



White Bridge Primary School Policy for Special Educational Needs (SEN)

Name of SENCO - Mrs J. Mudd

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Name of SEN Governor - Mrs Katie Marshall

The SENCO completed the National Award for SEN Co-ordination in September 2014 and is part of the Senior Leadership Team

School Ethos:

We aim to provide a caring environment in which everyone can feel happy, safe, valued and respected. We value each individual regardless of their gender, culture, race, religion, disability or ability. We respect everyone; children and adults alike.

We believe that all children should be valued equally and should have equal access to a broad and balanced curriculum. We provide teaching and learning which enables all children to gain access to a broad, balanced and appropriately differentiated curriculum.

Aims:

We have high aspirations for the achievement of all pupils including those with SEN. We provide good teaching and learning for **all** pupils.

Objective:

Every teacher is a teacher for children with SEN. All teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff. **Additional intervention and support cannot compensate for a lack of good quality first teaching.** We regularly review the quality of teaching for all pupils, including those at risk of underachievement.

Identifying Special Educational Needs:

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely **provision different from or additional to that normally made available to pupils of the same age.** Making higher quality teaching available to the whole class is likely to mean that fewer pupils will require such support.

Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for **all** pupils. They should seek to identify pupils making less than expected progress given their age and individual circumstances.

The first response to such progress should be **high quality teaching**, targeted at their area of weakness. Teachers should consult the Essex Provision Guidance as a starting point to consider if all elements of Quality First Teaching has been implemented.

Where progress continues to be less than expected the class teacher, working with the SENCO, should assess whether the child needs additional interventions. This does not

necessarily mean that the child has a SEN but could be a child who is low ability that needs extra support in one aspect of the curriculum. The child's progress should continue to be tracked and discussed at pupil progress meetings.

If the child's progress is considered insufficient, despite carefully planned interventions then it may be appropriate to place the child on the SEN register. This level of intervention is for pupils with more enduring difficulties. The school may then involve relevant external services in more detailed assessment and development of intervention programmes for a pupil.

Informal information gathering (**completed on Initial Concerns Checklist - Appendix 1a and 1b**) will be carried out to inform planning of rigorous intervention or extra teaching.

At this stage parents will be informed and it is important that all professionals listen to parents' views and understand when parents express concerns about their child's development. However support is provided, a review date will be agreed. It is hoped that early intervention will get the pupil back on track. Where it is decided that a pupil does have SEN, the decision will be recorded on the SEN register and electronic school records (SIMS).

Desired outcomes should be agreed, including the expected progress and attainment for the pupil.

Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. Equally, it should not be assumed that attainment in line with chronological age means there is no learning difficulty.

Difficulties related solely to limitations in English as an additional language are not SEN.

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEN, but may require special provision.

There are 4 core categories describing aspects of primary areas of need for children, however, we acknowledge that not all children fit into one of these categories and identify children by considering the needs of the whole child. The categories are:

Communication and interaction:

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. The profile for children with SLCN may change over time.

Cognition and learning:

Support for learning may be required when children learn at a slower pace than their peers, despite appropriate differentiation. Learning difficulties cover a wide range of needs, including mild learning difficulties (MLD) and profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD) affect one or more specific areas of learning and include conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties:

Children may experience a wide range of social and emotional difficulties that manifest themselves in many ways. This may sometimes need support from the Emotional Wellbeing and mental health service (EWMHS).

Sensory or physical needs:

Some children may require a special education provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Some children have a physical disability that requires ongoing support and equipment to access all appropriate educational opportunities.

Graduated Approach to SEN:

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils' needs. Additional intervention cannot compensate for a lack of good class teaching. In deciding whether special education provision is needed, the teacher and SENCO will consider a range of information about the pupil's progress, alongside national data and expectations of age related progress/attainment. The class teacher can also consult the **Essex Provision Guidance Toolkit** which offers advice on class provision.

SEN support:

SEN support aims to remove barriers to learning, and enable a child to make better progress. There should be a four part cycle in which **earlier decisions are revisited, refined and revised with a growing understanding of the pupil's needs, identifying what supports each individual pupil in making good progress and securing the best possible outcomes.**

The SENCO and class teacher will meet with parents and the pupil to complete a one page profile (**Appendix 2**) which will include ideas of how to support the pupil. The individual provision map (**Appendix 3a and 3b**) will be drawn up and reviewed at the end of each term. These vary a little depending on the age of the child.

