

## Cutnall Green C of E First School SEN policy

Our SEN policy is an essential foundation for accomplishing our School's aims and generating an ethos consistent with our core Christian values.

### Our Values

Our School will encourage children to value themselves, to become caring members of the community by taking responsibility for themselves, their actions and choices. Our core Christian Values are:



### Our Aims

#### **Being Healthy:**

- Contributing to good physical and mental health and the promotion of living a healthy lifestyle.

#### **Staying Safe:**

- Providing a safe environment and information about key risks and how to deal with them.

#### **Enjoy and Achieving:**

- Providing a nurturing environment in order to raise pupil's self-esteem and sense of self-worth.
- Enabling pupils to engage in a learning environment in preparation for life

#### **Making a Positive Contribution:**

- Encouraging pupil's social and emotional development in order to enable them to make a positive contribution to their community and to society.

#### **Achieve Economic Well-being:**

- Encouraging pupils to take full advantage of the opportunities they are offered in order to achieve their full potential.

### The School's setting

Cutnall Green C of E offers children education from the ages of 3-9. The school is a voluntary aided church school and therefore doesn't have a set catchment area.

Member of Staff Responsible – Miss A Jenkins and Mrs K Brunt/Mrs C Atkinson

### Introduction

This policy was reviewed in September 2015 following the guidance on policies and procedures as set out in the revised SEN Code of Practice, which also relates to the Disability Act 1995 and the Children Act 1989. Attention has also been paid to the guidance on Inclusive Schooling.

The Code of Practice states that:-

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

Pupils at Cutnall Green C of E school have a learning difficulty if they:-

Have a significantly greater difficulty in learning than 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 our school.

A copy of the Code of Practice is kept in the SEN filing cabinet in the staffroom.

### **Our Philosophy**

At Cutnall Green C of E School we have high expectations of all our pupils. Our philosophy is to ensure that all children with special educational needs have their needs met and receives the broad and balanced curriculum to which they are entitled.

We believe that all our teachers are teachers of special educational needs and those special educational needs are recognised as a whole school responsibility.

Through use of a relevant and differentiated curriculum we will ensure that all our pupils have the opportunity to progress and achieve success and have good self-esteem and self-worth.

We believe that parents have a vital role to play in supporting their child’s education and we do our utmost to foster this partnership.

We believe that all pupils, including those with special educational needs should have their views taken into account and should participate in decisions about themselves.

### **Our Aims for SEN Pupils**

We aim to ensure that children in our school who have special educational needs are identified at an early stage and appropriate assessment and intervention occur rapidly. The SENCO ensures that all teachers are aware of pupils with identified special educational needs so that they can teach them appropriately.

We aim to involve all our pupils, including those with SEN in decision making processes relating to the setting of targets. We aim to make them feel confident that they will be listened to and their views valued. We aim to ensure that our SEN pupils achieve success and that this is celebrated and rewarded.

We aim to meet the physical, emotional and intellectual needs of all the children in our care in a secure and encouraging environment, recognising strengths as well as weaknesses and allowing all children to participate fully in all activities.

At Cutnall Green C of E School we believe that we have a very good relationship with parents and carers and they are encouraged to discuss their concerns with class teachers as and when the need arises. We will inform parents when the school first identifies a child as having special educational needs and we aim to keep them fully informed of their child’s progress through involving them in regular reviews.

We aim to establish for our young people:

- A safe and secure setting
- A calm working atmosphere
- A stimulating and organised classroom environment
- An interesting and appropriate curriculum in line with the National Curriculum
- A supportive and sympathetic framework

There are five school values which pupils are encouraged to follow at all times. These have been kept at a minimum for the pupils' benefit and will be clearly displayed in the classrooms and other appropriate areas. These values form the framework for pupil behaviour.

### **School Rules**

Cutnall Green C of E values are:

1. Safety
2. Trust
3. Achievement
4. Respect
5. sharing

### **The Role of the Governing Body**

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. At Cutnall Green C of E School the SEN Governor has taken a particular interest in the development and implementation of the special needs policy and is the Special Needs governor. The SEN Governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

### **Special Educational Needs Representative**

The SEN Representative or "named person" at Cutnall Green C of E School is the Head teacher.

### **The Special Educational Needs Co-ordinator**

At Cutnall Green C of E School Miss Amy Jenkins is the Special Educational Needs Co-ordinator. She is responsible for the day to day operation of the SEN policy, advising and liaising with fellow teachers and external agencies, monitoring records of pupils with special educational needs, contributing to the training of staff and managing a range of resources to enable appropriate provision for pupils with SEN.

At our school when a class teacher identifies a child as having special educational needs interventions will be provided that are additional to or different from those provided as part of the school's usual differentiated curriculum. This is known as SEN Support. An individualised programme or concentrated support will be put in place to enable the child to progress.

