



HENLEY-IN-ARDEN SCHOOL

Achieving Excellence Together

Name of Policy	Special Educational Needs Policy	
Lead	Mrs J Clark, Senco	
Governor Committee	Chair of Governors	
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Special Educational Needs Policy

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Definitions of special educational needs (SEN) taken from Section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Pupils must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The previous government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway

The SEND Information Report is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Warwickshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Information Report includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission Statement

'Achieving Excellence Together'

As a small school, we pride ourselves in knowing our pupils and parents. We work hard to ensure each and every pupil achieves his or her potential by meeting their individual needs and personalising the curriculum. We provide a high quality education that encourages creativity and supports excellence and achievement.

Our aim is to equip young people to make the most of their abilities and the opportunities offered to become competent and confident world citizens. We want our students to be rational, independent thinkers who are sensitive, caring of others, willing to accept responsibility and who use their talents for the good of society as a whole.

At Henley-in-Arden School the principles of consideration, achievement, responsibility and endeavour underpin our central vision.

We aim to make education an enjoyable experience which will help develop a life-long love of learning. Henley aims to be a school where excellent relationships based on mutual respect provide a happy atmosphere in which pupils thrive.

Our Vision is achieved through the commitment and quality of the teachers and support staff, working in close partnership with parents in a caring and open manner. We celebrate achievement and believe young people flourish when there is security, good self-discipline and a strong code of conduct. We have the highest expectations of all members of our community.

1. Aims and objectives 'Every Teacher is a Teacher of SEN'.

Aims:

Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice. Promote independence, equality and consideration for others.

- Ensure that we celebrate the wide range of our students' achievement.
- Support all students to excel by offering multiple pathways for progression.
- Equip students with the skills and attributes necessary for adult life.
- Create a welcoming atmosphere for parents.

Objectives:

- Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services (and feeding schools or early years settings) prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the SENCO.

- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the Head teacher/SEN Manager/SENCO and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils can contribute to their own learning by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals.

2. Responsibility for the coordination of SEN provision

The person responsible for overseeing the provision for children with SEN is Karen Ellis (SEND Manager) Jane Clark (SENCO) and Head teacher.

3. Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN Support records such as the SEN Register, provision maps, strategy sheets and structured conversation minutes for individual pupils.

All staff can access the following documents electronically:

- A copy of the full SEN Register.
- A link to guidance on identification of SEN in the Code of Practice.
- Information on individual pupils' special educational needs including pupil profiles and strategy sheets where applicable.
- Practical advice, teaching resources, and information about types of special educational needs and disabilities.

By accessing the above every staff member will have complete and up-to-date information about all pupils with special needs and their requirements; enabling them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

4. Admission arrangements

Please refer to the School's Admission Policy.

5. Specialist SEN provision

Henley in Arden is an inclusive school. In our school we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from SEND services where appropriate.

6. Allocation of resources for pupils with SEN

All pupils with an Education, Health Care Plan or Statement of Educational Needs will have funding from their Local Education Authority.

7. Identification of pupils needs

Identification:

See definition of Special Educational Needs at start of policy.

A graduated approach: 'Every Teacher is a Teacher of SEN'.

Quality First Teaching: 'The baseline of learning for all pupils'.

1. Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The subject 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 the above actions it can be determined which level of provision the pupil will need.
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. Parents are encouraged to share information and queries with the school.
8. The Pupil is monitored if concern is raised by parent or teacher but this does not automatically place the pupil on the school's SEN register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.

9. Pupil progress meetings and parent evenings are used to monitor and assess the progress being made by all students.

SEN Support:

Where it is determined that a pupil does have SEN, parents will be formally advised of this before inclusion of the individual on the School 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 indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual 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

In identifying a child as needing SEN support the subject teacher, working with the SEN Department should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations, and details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded 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; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staffs 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

When it is decided to provide a pupil with SEN support, parents will be informed in writing. Planning will involve consultation between the teacher, Head teacher, SEN Manager 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.

