

Pewsey Vale School



Headteacher: Mr N Pritchard

Special Educational Needs Policy

Responsibility: Mr T Robinson – Assistant Headteacher (SENCo)

Next Review: January 2023

- Reviewed by TR January 2022
- Adopted and implemented by P&S Committee
- Verified by FGB

P&S Approving signature: _____ **Date:** _____

Head Teacher signature _____ **Date:** _____

Chair of Governors signature _____ **Date:** _____



Pewsey Vale School

A. Policy and Context

SPECIAL EDUCATION NEEDS POLICY 2022 – 2023

Definition of special education needs (SEN)

The Special educational needs and disability code of practice: 0-25 years June 2014 defines 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 him or her.

A child or young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

Objectives

Pewsey Vale School adopts the SEN Code of Practice by:

Identifying, assessing and planning provision to meet the individual needs of students experiencing difficulties in their learning as early as possible

Ensuring that all staff are aware of the procedures for identifying, supporting and delivering the curriculum to students with special educational needs

Monitoring, recording and reporting on the progress of students experiencing difficulties with their learning and adapting the provision as required

Co-ordinating the efficient use of resources and supporting the efforts of staff to meet more effectively the needs of those students experiencing difficulties with their learning

Promoting access to a balanced and broadly-based curriculum, including the National Curriculum

- Developing and encouraging opportunities for partnership with feeder primary schools and external agencies
- Developing and encouraging opportunities for partnership with parents
- Displaying an SEN information report on the school website which includes details of the school's SEN provision.

Principles

Pewsey Vale School is committed to raising the achievement for all students, considering individual needs, and enabling all to achieve their full potential. Students with special educational needs require special consideration so that they can access the broad and balanced curriculum as laid out in the National Curriculum. All teachers are teachers of children with special educational needs and have a responsibility to meet those needs. Quality First Teaching is differentiated and personalised to meet the needs of the majority of students. Teachers are advised and supported in achieving this by the Learning Support Department, and through robust teacher training.

A small number of students will need provision that is 'additional to or different from' high quality differentiated teaching in a mainstream classroom. These students will be identified on the SEN register so that all staff are aware of strategies for supporting them and the interventions which are in place. These interventions will also be identified on the provision map for SEN.

Those students who are identified as requiring additional provision will be fully integrated into the life of the school, enabling them to contribute to the social and cultural activities of the school, provided this is compatible with the efficient education of other students and the efficient use of resources.

- The SEN staff liaise closely with pastoral staff in order to maximise the care and support for students with special educational needs.

Roles and Responsibilities

The Governors' role

The Governing body will ensure that the necessary provision is made for any student who has SEN. The SEN Governor is Elinor Goodman. The Governing body play an important part in developing and monitoring the school's SEN policy and liaises closely with the SENCo.

The Assistant Headteacher in charge of Special Educational Needs also has responsibility for KCSIE, CP, is DT LAC and works with other leaders on Pupil Premium:

The SENCO is responsible for:

- overseeing the day-to-day management of the school's SEN policy
- monitoring, evaluating and reporting on the provision for students with SEN to the governing body in conjunction with the SEN Governor
liaising with and advising fellow teachers
- advising on a graduated approach to SEN support
- is the designated teacher for Looked after children
- managing the SEN team of teaching assistants
- coordinating the provision for students with special educational needs
- overseeing the records on all students with special educational needs
- liaising with parents of students with special educational needs

- being a key point of contact with external agencies
- contributing to the in-service training of staff
- liaising with primary schools and colleges for cross-phase years
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010)
- ensuring that the school keeps the records of all students with SEN up to date.

Staffing and facilities

- The staffing team consists of:
Assistant Headteacher
1 HLTA
A number of teaching assistants

Admission Arrangements

- The admission arrangements for students with special needs but who do not have a statement or Education, Health and Care Plan (EHCP) are the same as those for all students. Where a student has a statement or EHCP the Local Authority negotiates a place at the school of the parent's choice.

Arrangements for the implementation and success of the SEN Policy

Assess

- In identifying a child as needing SEN Support the SENCO should carry out a clear analysis of the student's needs. This should draw on teacher assessment, the experience of the student, their previous progress and attainment, SATs results, primary reports, Cognitive Ability Tests and reading and spelling tests. These tools are all used to enhance the identification of any special educational need. This information is shared with staff at the beginning of the academic year, wherever possible. Early information on students about to transfer to secondary school is vital if an effective and smooth start is to be achieved. Before a student enters the school, effective primary liaison will have identified those students who have been of concern in year 6. The SENCO will have visited those students experiencing difficulties with their learning in their primary schools. Staff can, at any time, alert the SENCO or the teaching assistants to any problems a student may be experiencing.
- Assessments are reviewed termly. This helps to ensure that support and intervention are matched to need; barriers to learning are identified and overcome; and that a clear picture of the interventions put in place and their effect is monitored. For some types of SEN, the way in which a student responds to an intervention can be the most reliable method of developing a more accurate picture of need.

