

SUPPORTING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES at Little Bloxwich C o E (VC) Primary School



1. Introduction

Every Governing body is required by law to publish information about how the school makes provision to meet any special educational needs (SEN) of its pupils. The information is available free of charge to parents of existing or future pupils of the school, the Local Education Authority, Health Services and any other interested parties who may request a copy, either by calling into the school, or by post. This document contains all of the required information. Further information and advice on meeting special educational needs in schools is available from the government through their document “**Special Educational Needs & Disability Code Of Practice:0 to 25 years (July 2014)**”. The schools operate its policy, provision and practice in accordance with this guidance.

2. SEN Policy

Little Bloxwich CE (VC) Primary School places great importance on ensuring that the needs of **ALL** children and young people in the school are met, and fully recognises that some children will require additional help to access the curriculum and fully participate in learning.

The vision for SEN, and Aims and Objectives are set out below;

3. Vision

All children in this school are entitled to a broad and balanced curriculum based upon Government guidelines. We recognise that children learn at different rates and in different ways and will endeavour to give every child the opportunity to reach their full potential.

4. Aims

We aim to accurately identify pupils with a Special Educational Need and work closely with their parents, carers and the pupils themselves to meet each of their needs.

5. Objectives

We recognise that this is a shared responsibility. All teaching staff teach children with a Special Educational Need and we therefore work together and share expertise. Training is either undertaken by all staff or disseminated to all staff.

6. Responsibilities

The Governing Body are ultimately responsible for ensuring that they use their best endeavours to meet the needs of children and young people with special educational needs in their school. The Headteacher as the leader of the school is responsible for ensuring that this is translated into reality in the running of the school. The person responsible for coordinating the day-to-day provision for pupils with SEN is the **Special Educational Needs Coordinator**. In this school this person is **Mrs Helen Allan**. This does not mean that the SENCO undertakes this job on her own, as every

teacher is a teacher of SEN and takes full responsibility for all children and young people with SEN in their class. We also employ some staff to work specifically in this area to ensure that we are able to offer the additional support that is required, and from time to time call upon professionals from outside the school to offer us additional support and advice.

7. Admission Arrangements

The admission arrangements for the school treat children with SEN who do not have a statement of SEN exactly the same as for all other children. They are administered in accordance with the guidance set out in the Admission Arrangements published by the Authority. A copy of the Admission Arrangements is available from Education Walsall. This booklet also sets out the arrangements that apply for the admission of children and young people with statements of SEN.

8. Making The School Accessible

The Governing Body recognise that, at this time, this school is not wholly accessible to children or adults with physical disabilities which require the use of a wheelchair. A full access audit has been undertaken and a plan to improve access over time exists, which is available on request.

9. Resourcing SEN In The School

We receive and use resources for meeting SEN in a number of different ways. We use these resources to offer different levels of additional support to the children and young people that we have identified as having SEN.

We must recognise that children have different degrees of difficulty, so the additional support that they receive will depend upon how great their difficulty is. We call this our **continuum of need** and match it to a **continuum of support**. We call this the **Graduated Response**. Children and young people who are further along the continuum will receive more support and those at the highest levels will receive the most support. This school takes its duties regarding SEN very seriously and commits significant resources to meeting children and young people's individual needs.

The resources that we allocate are comparable with similar schools in Walsall, and we allocate them fairly and equitably according to the level of need. This is based on our professional assessment of the level of difficulty the pupil is experiencing in relation to other children of the same age. We also compare the assessments and judgements that we make to those of similar schools to ensure that we are not out of line. We have help and support in doing this from the central SEN support services in Walsall who routinely work across a number of schools and who are able to moderate our judgements of need. We have a range of different external services regularly available to us for SEN support and these include: Educational Psychologists, Specialist Support team staff; Education Welfare Officers, Attendance Support Workers and Behaviour Support Workers. We may also call upon school health services, social services and other key statutory and voluntary agencies that work in specialist areas in Walsall.

Identifying And Meeting SEN

Children and young people make progress at different rates and in different areas throughout their school life. This may be affected by their health, absence from school, difficulties in their home circumstances, or other reasons such as their lack of English if they are newly arrived in this country. These reasons alone would not mean that a child or young person has Special Educational Needs. We identify whether children and young people have SEN in the following ways;

Through

- information that we may receive when a child or young person transfers to the school;
- considering information and assessments that we may receive from other professionals outside of the educational area e.g. health services;
- identifying where pupils have greater difficulties in learning in relation to other children of the same age;
- constant monitoring of progress of individual children at regular intervals;
- considering whether the pupils rate of progress is in line with the progress of other children of the same age
- listening to what children and young people and their parents/carers tell us;
- conducting our own more in depth assessment of learning and behaviour; and
- seeking further views through consultations with other external educational professionals e.g. educational psychologists.

When we first identify that a child or young person has a difficulty and they are not making any progress in relation to other pupils in the class and year group, we will plan how we are going to help them to overcome this, and give a timescale and target for improvement. We will then implement the actions and monitor whether they are proving successful. For most children and young people this “boost” may be all that is required. When we have assessed that the child or young person is back up to achieving within the normal ability range for the rest of the children in the class we will judge the support to have been successful and finish the plan. If the support has not been as successful as we hoped and the pupil is still achieving below that of all of the other children and young people, we will continue with the support and will vary the approach being taken. If after some time and through a cycle of monitoring and planning there is still no progress being made, then we may consider increasing the amount of support that we give. Once a child or a young person is back to achieving within the normal range for the class we will cease the support, as we will judge that the pupil is back to functioning within normal levels. We will then fairly and equitably redistribute the support to other children who have not made progress.

