



Special Educational Needs (SEN) Policy.

Introduction

The Quinta provides a broad & balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals & groups of children. When planning the teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning & assessment requirements that could create barriers to learning.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision where necessary to support individual or groups of children & thus enable them to participate effectively in curriculum & assessment activities.

Children may have special educational needs either throughout or any time during their school career. This policy ensures that curriculum planning & assessment for children with SEND takes into account the type of & extent of the difficulty experienced by the child.

At the Quinta we acknowledge that SEND needs may also be at the other end of the spectrum with able & talented pupils. This provision is covered under the Able & Talented policy.

Aims & Objectives

The aims of this policy are;

- to create an environment that meets the special educational needs of each child
- to ensure that the special educational needs of children are identified, assessed and provided for
- to make clear the expectations of all the partners in the process
- to identify the roles & responsibilities of staffing providing for children's special educational needs
- to enable all children to have full access to all elements of the school curriculum

Educational Inclusion.

Through appropriate curricular provision we respect the fact that children;

- have different educational & behavioural needs & aspirations
- require different strategies for learning
- acquire, assimilate & communicate information at different rates
- need a range of different teaching approaches & experiences

Teachers respond to children's needs by;

- providing support for children who need help with communication, language & literacy
- planning activities for children's full participation in learning & in physical & practical activities
- helping children to manage their behaviour & to take part in learning effectively & safely
- helping individuals to manage their emotions, particularly trauma stress & to take part in learning

Special Educational Needs.

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

Since 1998 the school has followed the guidelines laid down in the DCSF code of practice on Special Educational Need & Disability. (SEND) this gives practical guidance to schools directed at enabling pupils with SEND to be fully included in a broad & balanced curriculum. The new code published in 2001 is similar to the original code but places greater emphasis on promoting parent partnerships within the school & involving the children in discussions & decisions about their education.

The Role of the Special Educational Needs Co ~ Ordinator (SENDCo)

The main responsibilities are...

- Manage the day to day operation of the policy
- Liaise with the teaching staff & parents
- Co ~ ordinate the provision for children with SEND
- Keep & maintain relevant documentation pertaining to SEND pupils
- To undertake SEND EHCP (Educational Health Care Plan) reviews
- Link to outside agencies
- Contributes to & manages the records of all the children with special educational needs
- Completes the documentation required by outside agencies & Cheshire
- Maintains resources & a range of teaching materials to enable appropriate provision
- Monitor & evaluate the special educational needs & report to the Governing Body
- Manage human resources for class support
- To meet with teachers every term to review progress, review the register & provision mapping.

The Role of the Special Educational Needs Assistant; under the guidance of the SENDCO

The main responsibilities are...

- Liaise with teaching staff
- Aid in the assessment of children with SEND
- Help co-ordinate the provision for the children with SEND
- Keep & maintain relevant documentation pertaining to SEND children
- Link with outside agencies
- To meet with teachers every term to review progress, review the register & provision mapping.

The Role of the Class Teacher

The main responsibilities are...

- If a child is experiencing problems in accessing the curriculum the class teacher should assess the child's difficulties & provide additional differentiated work, set clear targets & monitor progress
- To give TA's a copy of their termly & weekly planning
- To identify pupils that have behavioural, social & emotional, literacy, numeracy problems
- To collect evidence of the pupils lack of progress against other class members
- Liaise with parents about their concerns indicating provision that is / can be in place for their child
- To complete the relevant paperwork to place the child on the register. This needs to be agreed and signed by the parents or person with legal responsibility.
- To review SFP's & liaise with parents at the end of each term identifying new targets
- To decide at the end of the term the next actions for the child. Further intervention, to seek outside agency advice or to move further up the SEND register. This will also be discussed at the SENDCo / SENDCo Assistant & teacher meeting. This will be informed by class work, homework & assessments that have been completed.
- If a child is discussed at an outside agency meeting actions must be implemented into the SFP or class provision
- Complete Needs Analysis request paper work for the child to be discussed at Cheshire East Moderation Panel. The panel sits weekly all year.
- All the above should be carried out through liaison with the SENDCo

The Role of the Governing Body

The Governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The Governors ensure that all teachers are aware of the importance of providing these for the children. They consult the LEA & other schools where appropriate & report annually to parents on the success of the schools policy for children with special educational needs.

The Governing Body has decided that children with special educational needs will be admitted into the school in line with the school's agreed admissions policy

We have an appointed SEND Governor, this is confirmed every year at the autumn term Governors meeting and is recorded in the minutes. These are available from the head teacher; also the head teacher will be able to confirm the current appointment.

