**Holt CP School**

**SPECIAL EDUCATIONAL NEEDS (SEN) POLICY**

**Introduction**

This policy was reviewed and updated in June 2017 in line with the SEN Code of Practice for Wales.

At Holt CP we aim to provide a broad and balanced curriculum for all children. The Curriculum for Wales and Key Skills framework are our starting point for planning that meets the specific needs of individuals and groups of children. When planning the curriculum, teachers set suitable learning challenges and respond to the children’s learning needs and styles. Some children have barriers to learning that mean they have additional /special needs and require particular action by the school. These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs take account of the type and extent of the difficulty experienced by the child. The school recognises the need to work as part of a team, in the interest of the child.

The Equality Act 2010 identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Special Needs and Equality Act 2010...

Information about Holt CP school

*‘We are committed to giving the best educational start in the life of every child.’*

The teachers of Holt School view all children as special and aim to give every child individual attention. The school’s emphasis is on the early identification of children with special needs. Parents are involved in all decisions relating to their children at each stage of the process and an Individual Education Plan (IEP) is drawn up to modify work in relations to the child’s specific need. An Additional Learning Needs **(ALN**) teacher is present for one morning per week to teach and assess pupils and support staff.

The needs of the More Able and Talented children with special strengths or with ability above the normal range for children of a similar age are identified and recorded on the MAT register.

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**Aims**

The aims of this policy are:-

* To create an environment that meets the special educational needs of each child;
* To ensure that the special educational needs of children are identified, assessed and provided for;
* To make clear the expectations of all partners in the process;
* To identify the roles and responsibilities of staff in providing for children’s special educational needs
* To enable all children to have full access to all elements of the school curriculum
* To ensure that parents/guardians are able to play their apart in supporting their child’s education;
* To ensure that children have a voice in this process at all stages in line with the new Code of Practice

**Educational Equality Policy**

In Holt CP School we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children

* Have different educational and behavioural needs and aspirations
* Require different strategies for learning
* Acquire, assimilate and communicate information at different rates
* Need a range of different teaching approaches and experiences

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special educational needs at some time in their lives. Children have learning difficulties if;

* They have a significantly greater difficulty in learning that the majority of the children of the same age;
* They have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

Many of the children who join us have already been in early education. All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called **School Action**. The child’s class teacher will offer interventions that are different from or additional to those provided as part of the school’s usual working practices. The class teacher will keep parents or guardians informed and draw upon them for additional information. The ALN teacher, if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The ALN teacher will then take the lead in further assessments of the child’s needs.

We will record, in an Individual Educational Plan (IEP) or an Individual Behaviour Plan (IBP), the strategies used to support the child. The IEP or IBP will show the short term targets set for the child, and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term.

If the IEP or IBP review identifies that support is needed from outside services, the SENCO in partnership with the ALN teacher will consult with parents or guardians prior to any support being actioned. In some cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those used in School Action. This enhanced level of support is called **School Action Plus**. External support services will provide information for the child’s new IEP/ IBP. .If the child continues to demonstrate significant cause for concern, a request for **Statutory Assessmen**t will be made to the LEA. A range of written evidence about the child will be requested.

**Role of ALN teacher In Holt CP school:-**

* Manages the day to day operation of the policy
* Co-ordinates the provision for and manages the responses to the children’s special needs
* Supports and advises colleagues
* Oversee the records of all children with special educational needs
* Acts as the link with external agencies and other support agencies (Educational Psychologist, Advisory teachers, Speech &Language, Social Services, Parent Partnership, Educational Social Worker ,CAMHS)
* Monitors and evaluates the special educational needs provision
* Manages a range of resources to enable appropriate provision to be made for children with special educational needs
* Contributes to the professional development of all staff

**The role of the governing body**

The governing body has due regard to the Code of Practice when carrying out its duties towards all pupils with additional / special needs.