- In some cases, outside professionals from health or social services may already be involved with the student. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them with the parents' consent.
- Students may also attend specialist provision off-site if this is appropriate in meeting their needs. Occasionally SEN staff may be involved in home visits and tuition for a short period of time to support reintegration of a student.

Pewsey Vale School currently provides support for students in all four areas of SEN:

- Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental and Health
 - Sensory and/or physical needs.
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- Once a student has been identified as having a special educational need and some form of support is initiated, he/she is placed on the Special Needs List at SEN Support. The Special Needs List is amended to include new students and is disseminated to teaching staff. Being in a class with teaching assistant support is not necessarily a reason to be on the SEN register.
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- Staff work closely with the learning support department and students who display behavior concerns may be assessed for a possible, unidentified SEN.

Plan

- When it is decided to provide SEN support, parents are formally notified, and the SENCO will agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans will take into account the views of the child. The support and intervention provided will be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs will also be identified and addressed.
- All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the school's information system and by issuing a student profile.
- Where there is an increased concern over a student's SEN and the school believes an Educational and Health Care Plan (or 'My Plan') may be necessary, a 'My Support Plan' will be put into place in liaison with parents or carers, staff and, if appropriate, external agencies. This document will be logged with Wiltshire County Council and is a necessary step if a 'My Plan' is to be sought.

Do

- As far as possible all students remain in mainstream lessons. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the class teacher still retains responsibility for the student's progress. Subject staff work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, and advise on the effective implementation of support.

Review

- The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.
- The impact and quality of the support and interventions will be evaluated, along with the views of the student and their parents. This should feed back into the analysis of the student's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.
- Parents will have clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps.
- For students who have a Statement of Special Educational Needs or an EHCP ('My Plan') an Annual Review Meeting will be carried out. Parents and representatives from outside agencies, as well as representatives from the local authority, may attend these meetings. Reports of findings are then circulated to all concerned.

Involving specialists

- Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, the school will consider involving specialists, including those secured by the school itself or from outside agencies.
- We will always involve a specialist teacher advisor, where a student continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of students of a similar age despite evidence-based SEN support delivered by appropriately trained staff. The student's parents will always be involved in any decision to involve specialists. The involvement of specialists and what is discussed or agreed will

be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

Requesting an Education, Health and Care ('My Plan') assessment

Where a student has still not made expected progress, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the student and a My Support Plan has been implemented, the school will consider requesting an Education, Health and Care Plan assessment.

Policy Review

This policy is reviewed annually by the Governors (Personal and Standards Committee), the SENCO and the SEN Governor. It should be read in conjunction with other relevant policies and documents such as the Behaviour Policy, the Complaints Policy, the quality Policy, the Accessibility Arrangements and the school SEN offer (available on the school website)

Appendix: SEN Acronym Definitions

ABA - Applied Behavioural Analysis

Applied behavioural analysis is a form of teaching for children with autism. The phrase ABA is typically used to refer to a technique of designing desensitisation methods which are focused on certain triggers for behaviour.

ADD - Attention Deficit Disorder

Attention deficit disorder is a neurological disorder which causes a range of behavioural problems, such as following instructions, completing tasks, social interactions and focusing on schoolwork.

ADHD - Attention Deficit Hyperactivity Disorder

Similarly to ADD (and often used interchangeably), attention deficit hyperactivity disorder is a special educational need and medical condition. A child or young person with ADHD has differences in brain activity and development which affects their attention-span, ability to sit still, focus, self-control and they tend to move around more frequently.

ASD - Autistic Spectrum Disorder

Autistic spectrum disorder is a special educational need which impacts social communication, the flexibility of thought and social interaction. It's also increasingly referred to as autistic spectrum condition (ASC).

APD - Auditory Processing Disorder

Auditory processing disorder is a disability which affects how the brain interprets sound, usually resulting in a child or young person having special educational needs.

BOSS - Behaviour Outreach Support Service

A behaviour outreach support service works alongside schools, children and families in an outreach capacity. They support children and young people who might experience behavioural difficulties or have an unmet social, emotional or mental health need.

BSP - Behaviour Support Plan

A behaviour support plan is a school-based document which is prepared to help support a pupil with behavioural difficulties. It's often the starting point for a child or young person with special educational needs.

CAMHS - Child and Adolescent Mental Health Service

This is a specialist part of the NHS which provides assessment and treatment when children and young people have emotional, mental health or behavioural difficulties. CAMHS can often be very important when securing support for special educational needs and disabilities.

CELF - Clinical Evaluation of Language Fundamentals

A CELF test is used by speech and language therapists to assess a child or young person's language ability and diagnose language disorders. Once the test works out the level of difficulty, it indicates the level of support they need for their special educational needs.

ECLIPS - Extended Communication and Language Impairment Provision for Students

ECLIPS focuses on specific speech and language disorders. The speech and language therapists work closely with the identified children, young people, parents, teachers and teaching assistants to help them develop - tailored to their evolving needs.