The Role of the Teaching Assistant

- to liaise with the class teacher prior to the lesson to understand their role in the lesson
- to give regular support to the children with SEND
- work with the children who need daily practise
- give children with SEND access to a broad & balanced curriculum
- Liaise with the SENDCo & teachers
- To keep and maintain relevant documentation about intervention groups
- To complete evaluation forms at the end of an intervention group to inform the class teacher & SENDCO of the child's next steps
- To carry out once a year (second half of the summer term) reading test for all the children across the school to inform teachers for the following school year

Implementation Plan

Early Years Action

If a child transfers from Nursery / Pre School with a SEN record then a meeting will be arranged between Nursery / Pre School, the Reception teacher of the class the child will go into in September, SENCO and Cheshire East Advisor (if available)

Once an area of concern has been highlighted by the class teacher & intervention is believed to be required. The teacher will begin by collecting all the necessary information about the child. Placing them in an intervention group with a TA in class or in a withdrawal group acting on the information collected the teacher will decide how best to support the child. The SENDCo will also notify the Early Years SEND consultant at Cheshire East

Initial Concerns

Once the child begins more formal education the demands of the curriculum increase. If the child seems to be experiencing difficulties with the curriculum the teacher will be noting the child's areas of strengths & weakness & the targeting them with appropriate teaching. Also at this point an intervention group may be offered by the SENDCo and class teacher. This may be in class or as a withdrawal group. Parents will be invited in to discuss the initial concerns and if deemed necessary the paperwork will be completed by the class teacher and signed by the parent or legal guardian to place the child on the SEND register

Non SEND Children

The teacher is also able to offer in class support to children who need more provision. A teaching assistant will conduct this & it will be administered individually or in a small group. It enables the children to receive assistance & reinforce when completing class activities using a wide range of resources. The child's needs can be met by the class teacher through Quality First Teaching (QFT) The teaching & strategies will be different from or additional to those in place for the rest of the class. This will be reviewed at the end of each term.

K Children

These children are receiving adapted and modified quality first teaching. The school may offer extra tuition to those children who need specialist literacy or numeracy support. As well as the range of provision offered some children might benefit from a weekly one to one lesson(s) using a multi sensory programme designed to reinforce key literacy & numeracy skills. The teachers work in close liaison with the SENDCo. A termly review date is set.

School Focus Plan (SFP)

A SFP is written by the class teacher once the child's needs cannot be met through adapted and modified quality first teaching. Once the SFP has been written by the class teacher then the parent & child has to complete their sections. The SFP will outline the provision that will be in place for the child, also outside agency advice needs to be written on the SFP and be acted upon. The SFP will be reviewed termly by the class teacher with the parent / legal guardian.

Education Health Care Plan (EHCP)

A needs assessment is carried out by Cheshire East I in line with the paper work completed by the class teacher. If the Needs Assessment Panel feel that the child meets the required criteria then outside agencies & school are required to complete further assessments to advise the allocation of hours. The funding is reviewed annually and can be withdrawn at any time.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to: understand the relevance and purpose of learning activities; experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Intervention / support groups are put in place to maximise learning, we ask the children to work in small groups or in a one-to-one situation outside the classroom, these can also take place in the class as in class support.

Educational Technologies

In school currently we have I pads that have a variety of educational support apps for the children to access. If there are any apps that teachers require then these will be looked into & purchased if appropriate / relevant. There are a variety of resources available to class teachers to support dyslexia. There are staff trained in the basic and advanced Dyslexia Awareness

Partnership with parents

The school prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. The governors' annual report to parents contains an evaluation of the policy in action. A named governor takes a special interest in special needs and is always willing to talk to parents.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. We encourage parents to make an active contribution to their child's education.

We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Monitoring and evaluation

The SENDCO monitors the movement of children within the SEN system in school. The SENDCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENDCO is involved in supporting teachers. The SENDCO and the head teacher hold regular meetings to review the work of the school in this area. The SENDCO and the named governor with responsibility for special needs also hold meetings twice a year.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The SENDCO reports the outcome of the review to the full governing body.

Data Protection & Confidentiality

The Quinta School will provide information to approved outside agencies (Educational Psychologist, NHS, Mental Health, Family Support Worker, Cheshire East) with agreement of the parents of the child concerned. For discussions with outside agencies written parental consent will be obtained. A SEN pupil will only be discussed by members of staff with the child's parents or other adults that the parent has given consent to.

The children on the SEN register have a file containing all their information and this is kept in a locked filing cabinet that the SENDCO and the SEN assistance have a key to. Any members of staff that require information on a child in their class must liaise with either of the two members of staff for access to the filing cabinet.

Policy Reviews

Reviewed: December 2016

We will review our policy as part of a rolling programme, please see the matrix in the policy file or earlier if deemed necessary due to national/school requirements.