Very exceptionally if a child or young person still makes **little progress** and we have made full use of all of the resources in the school, including seeking the advice and support of Educational Psychologists, we will consider along with the parents and other professionals whether to request a **statutory assessment** of the individual pupil’s SEN. This is a very serious decision and will usually mean that very specialist provision may be required, and that the child or young person’s needs are **severe, complex and long term**.

It is our aim to make children independent of additional support as soon as possible

10. Providing Equal Opportunities

We expect all of our pupils to have access to all parts of the curriculum, together with all other children and we will endeavour to make reasonable adjustments for those with additional needs to ensure that there are no barriers to this. Occasionally and with the agreement of both the child and young person and their parents/carers a joint decision will be made to vary part of the normal curriculum to undertake an individual replacement activity better suited to that child or young person's needs. This may be to allow for such things as therapy treatments to take place, or to develop the child's speech, language and communication skills etc. We will also ensure that there are no barriers to children and young people with SEN taking part in all of the activities of the school that are generally on offer to all pupils, and alongside their peers. The only exception to this would be if this would incur exceptional and unreasonable costs, and/ or present a significant health and safety risk to the child or young person concerned. We will then seek an alternative replacement activity.

11. Monitoring The Success Of The Provision Made

We regularly monitor the progress of all of our pupils, and children and young people with SEN are no exception. We set targets for improvement for all children and will ensure that these targets are made available to both the pupils involved and their parents. This is particularly important for children with SEN as we will need parents to work with us and support the additional work that we are doing. We will also make sure that we have the same high expectations for pupils with SEN as we do for all. Further monitoring of our provision is provided by the Authority's central services, and through our own self-evaluation process. We report at least yearly on progress to the Governing Body. Provision for children and young people with SEN is also part of the OFSTED Inspection process.

14. Involving Parents/ Carers

We welcome the involvement of all parents/carers but particularly those with children and young people with SEN. We involve parents/ carers at all stages of decision making. Without their commitment and support to continue the additional work that we do, the programmes that we put in place will not be as successful. **All parents/carers will be notified if we decide that we will need to make additional SEN provision for their child.** We see the partnership between parents/ carers and schools as being made fully aware of action and helping in the process of learning. We will request their attendance and advice at regular reviews and ask them to undertake additional support activities at home. We are happy to meet to discuss any concerns there might be, and see them as equal partners in their child's learning and progress.

We involve and inform parents/ carers by

Telephone

Home/ school diary/ planner

Review meetings

Consultation days/ evenings

Open door policy

Home school agreement
Providing appropriate training
Making time and staff available to attend outside agency meetings
Making information available on support agencies
Providing interpreters and making other reasonable adjustments for parents/ carers with disabilities. Please inform us of what ways we might be able to help.

Senco availability

The SENCO is usually available on Tuesday and Wednesday afternoons, appointments can be made at other times.

Class teacher availability

The Class teacher is available by before and after school or by appointment when more time is needed.

15. Training For Staff

We regularly undertake training and development work in the area of meeting SEN in schools, and this is included in our school development and training plan. This is delivered and accessed in a variety of ways such as; whole school training delivered by the SENCO or external professional staff; attendance at external networking and training events, in-school activities led by other key staff eg the literacy coordinator.

16. Sharing Experiences And Good Practice

As a school we are part of a Walsall wide education community. We meet together at regular intervals and share good practice. There is a special Walsall wide network for SENCO's / Inclusion Managers which allows professionals to come together at regular intervals to discuss their concerns and new developments and to plan training for the foreseeable future. We also work closely with neighbouring schools within our area, particularly Millfields Nursery which many of our children attend before joining our Reception Class. When children move on from our school, we ensure that wherever possible we meet with the SENCO / Inclusion Manager in the receiving school, and transfer our knowledge, experience and written records to them. If this is part of the normal phase transfer eg primary to secondary, we will also ensure that pupils have the opportunity to visit the school and meet key staff before they move. If we are receiving a child or young person, we will endeavour to do all that we can to meet with staff in their existing school, and carry out the activities listed above. We will also develop and support an individual transition plan if this is necessary for the pupil to make a successful move to our school, or to support them in moving to their next educational phase. In some instances e.g for children with statements of special educational needs, this Transition Plan is a legal requirement.

17. Parental Complaints

We will always be open to receiving either compliments or complaints from parents of children and young people with SEN in the school. In the first instance these should be relayed to the SENCO either by calling for a discussion / to make an appointment, or by writing in to school. If it is a complaint, it may be that it can easily and quickly be dealt with by a telephone conversation. Please be aware that all of

our staff in the school will be fully involved in teaching and supporting children so the times at which they can come to the phone are limited. In the unlikely event that this does not allay your concerns, then the next stage would be to organise a meeting in school with the SENCO to discuss this further. If you are still not satisfied that your concerns have been resolved then you should either phone the Headteacher for a conversation or appointment to meet, or put your concerns in writing.

18. Key Contacts

The key contacts for further advice and information on SEN in the school are:

SENCO – Mrs Helen Allan HEAD TEACHER – Mrs Ellen Taylor
Governor with responsibility for Special Educational Needs – Mrs Jackie Moreton

