enable them to explore subjects fully at their own level to reach their potential. We aim to provide an environment of respect, encouragement and support in which children feel secure and in which individual differences are valued. We aim to constantly monitor children to identify needs as soon as possible and provide support where appropriate.

The specific objectives of our SEN policy are as follows:

- to identify pupils with special educational needs and disabilities and ensure that their needs are met
- to ensure that children with special needs and disabilities join in with all the activities of the school whenever reasonably possible and have full access to the curriculum through differentiated planning
- to ensure that all learners make the best possible progress, including able pupils
- to ensure parents are informed of their child's special needs and provision and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate
- Record and monitor progress of children on the SEN register
- Complete Personal Intervention Plans (PIPs) for all children assessed at SEN support.

The success of the school's SEN policy will be judged against the aims set out above. The Governing Body will ensure it makes appropriate special educational provision for all pupils identified as in need of it.

The named SEN coordinator for the school is Miss J. Lowe. A member of the Governing Body, Dr Susan Monks, takes a special interest in SEN, but the Governing Body as a whole is responsible for ensuring effective provision for pupils with special educational needs.

The governing body has agreed with the LA admissions criteria, which do not discriminate against pupils with special educational needs or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice.

Identification and Assessment of special educational needs

The school is committed to early identification of special educational needs and adopts a graduated response to meeting special educational needs in line with the Code of Practice. A range of evidence is collected through the usual assessment and monitoring arrangements, including information from Birdham Nursery School and other contributory schools. If this suggests that the learner is not making the expected progress, the class teacher and SENCO will consult in order to decide whether additional and/or different provision is necessary. There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action.

If additional provision is deemed to be needed then the class teacher will complete a Nature of Concern form and arrange a meeting with parents and SENCO. This allows everyone to discuss concerns and any strategies already tried and to decide upon targets for the personal intervention plan (PIP).

Provision that is additional to or different from that available to all children will be recorded in a PIP. This will be written by the class teachers in consultation with the SENCO, teaching assistants, parents, carers and pupils. It may also involve consultation and advice from outside agencies. Parents will be given the opportunity to discuss their child's targets with the class teacher and SENCO in the autumn term at the creation of the PIP, and in reviews during the year.

The PIP will set targets for the pupil and will detail:

- the short term targets set for or by the pupil
- the teaching strategies to be used
- the provision to be put in place
- the length of time for the plan (usually termly)
- evaluation of success and/or exit criteria

The PIP will be formally reviewed towards the end of each term with teachers, parents/carers, TAs and any other professional involved and the outcomes recorded. New targets will be set accordingly. Pupils will participate in the review process according to their age and abilities.

For pupils who have an Education Health Care Plan, as well as the review of their PIPs, their progress and the support outlined in their statement will be reviewed annually and a report provided for the LA. When pupils are due to transfer to another phase planning for this will be started in the year prior to the date of transfer. Annual reviews for pupils in Year 5 will take place in the autumn term to allow appropriate options to be considered. The SENCO will liaise with the SENCO of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000. If a pupil makes sufficient progress a statement may be discontinued by the Education Authority.

The schools' complaint procedures are set out in the school prospectus. The child's class teacher will work closely with parents at all stages of his/her education and should be the first port of call in case of any difficulty.

Pupils with SEN or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about this process available on request.

The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from the Standards Fund each year that it may use to meet identified needs. Particular support will be given to NQTs and other new members of staff.

Further details of our school's local offer are available on our website, go to the curriculum pencil and SEN information point.

Parents of any pupil may contact **West Sussex SEND Information, Advice and Support Service** (SENDIAS) for impartial advice, information and guidance on any SEN issue.

Web: <https://westsussex.local-offer.org/services/7>

External support services play an important part in helping the school identify, assess and make provision for pupils with special educational needs.

- The school receives regular visits from the nominated Education Welfare Officer and Educational Psychologist for the area, as well seeking advice from specialist advisory teaching services.
- The speech and language therapist contributes to the reviews of children with significant speech and language difficulties.
- Multi-agency liaison meetings, with representatives from Social Services, Health and the Educational Psychology Service are held as necessary to ensure effective collaboration in identifying and making provision for vulnerable pupils.

Fundamental Principles

- a child with special educational needs should have their needs met
- the special educational needs of children will be met through in-class support, individual/group withdrawal
- the views of the child should be sought and taken into account
- parents have a vital role to play in supporting their child's education
- children with special education needs continue to have full access to a broad, balanced and relevant education, including an appropriate curriculum for the foundation stage and the National Curriculum.

