



SEN Policy – September 2014

The Special Educational Needs Coordinator (SENCo) for Mount Charles School is Miss Broni Jones. Miss Vicki Holman carries out the day-to-day SENCo duties for pupils in 7H.

Definition of Special Educational Needs and/or Disabilities (SEN)

“Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. Children have a learning difficulty or disability if they:-

- Have a significantly greater difficulty in learning that the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school.”

SEN Code of Practice 2014

Aims

At Mount Charles School we believe in providing every possible opportunity to develop the full potential of ALL children. All children have the right to a broad and balanced curriculum. All children are valued, respected and their self esteem promoted. We work in close partnership with parents/carers and professionals, who all play an active role in the child’s education. Our aim is that all children with special educational needs participate in activities compatible with the efficient education of other children and the efficient use of resources.

Objectives

- To identify and monitor children’s individual needs from the earliest possible stage so that appropriate provision can be made and attainment can be raised;
- To plan an effective curriculum to meet the needs of children with special educational needs. Planning will be broad and balanced, show appropriate differentiation and be of a consistently high standard which allows opportunities for all children to develop. High quality first teaching will be expected in all lessons, all of the time;
- For children with IEPs to have targets that are specific, measureable, achievable, realistic and time related;
- To involve children and parents/carers in the assess, plan, do and review cycle;
- To work in close partnership with, and involve, parents/carers of children who have special educational needs in decision making for their child;

- To ensure that all who are involved in working with children are aware of the procedures for identifying their needs, supporting and teaching them;
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision of children with special educational needs;
- Allow every child to feel valued and experience success.

Roles and Responsibilities

Governors Role:

- To appoint an SEN governor
- The SEN governor to liaise with the SENCO to set up meetings regarding data, provision, budgets etc.
- The SEN governor to report to the governing body on the position of SEN in the school as appropriate
- The SENCO or HT to report to the governing body on the progress of SEN pupils, or resourcing issues, or any other matters termly.

Teacher's Role:

- To ensure that high quality first teaching is taking place all of the time;
- To ensure that planning shows appropriate differentiation suited to the needs of the children in the class;
- Take responsibility for the education and progress of the children with special educational needs within their class/group, giving them the same opportunities for success as other children in the class, using progression guidance where necessary;
- To ensure that IEPs/provision maps are kept up to date and are shared with parents/carers. To provide the SENCo with copies of IEPs /**provision maps** when requested (as set out in the school assessment calendar;)
- To let the SENCo know, through the appropriate method, if they have concerns about a child in their class;
- To build the self esteem of all children; focusing on the strengths of all children in the class;
- To create an inclusive learning environment;
- To celebrate pupils successes, no matter how small.

“The attitudes of staff with regard to teaching children with special educational needs are the single, most important factor in making good provision. Where teachers are sensitive to individual needs, accept diversity and take on board the responsibility for ensuring that every child achieves, they will succeed in creating a supportive and inclusive learning environment.”

SENCo at a glance – p26.

SENCo's Role:

- Day to day operation of the school's SEN policy;
- Providing advice to staff – supporting and liaising with them;
- Working alongside staff (including staff from Area Resource Base) to assist them in identifying, assessing and planning for children's needs and supporting them to ensure that children make progress;
- Liaising with outside agencies;

- Monitoring, evaluating and reporting on the provision for children with SEN to the governing body;
- Co-ordinating the range of support available to children with special educational needs, including staff training to meet those needs.
- Monitoring the planning, teaching and learning of children with special educational needs;
- Ensure that liaison takes place between school staff and parents regarding the special educational needs of their child and the provision provided for them;

A register of children with special educational needs is regularly updated, the childrens' records will be reviewed and updated regularly. Reviews of IEPs /Provision Maps will take place at least 3 times a year – parents/carers will be consulted about these changes. All children who are on the record of need (RON) will be identified on a provision map. The provision maps will be written and assessed by the class teacher with support from the SENCo.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the school as a whole. All teachers are teachers of children with special educational needs, therefore teaching such children is a whole school responsibility.

The observations, experience and expertise of the class teacher are an important part in the process of identifying children with special educational needs. Identification, assessment and review occurs throughout the school to ensure that any difficulties children have are spotted quickly. We also recognise that identifying a child's need may be made by a number of people – including GP, health visitors or parents.

The stages for SEN are:

Initial Action: initial concerns are noted, needs are met by the class teacher and parents are informed.

SEN Support: advice and support from SENCo; Parents/carers are informed that their child is on the RON. Targets and interventions will be recorded on a class provision map. It may be that outside agencies such as speech and language therapy, educational psychology and behaviour support are involved. More information on agencies that we work with can be found in our school offer on the SEN section of the school website.

Education, Health and Care Plan (EHCP) formally known as a Statement of Special Educational Needs: Statutory assessment of special educational needs.

Assess, Plan, Do, Review

Assess: Pupils progress meetings take place 3 times a year in line with the school's assessment calendar. If there are concerns about the achievement or attainment of a child then this will be brought to the

attention of the SENCo, there may also be concerns regarding the child's behavioural, emotional or social needs.

Plan:

The SENCo and class teacher will meet with the parents/carers and if appropriate the child. This will be a time to discuss concerns and to put a plan of action into place. All targets will be recorded on the class provision map.

Do:

The support and strategies discussed will be put into place.

Review:

A second meeting will take place to discuss the impact of the provision (approximately 6 weeks later.) It may be decided that the provision has worked and no further action need to take place. It may be decided to place the child on the RON and for further intervention to take place.

Areas of Need:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.