Assess, plan, do and review:

Assess:

A clear analysis of a child's needs should be drawn up by the class teacher working alongside the SENCO.

Plan:

Parents must be formally notified of the plan. Individual provision maps should have clear outcomes based on what we want the child to achieve. They will itemise interventions and support to be put in place in school, and identify home support agreed with parents. This will be reviewed termly. The interventions we offer will be those we have found to be effective in addressing the difficulties each child is experiencing. The skills and targeted provision should be reinforced back in class.

Do:

The class teacher remains responsible for the day to day provision for the child. Where interventions involve group or one to one teaching away from the main class teacher, they still remain the responsibility of the class teacher. Teachers should work closely with teaching assistants to assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO should support the class teacher in further assessment of the child's needs and advice on the effective implementation of support. A **learning log (Appendix 4)** should be completed each time the child works with an individual away from the class teacher. This will form the basis of planning meetings between the class teacher and the teaching assistant. This will be a record of support that is in place and will be used to review its effectiveness. Where children are supported by adults within the classroom setting and under the direction of the teacher there is no need to complete a learning log.

Review:

The impact and quality of the support and interventions should be evaluated and progress reviewed on the agreed date with parents. The class teacher, working with the SENCO, should revise the support in light of the pupil's progress and development. The learning logs will be discussed and support adjusted accordingly. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in next steps. Where a child has an education, health care (EHC) plan, the Local Authority must review the plan at least every 12 months.

Transition:

SEN support should include planning between different phases of education. Within school transition from class to class, and between key stages is overseen by the SENCO. The school will provide information regarding children with SEN to new schools that a child is transferring to, and transition to secondary school is carefully managed.

Involving specialists:

Where a pupil continues to make less than expected progress, despite interventions that are matched to the child's area of need, the school will consider involving specialists, such as educational psychologists, specialist teachers, EWMHs and speech and language therapists. The pupil's parents should always be involved in any decision to involve specialists and this should be recorded in the same way as other SEN support. The Local Offer will set out the support that is available from different services.

Requesting an Education, Health and Care (EHC) needs assessment:

Where a child has not made expected progress, despite the school having taken purposeful action to identify, assess and meet the SEN of the child, the school or parents should consider requesting an EHC needs assessment.

Involving Parents:

We provide an annual report to parents at the end of the summer term. All parents are offered two parents' evenings with teachers, one in the Autumn term and the other in the Spring term. If a child has SEN the class teacher or SENCO will also meet parents in the Summer term. Meetings will explore the views of the parent and child. The SENCO will also meet with parents at their request, or if there is a need for an extra meeting to discuss recent assessments or progress for the child, if this is required between parents' evenings. A record of the outcomes, action and support agreed should be kept and all appropriate school staff will be advised. The child's individual provision map should be updated and reviewed every term.

Record keeping:

The provision made for pupils with SEN should be recorded accurately and kept up to date. Individual provision maps are kept in the child's individual SEN file located in their class. These are working documents, so should be updated regularly to show where outcomes have been met. We will record details of any additional or different provision made under SEN support. Progress of SEN children will be monitored as part of the usual tracking systems that operate in the school.

Provision maps will be used to show all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. The SENCO will maintain an overview of the programmes and interventions used through regular monitoring. If a child is placed in an intervention group this does not necessarily mean that they will be on the SEN register: this may be to provide extra support if the child is not making progress in line with their peers. In this case the child will not have an individual provision map. The adult leading the intervention will liaise with the child's teacher and / or the SENCO to monitor progress.

SEN Information Report:

The school must publish information on the school's website in accordance with the Special Educational Needs and Disability Regulations 2014 which must be updated annually. This information must include policies for identifying children with SEN, arrangements for consulting parents and children with SEN, arrangements for assessing pupils with SEN, how

adaptations are made to the curriculum and learning environment, the expertise and training of staff, the effectiveness of provision made for children with SEN, support for improving emotional and social development, and arrangements for handling complaints from parents of children with SEN. A central file for each cohort will be held in a locked cupboard in the SENCO's office. This should hold historic data regarding each of the children, confidential information and reports, and letters from external agencies.

Roles and responsibilities:

Role of the SENCO:

The SENCO is a qualified teacher at the school and has been awarded the National Award for SEN Co-ordination. The SENCO has an important role to play with the Headteacher and the Governing Body and is part of the Senior Leadership Team. The SENCO has day to day responsibility for the operation of the SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies.