EHC - Education, Health and Care

An EHC plan describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how it will help support the child or young person to reach their full potential.

EP - Educational Psychologist

An Educational Psychologist observes a child or young person in class and perhaps at play. They'll also look at classwork, talk to them and run tests to check their skills and intellectual development if a child isn't developing or learning as they should.

ESCO - Early Support and Care Coordination

ESCO provides early help provision for children and young people. This service is committed to improving the delivery of services for disabled children, young people and their families through care coordinations and drop-in clinics.

EWO - Education Welfare Officer

The Educational Welfare Officer ensures the wellbeing of all children in education. Their main area of focus tends to be offering support to schools with issues regarding attendance.

HI - Hearing Impairment

HI is a disability which affects how sound travels through the ear to the brain, commonly resulting in special educational needs.

IBP - Individual Behaviour Plan

An IBP is a school-based document to support a pupil with behavioural difficulties, which can be a sign of special educational needs.

IEP - Individual Education Plan

An IEP is another school-based document which records, tracks and reviews the support a child or young person with special educational needs receives in school. All children with a Statement of Special Educational Needs must have an IEP.

IPP - Individual Pupil Profile

An IPP is a detailed document which will guide you through a series of observations and assessments, highlighting a pupil's strengths, weaknesses and any special educational needs they might have.

LO - Local Offer

A local offer is a publication prepared, updated and reviewed by the local authority. It details the support it expects to be available for children with special educational needs and disabilities.

LSA, TA or LA - Learning Support Assistant, Teaching Assistant or Learning Assistant

These abbreviations tend to crossover, but the premise is the same. An LSA, TA or LA is a staff member who supports the class and teacher. In some cases, children with special educational needs or disabilities may have their own LSA to help them access learning.

MLD - Moderate Learning Difficulties

Moderate learning difficulties are challenges when accessing education and a form of special educational needs.

MSI - Multi-Sensory Impairment

Children and young people who have a multi-sensory impairment have both vision and hearing loss which impacts all areas of learning. Children and young people can also need extra support to learn to communicate and develop socially.

OCD - Obsessive Compulsive Disorder

OCD is a disorder which causes obsessive thoughts with associated behavioural difficulties. This can result in special educational needs which require additional support.

ODD - Oppositional Defiant Disorder

ODD is a disorder which causes a child or young person to respond negatively and uncooperatively, especially with figures of authority. Like OCD, ODD also often results in special educational needs.

OT - Occupational Therapist

An Occupational Therapist is a medical professional that assesses and treats physical and psychiatric conditions using activities to limit the impact of the disability and promote independence. They're often really important in assessing and supporting those with special educational needs.

PECS - Picture Exchange Communication System

PECS is a method of communication using pictures. It's helpful for children with communication-based special educational needs and mainly used to support children with autism.

PDA - Pathological Demand Avoidance

PDA is a disability linked to autism. It causes a child or young person to have anxiety when presented with a demand and requires more support.

PMLD - Profound and Multiple Learning Disability

PMLD is a collection of disabilities which results in complex special educational needs. Children with PMLD will need added support in the form of a Statement of Special Educational Needs or an EHC plan.

SALT/SLT - Speech and Language Therapists

SALT or SLT assess and treat speech, language and communication problems in people of all ages so they can communicate better. They also work with those suffering from eating and swallowing problems and play an important role in assessing children and young people.

SEN - Special Educational Needs

If a child or young person is struggling at school or college and they need extra support, they're likely to have special educational needs.

SEND - Special Educational Needs and Disability

A child or young person has special educational needs and disabilities if they're suffering from learning difficulties and/or a disability which means they need special health and education support.

SENCO - Special Educational Needs Coordinator

A SENCO is a staff member who's responsible for coordinating additional support for pupils with special educational needs and disabilities. Working with parents, teachers and other professionals, the SENCO is responsible for requesting the involvement of relevant services a child or young person might need.

SLCN - Speech, Language and Communication Needs

SLCN is an umbrella term which describes difficulties such as finding it difficult to listen, understand and communicate with others. As each child or young person has a unique combination of strengths, it means every child with SLCN is different.

SLD - Severe Learning Difficulties

Children and young people with severe learning difficulties are likely to find it difficult to understand, learn and remember new skills. Their intellectual and cognitive impairment, combined with possible sensory, physical, emotional and social difficulties, means it can be challenging for them to follow the curriculum without substantial support.

SpLD - Specific Learning Difficulty

SpLD is a term referring to a difference in difficulty with certain learning aspects. Some of the most common SpLDs are ADHD and dyslexia which is usually reflected in a child or young person's learning and day-to-day living. If a child or young person has SpLD, they're deemed to have a severe learning disability.

STT - Specialist Teaching Team

Specialist teaching teams offer high-quality support to schools and colleges working with students with special educational needs and disabilities. They're on-hand to provide advice and support to children, young people, schools and families to work on significant and complex needs.

VI - Visually Impaired

Visual impairment is a disability relating to how visual signs are carried from the eye to the brain. A child or young person can require special educational needs because of this disability.