The governing body does its best to secure the necessary provision for any pupil identifies as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LEA and other school, when appropriate, and report annually to the parents/guardians on the success of the school’s policy for children with special educational needs. The governing body ensures that parents / guardians are notified of any decision by the school that ALN/SENCO provision is to be made for their child.

The governing body has identified a governor to have specific oversight of the school’s provision for pupils with special educational needs. The current ‘responsible person is named in the Governor’s Curriculum link register. The Head teacher ensures that all those who teach a pupil with a statement are aware of the nature of the statement.

The SEN governor ensures that all governors are aware of the school’s SEN/ALN provision, including the funding, equipment and personnel.

**Allocation of resources**

The SENCO is responsible for the operational management of the specified and agreed funding for special educational needs provision within the school, including the provision for children with statements or agreements of special educational needs.

The head teacher informs the governing body of how funding allocated to support special educational needs has been employed. (This is allocated by the LEA annually on the basis of the number of pupils on School Action, School Action Plus and being entitled to Free School Meals). The governing body and school, accounts for this money by maintaining the lowest possible pupil to adult ratios either by teacher or Learning Support Assistant. There is also time allocated for the SENCO to fulfil their duties. Resources are also purchases annually which will support the specific needs of individual pupils. These are audited and maintained by the SENCO.

The SENCO in partnership with the ALN teacher meet annually to agree on how to use the funds directly related to statements and IEPs. The SENCO draws up the resources bid when the school is planning for the next improvement bid.

**Assessment**

Early identification is vital. The class teacher informs the parents or guardians at the earliest opportunity to alert them to concerns and enlist their active help and participation. To support the class teacher in the identification of any concerns a ‘**Cause for Concern form’** will be completed with supporting evidence. The class teacher and the ALN teacher assess and monitor the children’s progress in line with existing school practices. This is an ongoing process.

The ALN teacher works closely with parents and teachers to plan appropriate programmes of support. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the ALN teacher can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators

The LEA seeks a range of advice before making a formal statement or agreement. The needs of the child are considered to be paramount in this.

**Access to the curriculum**

All children have an entitlement to broad and balanced curriculum, which is differentiated to enable them to:

* Understand the relevance and purpose of learning activities
* Experience levels of understanding and rates of progress that bring feelings of success and achievement

Teacher use a range of strategies to meet children’s special educational needs. Lessons have clear learning objectives, differentiated work and assessment to inform the next stage of learning.

Individual Educational Plans **(IEP**) or Behaviour Plans (**IBP)** which employ a small steps approach feature significantly in the provision at Holt CP School. By breaking down the existing levels of attainment into finely graded steps and targets we ensure children experience success. All children at School Action, School Action Plus and Statement levels have an IEP.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. To take full advantage of learning we ask the children to work in small groups or in a one to one situation.

**Partnership with parents**

Holt CP School works closely with parents/ guardians in the support of those children with special educational needs. We encourage an active partnership through on ongoing dialogue. The home school agreement is central to this. Parents and guardians have much to contribute to our support for children with special educational needs.

The School Prospectus contains details of our policy for special educational needs. The Governor’s Annual Report to parents contains an evaluation of the policy in action. A named governor takes a particular interest in special educational needs and is always willing to talk with parents.

We have regular meetings each term to share progress of special educational needs children with their parents. We inform the parents of any outside intervention and we share the process of decision making by providing clear information relating to the education of children with special education al needs.

**Pupil participation**

In Holt CP school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Phases recognises the importance of developing social as well as educational skills.

Children are involved at an appropriate level in setting targets in their IEPs and in termly IEP or IBP review meeting. Children are encourages to make judgements about their own performance against their IEP or IBP targets. We recognise success here as we do in any other aspect of school life.

**Monitoring and review**

The SENCO in partnership with the ALN teacher monitors the movement of children within the SEN system. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school and holds regular meetings to review the work of the school in this area. The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.

Signed: M Sturt

Date: June 2017