Critical Success Factors

- the culture, practice, management and deployment of resources in school are designed to ensure **all children's needs are met**
- LA and school work together to ensure that any child's special educational needs are **identified early**
- those responsible for special educational provision take into account **the wishes of the child** concerned, in the light of their age and understanding
- special education professionals and **parents** work in partnership
- special education professionals take into account the **views of individual parents** in respect of **their child's particular needs**

- there is close co-operation between all the agencies concerned and a **multi-disciplinary approach** to the resolution of issues
- interventions for each child are **reviewed regularly** to assess their impact, the child's progress and the views of the child, teachers and parents
- LAs make assessments in accordance with the **prescribed time limits**
- where an LA determines a child's special educational needs, statements are **clear and detailed**, made within **prescribed time limits**, **specify monitoring arrangements**, and are **reviewed annually**.

Duties of the governing body

The governing body must:

- do its best to ensure that the necessary provision is made for any pupil who has special educational needs;
- ensure that, where the 'responsible person' – the head teacher or the appropriate governor – has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them;
- ensure that teachers are aware of the importance of identifying, and providing for, those pupils who have special educational needs;
- consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning calls for and the efficient education of the pupils with whom they are educated and the efficient use of resources;
- report to parents on the implementation of the school's policy for pupils with special educational needs;
- have regard to the latest Code of Practice when carrying out its duties toward all pupils with special educational needs
- ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

Roles and responsibilities

- the governing body should, in co-operation with the head teacher, determine the school's general policy and approach to provision for children with SEN, establish the appropriate funding arrangements and maintain a general oversight of the school's work;
- the governing body may appoint a committee to take a particular interest in and closely monitor the school's work on behalf of children with SEN;
- The head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEN. The head teacher should keep the governing body fully informed and also work with the SENCO;
- all teaching and non teaching staff should be involved in the development of the school's SEN policy and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEN;
- the SENCO, working closely with the head teacher, senior management and fellow teachers, should be closely involved in the strategic development of the SEN policy and provision. The SENCO has responsibility for the day-to-day operation of the school's SEN policy and for co-ordinating provision for pupils with SEN, particularly through *School Support*.

Nature of Concern

Birdham CE Primary School

Pupils Name: _____

Date of Birth: ____ / ____ / ____

Year Group:

R	1	2	3	4	5	6
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1. What is the nature of YOUR CONCERN about the pupil and HOW LONG have you been concerned?

2. WHAT STRATEGIES have been tried?

3. HOW WELL have they worked?

Please use reverse to record further additional information.

Completed by: _____

Date: ____ / ____ / ____

Additional needs discussed with parents _____

Date: ____ / ____ / ____

PIP Guidelines

Children on SEN register have specific written intervention plans (PIPs) drawn up by the child's class teacher and shared with the class TA and parents which:

1. Are completed by the end of September/January/April
2. Have specific, agreed targets and learning goals based on assessment of need;
3. Cover a specified period of time;
4. Include details of steps to be taken to help learners reach their targets;
5. Identify materials and resources needed and personnel to be involved;
6. Outline the skills to be learnt through the plan;
7. Build in review and revision of the plan.

PIP targets are set at the beginning of the term and reviewed by the class teacher* and TA at the end of the term along with any additional comments from parents.

PIP target reviews will include assessment data to show any progress made and suggestions for future targets.

At the beginning of term all newly written PIPs are discussed with the parents/carers so that the child's targets and level of support are understood, (e.g. Booster Phonics 5 x 6 minutes p/w, daily reading 3 pages of book). PIPs are then signed by child, teacher, TA and parents and copies given to child, parent, TA and SENCO.

At the end of term PIPs are reviewed, signed and dated and copied as before.

Also at the end of each year SENCO collects examples of children's work to add to the collection of each child on the SEN register.

*Please make sure review comments are quantifiable, e.g. if a target says to learn to spell 20 of the first 50 words then state how many can be spelt – 16/20. (This may seem obvious but anyone looking at the review needs to know precisely the levels the child is working at.)

Name:	Date:
Date of Birth:	Year group:
<u>My Personal Intervention Plan</u>	Term:



What is important to me:		Outcomes agreed by: (please sign)	
Areas I want to improve:		Child Parents Teacher Teaching Assistant	
What am I working towards? 	What do I need to do to achieve this? 	Who is going to help me and when? 	How did I get on? Review Date: 