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 tutor, Head teacher and subject teachers remain responsible for working with the pupils on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff 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 SEN Manager/SENCO.

Review

Reviewing pupil progress will be made at termly data checks. The review process will evaluate the impact and quality of the support and interventions. The SEN Manager/SENCO will revise the support and in light of pupil progress and development; making any necessary amendments going forward, in consultation with parents and subject teachers.

Referral for an Education, Health and Care Plan:

If a pupil 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. The School will decide whether or not to proceed with this request. This will occur where the complexity of need or a lack of clarity around the needs of the pupil 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 involving parents, SEN Manager and Head teacher, if applicable.

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

- Parents
- Teachers
- SEN Manager
- Social Care
- Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a panel of representatives from education, health and social care about whether the pupil 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.

Education, Health and Care Plans (EHC Plan)

1. Following Statutory Assessment, an EHC Plan will be provided by a Local Authority, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved developing and producing the plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The Annual Personal Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

8. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account with the wishes of parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SEN Manager/SENCO will consult with parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided in school. Staff members are encouraged to attend voluntary twilight and Inset training to further develop skills and knowledge.

Ensuring Access to the Curriculum for Pupils with SEN:

The SEN Manager/SENCO and Head teacher are responsible for:

- Keeping staff fully informed of the special educational needs of any pupils including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.

In-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary.

Individual or small group tuition is available where it is felt that pupils would benefit from this provision.

Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

9. Inclusion of pupils with SEN

The SEN Manager/SENCO and Head teacher, oversee the inclusion of pupils with SEN and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and offsite provision.

The school will seek advice where appropriate around individual pupils, from external support services where appropriate.

10. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils during the academic year. Parents, staff and students are given an opportunity to evaluate the effectiveness of provision by means of a questionnaire.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. Feedback from parents can be given at any time through email contact available on the school website.

A formal evaluation of the effectiveness of the school SEN provision and policy culminates in an SEN Report. The evaluation is carried out by the SEN Manager/SENCO in consultation with the Head teacher. Information is gathered from different sources such as pupil and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/ report feedback forms.

11. Complaints procedure

Refer to the School's Complaints Policy and Procedure.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head teacher, who will be able to offer advice on formal procedures for complaint if necessary.

12. In service training (CPD)

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SEN Manager/SENCO attends relevant SEN courses, Family SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. All staff are offered training opportunities through a range of local agencies working with specific students at the academy. We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SEN Manager/ SENCO with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

13. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SEN Manager/SENCO. Any relevant information regarding pupils with SEN is discussed and if necessary filtered to teaching staff using a variety of means. This forum provides an opportunity to gather evidence, offer advice and appoint a key worker to aid in the path to appropriate provision.

14. Working in partnerships with parents

Henley in Arden School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEN to enable personal success.
- Parental views are considered and valued.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SEN Manager/SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfES Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Part 3 of the Children and Families Act 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Policy and Plan

- Teachers Standards 2012

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

The Code of Practice which describes the four broad categories of need, communication and interaction; cognition and learning; social, emotional and mental health; sensory and/or physical. These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

Communication and Interaction

This refers to difficulties with speech, language and communication and how pupils communicate with others. Pupils with Autistic Spectrum Disorder, which includes Asperger's Syndrome and Autism have a particular difficulty with social interaction.

Cognition and Learning

Learning difficulties cover a wide range of needs which can be moderate or severe. A specific learning difficulty affects one or more aspects of learning, for example, dyslexia, dyscalculia and dyspraxia.

Social Emotional and Mental Health

Difficulties with a wide range of social and emotional concerns. This may lead pupils to be withdrawn, isolated, display challenging, disruptive or disturbing behaviour. Mental health difficulties may include anxiety, depression, self-harming, substance misuse, eating disorders, attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical

Difficulties with vision impairment, hearing impairment, multi-sensory impairment, which might require special support and or equipment to access learning or habitation support.

Useful Links

SEN Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Easy Read Guide for Parents

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Henley in Arden School SEN Information Report

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