Responsibilities of the SENCO:

- Overseeing the day to day operation of the SEN policy.
- Co-ordinating provision for children with SEN.
- Liaising with teachers where a looked after child has SEN.
- Advising on the graduated approach to SEN.
- Ensuring that all staff have skills to work with SEN children and organise professional development if there is a need.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaising with parents of children with SEN.
- Liaising with external agencies and other professionals.
- Working with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010.
- Ensuring that the school keeps the records of SEN up to date.
- Reporting on the progress of children with SEN.
- Performance management of some teaching assistants
- Monitoring of the provision for children with SEN (lesson observations and book scrutiny).

The role of the SEN Governor:

The role of the SEN Governor is strategic. It **does not**, for example, involve the nominated governor in attending meetings with individual parents or discussion of individual pupils. The governing body must remember that specific information regarding SEN pupils is confidential. The SEN Governor may:

- Discuss with school staff the outcomes, monitoring and evaluation of SEN provision.
- Observe at first hand what happens in school to ensure that SEN pupils are actively involved in all aspects of school life.
- Take opportunities to gather the views of parents of SEN.
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school.
- Be familiar with the SEN policy and involved in its review and development.
- Agree with the Governing body, the Headteacher and the SENCO the indicators which should be reported to the governing body to evaluate the policy, and the timescale for this.

- Ensure that the SEN policy is linked to school improvement and budget setting.
- Ensure that funds are allocated each year, within the school budget, SEN provision and policy; be aware of the various headings under which the school spends the SEN budget each year (i.e. resources, training, support assistants, SENCO management time, medical time etc).
- Monitor and evaluate the impact of spending in terms of progress for pupils with SEN.
- Encourage the Governing body to ensure that all school policies are consistent with the aims of the SEN policy.
- Provide support and encouragement for staff with SEN responsibilities and champion their role within the school; provide a channel of communication between the SENCO and the Governing body.
- Discuss the outcome of school visits with the SENCO and the Headteacher.

The role of class teachers:

Teachers are responsible and accountable for the progress and development of **all** children in their class, including where pupils access support from teaching assistants or specialist staff.

Responsibilities of class teachers:

- Ensure that work is appropriately differentiated. Class teachers are responsible for ensuring that all children with special educational needs can make progress, and must take account of their individual provision maps.
- Ensure that teaching assistants are given plans in advance of lessons and that their role with regard to children with special educational needs is clearly outlined.
- Teachers should work with children with SEN on a regular basis.
- Work with the SENCO to collect all available information on the pupil.
- Develop effective relationships with parents.
- Continuously assess pupil progress and identify the next steps for learning.
- Keep parents informed of pupil progress.
- Work with the SENCO to identify their own training needs around SEN.

Dealing with complaints:

Parents should discuss any concerns initially with the class teacher as this is the person who has responsibility for the progress of the children in the class. If these concerns are not addressed, the parents should consult the SENCO or the Deputy Head. If the matter is not dealt with parents should then consult the Headteacher. Complaints to the Governing Body should be made in writing to the Chair of Governors.

Written: December 2015

Shared and agreed with staff:

Agreed by Governors:

Review: Policy reviewed annually - updated February 2017

Appendices:

- 1a - Identification of pupil concerns (KS1)
- 1b - Initial concerns checklist (KS2)
- 2a - One Page Profile (KS1)
- 2b - One Page Profile (KS2)
- 3a - Provision Map (KS1)
- 3b - Provision Map (KS2)
- 4 - Learning log - (both KS1 and KS2)

IDENTIFICATION OF PUPIL CONCERNS (KS1)

Name: Year: Teacher:

Area of Concern	Tick	Area of Concern	Tick
Learning		Emotional/behavioural	
Spatial Skills		Motivation	
Gross motor skills		Concentration	
Fine motor skills		Easily distracted	
Phonological awareness		Calling out in class	
Phonic skills		Leaving seat	
Reading skills		Working as part of a group	
Spelling skills		Relies on peer support	
Short-term auditory memory		Refuses peer support	
Visual memory		Refuses adult support	
Limited vocabulary		Gives up easily	
Limited grammatical awareness		Listening skills	
Verbal participation in class		Loner	
Comprehension		Social skills	
Retention of information		Vulnerable	
Sequencing		Attention to task	
Unable to follow simple instructions		Co-operation	
Unable to follow complex instructions		Demanding	
Number conservation		Lack of attention to learning	
Number concepts		Self-esteem	
Recording work from text		Inappropriate verbal participation	
Recording work from board		Poor relationship with peers	
Output		Poor relationship with adults	
Presentation		Needs firm structures	
Letter formation		Poor self-control	
Organisation of thought		Output	
Relevant content		Confidence	
Confidence in approaching a task		Immature behaviour	
Self-esteem		Inappropriate behaviour	
Independent learning		Self-Harms	