If having received an individualised programme or concentrated support under SEN Support there is little or no progress over an agreed period of time then the SENCO, in consultation with the child's class teacher and parents may request external agencies to assess the child and help in writing suitable targets for an I.P.M. The class teacher is responsible for the implementation of the I.P.M. and the SENCO will be involved in monitoring and reviewing the action taken.

Termly monitoring meetings are organised by the SENCO to exchange information and update records. Parents and pupils are involved at all times in decisions relating to learning targets. A review of a child's progress can take place more frequently if thought necessary by parents and staff.

If the child continues to demonstrate significant cause for concern, a request for statutory assessment will be made to the LEA.

### **Staffing Provision**

All teachers are responsible for pupils with special educational needs.

Teaching Assistants may work with SEN pupils individually or in a small group under the guidance of the class teacher or SENCO. Parent volunteers may at times work with SEN pupils under the close supervision of staff.

### **Partnership with Parents**

The school works closely with parents in the support of children with SEN. We encourage an active partnership through an ongoing dialogue with parents. The home / school agreement is central to this. We recognise that parents have much to contribute to our support for children with special educational needs. We have regular meetings each term to share the progress of special needs children with their parents and meet more frequently when necessary.

### **Facilities and Physical Access**

Although there are no specialist facilities at Cutnall Green C of E School we welcome all pupils with SEN and will do our best to ensure appropriate provision is made.

### **Planning for Progress**

The graduated approach of the action and intervention as set out in the Code of Practice recognises that there is a continuum of SEN. The triggers for SEN Support are that despite having repeated differentiation the child makes little or no progress even when their main weaknesses are targeted.

Before children start school parents are requested to inform the reception class teacher of any concerns they may have regarding their child so that if necessary, the school can prepare to meet the needs before the child formally enters school. Through induction sessions parents are also able to talk informally to the reception teacher regarding concerns they may have.

During the first half term in school the Early Years Foundation Stage entry data is assessed and the child's strengths and weaknesses are discussed with parents. Areas of concern are identified at an early stage and closely monitored so that intervention can take place quickly.

As well as informal teacher observations formal methods of identification take place in regularly within each year group. These include diagnostic reading and spelling tests, S.A.T's - Tests and Tasks (statutory tests in year 2 and non-statutory in years 3 and 4). Information from previous schools is valuable when a new child joins us.

### **Recording, Monitoring and Reviewing**

All teachers have copies of I.P.M's for the children in their class in their blue SEN folder. The SENCO also has a copy and monitors the movement of children within the SEN system. Children at SEN Support have a termly review in which the parents and pupil are involved. Reviews can be held more frequently if thought necessary by parents and staff.

Parents are encouraged to help their child with their targets at home and all parents and children sign a home / school agreement when starting at the school and are encouraged to have regard to it.

Half termly interventions also take place for those children who need targeted support to make progress. These are recorded on the Monitoring of Group Provision sheet and can also be found in the blue SEN folder.

## **Inclusion**

Pupils with special educational needs play a full part in the daily life of the school and are encouraged to join in all activities. We welcome pupils with SEN at our school and offer equal opportunities for all. We have high expectations of all our pupils whatever their ability or needs. We aim to achieve this through appropriate curricular provision and the removal of barriers to learning and participation.

## **Complaints Procedure**

The arrangements for the consideration of complaints about the curriculum or any other matter can be obtained from the Headteacher.

## **L.E.A Support Services**

At School Action Plus the school has access to the following support services:-

LBSS - Learning and Behaviour Support Service

SCISI - Service for Children with Sensory Impairments

CPS - County Psychological Service

CSSS – County Specialist Support Service

School Health Services

## **Links with other schools**

When our pupils transfer to middle school our Year 4 teacher meets with the Year 5 co-ordinator to discuss the needs of pupils with SEN. Records are passed on. The SENCO's from the various schools within the Multi academy trust hold half termly meetings together to discuss practice and next steps.

## **Staff Development**

Staff development is continually evaluated and has been identified as an area of need the SEN action plan. The teaching staff and teaching assistants have had in-service training on behaviour management, ICT and special needs and the new Code of Practice.

## **Allocation of Resources**

Together the Head teacher and SENCO operate the management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The Head teacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Head teacher and the SENCO meet annually to agree on how to use funds directly related to statements and to decide on which core services to buy back from LBSS through the Service Level Agreement. The SENCO draws up the resources bid when the school is planning for the next school improvement plan.

## **Evaluation**

The broad principles and objectives set out at the beginning of this policy lay the foundations for evaluation.

We will evaluate the success of our policy through reviewing the progress of pupils at School Action and School Action Plus.

Looking at resource allocations and how they have been used.

Details of in-service training.

Priorities for the next year.

Levels of parental involvement.

**This revised policy was agreed by staff and governors in Sept 2015**

**Review date Sept 2016**