Based on tick list, teacher/TA notes

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-
-
-
-
-
-
-
-
-

Useful information from parents

-
-
-
-
-
-
-

Review: What happens next?	Who?	Expected outcomes



Initial Concerns Checklist for KS2:

Completed by Class Teacher on _____

Pupil Information:

Name:	
Attendance:	
Home Language:	
Medical information:	
Specialists involved: Social Care, health	
Homework:	

Achievement data:

	Year 3	Year 4	Year 5	Year 6
Reading				
Writing				
Maths				
Reading age				

Literacy: detail difficulties and areas of strength

Phonic phase - reading	
Phonic phase - spelling	
HFW - reading	
HFW - spelling	
Comprehension	
Letter formation	
Sentence structure including punctuation	

Maths: detail difficulties and areas of strength

Number	
Shape and space	
Statistics	
Measurement	
Problem solving	

Behaviour for learning:

Concentration	
Co-operation	
Independence	
Confidence /self esteem	
Organisation	
Self control	
Trauma/bereavement/ home	

Differentiation and intervention in place over time (include resources and adult support)

Differentiation:	Impact:

Parents' and pupil's perspectives on child's strengths and additional needs:

Date discussed with parents	Outcome of meeting:

Additional observations:

Parents (behaviour at home)	
Teaching assistants	
Lunchtime supervisors	
Previous class teachers	

Agreed actions: (Outcome of meeting to consider child's needs)

By whom:	
Teacher	
Parent	
SENCO	
Teaching Assistant	

Signed: _____ Class Teacher Date of review:

Signed: _____ Parent

Signed: _____ SENCO



One Page Profile (KS1)

Name of child

Things people like and admire about me...

These things are important to me ...

How best to support me...



One Page Profile (KS2):

Name:

<p>What is important to me? What do I like to do in school and at home?</p>

<p>What I like about myself? What do my friends say about me? What are my strengths?</p>

<p>How is the best way to support me?</p>



White Bridge Primary Provision Plan (KS1)

Name	Current plan date	Approx. review date
Date started	Class	Teacher/TA

Provision provided

Provision	Autumn term	Spring term	Summer term
Additional reading skills			
Precision monitoring			
Phonological awareness			
Literacy/Sentence level work			
Chatterbox			
Time to Talk			
Sunshine club			
Finger gym/handwriting			
Gym trail			
Additional number work			
Lego Club			

Your child will be working individually or in a small group for approx. 10 weeks.

_____ will be working with him/her, adjusting the level of challenge if needed. A record of progress will be kept and fed back to you at the next review meeting.

Parent Comments

Signed:

Date:

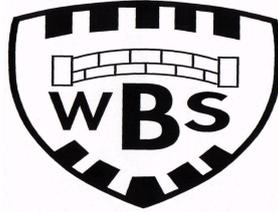
Name	Teacher/TA	Date outcomes agreed:	Date outcomes reviewed:
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Outcomes - what do we want to see?	Strategies - how can we achieve this?	Who will help, when and how often?	Review - what progress did we see?

Agreed by: One Plan owner
School

Family

White Bridge Primary School Individual Provision Map (KS2)



Date:	Name of child:	Year group:	Class Teacher:

National Curriculum levels:

	Maths:	Reading:	Writing:
KS1:			
Current level:			

Reading age: YORK Assessment of Reading Test:

Date completed:	Chronological age at test:	Accuracy:	Rate:	Comprehension:

Area of need / barriers to learning:

Maths	
Literacy	
SEBD	
Other	

Provision provided:

	Autumn Term:	Spring Term:	Summer Term:
Assisting maths			
Basic maths skills group			
Letters and sounds			
Catch up Literacy			
Toe by Toe			
Comprehension group			
Speech and language group			
Verbal reasoning group			
Attention and concentration group			
Word retrieval group			
EAL group			
SMART thinking			
Self esteem group			
Early language acquisition group			
Handwriting group			
Butterfly club			
One to one tuition			
Reading support			

Outcomes of SEN meeting with parents:

Outcome: What do we want to see?	Strategies - How? What can we do?	Who will help? When? How often?	Review - what progress did we see?

Parents Contribution to the child's plan

1.
2.
3.

Parents comments at review meetings

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