



How can I say "I can't" when the Bible says: 'I can do everything through Him who gives me strength.' Philippians 4:13

MARSH GIBBON CHURCH OF ENGLAND SCHOOL

SEN POLICY

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A School Arrangements

A1 Definition and aims

Definition

A pupil has Special Educational Needs (SEN) if he or she has a learning difficulty that calls for special educational provision to be made for him or her. This may mean that a pupil has a significantly greater difficulty in learning than the majority of pupils of the same age in Buckinghamshire schools, or a disability that makes it hard for them to access facilities within the school. Special educational provision means provision that is additional to or otherwise different from that which is made generally for pupils of the same age in other schools maintained by the LEA (*Education Act 1996*).

Aims

We at Marsh Gibbon CE Primary School believe that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of pupils will have SEN at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. Marsh Gibbon CE Primary School aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim:

- to enable every pupil to experience success
- to promote individual confidence and a positive attitude
- to ensure that all pupils, whatever their Special Educational Need, receives appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning

- to give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- to identify, assess, record, and regularly review pupil's progress and needs
- to involve parents/carers in planning and supporting at all stages of their pupil's development
- to work collaboratively with parents, other professionals and support services including the Educational Psychology Service
- to ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

A2 Roles and Responsibilities

Provision for pupils with SEN is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's SEN need, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

Commented [1]: special educational

The **Governing Board** in co-operation with the Head teacher, has a legal responsibility for determining the policy and provision for pupils with Special Educational Needs - it maintains a general overview and has appointed a representative (the SEN Governor) who takes particular interest in this aspect of the school.

Governors must ensure that:

- the necessary provision is made for any pupil with SEN
- all staff are aware of the need to identify and provide for pupils with SEN
- pupils with SEN join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2001)
- parents are notified if the school decides to make SEN provision for their pupil
- they are fully informed about SEN issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN.

Governors play a major part in school self-review. In relation to SEN, members of the Governing Board will ensure that:

- they are involved in the development and monitoring of the school's SEN policy, and that the school as a whole will also be involved in its development
- SEN provision is an integral part of the School Development Plan
- the quality of SEN provision is regularly monitored

The **Head teacher** has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the Governing Board informed about SEN issues
- the deployment of all Special Educational Needs personnel within the school

The Head teacher also has overall responsibility for monitoring and reporting to the Governors about the implementation of the schools' SEN policy and the effects of inclusion policies on the school as whole.

The **Special Educational Needs co-ordinator** (SENCo) is responsible for:

- overseeing the day to day operation of the school's SEN policy
- co-ordinating the provision for pupils with Special Educational Needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Individual Provision Maps, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- maintaining the school's SEN register and SEN records
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, etc.
- contributing to the in-service training of staff
- managing TAs
- liaising with the SENCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

Class teachers are responsible for:

- including pupils with SEN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCo for advice on assessment and strategies to support inclusion
- making themselves aware of the school's SEN Policy and procedures for identification, monitoring and supporting pupils with SEN
- giving feedback to parents of pupils with SEN.
- writing Provision Maps for pupils in their class who have SEN. These need to be reviewed and updated at least twice a year and shared with parents or carers.

TAs work as part of a team with the SENCo and the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEN within the class. They play an important role in implementing Provision and monitoring progress. They contribute to review meetings and help pupils with SEN to gain access to a broad and balanced curriculum.

LSAs/TAs should:

- be fully aware of the school's SEN policy and the procedures for identifying, assessing and making provision for pupils with SEN
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

Lunch-time Supervisors are given any necessary information relating to the supervision of pupils at lunchtime. They may meet the SENCo in relation to behaviour management and other issues for particular pupils.

A3 Co-ordinating and Managing Provision

At Marsh Gibbon CE Primary School:

- sharing of expertise is welcomed and encouraged
- SEN is a part of the School Development Plan
- SEN is an item on the staff meeting agenda every week
- the SENCo meets with TAs to review progress
- the SENCo ensures that provision Maps are shared with parents at least twice a year
- there is daily informal contact when necessary between all staff to monitor individual pupils and to discuss concerns
- pupils are involved as far as practicable in discussions about their targets and provision.

The SENCo ensures that the following information is easily accessible to staff:

- the school's SEN policy
- the SEN register
- the local offer
- the school's internal arrangements for SEN, including a clear description of the responsibilities of all staff
- a class SEN file giving the names of all pupils in the class with SEN and copies of the pupil's Provision Maps, moderation descriptors and other relevant information.

A4 Admission Arrangements

Marsh Gibbon CE Primary School caters for all types of Special Educational Needs and Physical Disabilities. We aim to be as inclusive as possible, with the needs of pupils with a Special Educational Needs being met in our mainstream setting wherever possible, where families want this to happen. We ensure that equipment used is accessible to all children regardless of their needs. Breakfast Club and after school provision is accessible to all children including those with SEN. All extracurricular activities are also accessible for children with SEN.

B Identification, Assessment and Provision

B1 Allocation of Resources

All schools in Buckinghamshire receive funding for pupils with SEN in four main ways:

- the base budget which covers teaching and curriculum expenses, as well as the cost of the SENCo
- the delegated budget for Specific learning difficulties and moderate learning difficulties.
- other specific funds e.g. Standards Fund allocations, Children's Fund.
- The Head teacher, SENCo and the Governors of the school regularly monitor the needs of pupils with SEN. Resources are allocated according to need. The resources available include extra TA support; either individually or in a small group; teacher time and materials. These are dependent on the school's SEN budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting statement of SEN. The school has a continuing commitment to purchase appropriate resources for pupils with SEN.

Marsh Gibbon CE Primary School follows LEA guidance, as given in the SEN Handbook, to ensure that all pupils' needs are appropriately met.

B2 Identification, assessment and review

The Code of Practice (2015) Statutory Guidance for organisations which work with and support children and young people who have special educational needs or disabilities

The Buckinghamshire SEN Handbook gives guidance on identification, assessment and review.

Commented [2]: I wonder if we should have this on the website?

Categories of Special Educational Need

The SEN Code of Practice recognises four broad areas of need:

- Communication and interaction
- Cognition and learning Social
- Emotional and Mental Health
- Sensory and/or physical

Children may of course have difficulties that span two or more areas. For some children the nature of their need may not be clear at the outset.

Levels of Provision

Children on the register fall into two groups: those who require SEN support and those who require a Statement of Need.

Commented [3]: Educational Health Care Plan (EHCP)

SEN Support

Most children on the register are in this category where they will receive targeted graduated provision from School and other agencies if needed.

Statement

Only a very small proportion of pupils require a Statement of SEN. These pupils are likely to have severe or complex needs that require more specialist advice and support.

Commented [4]: Educational Health Care Plan (EHCP)

Annual Reviews

For pupils with statements, an Annual Review Meeting has to be held in addition to the regular termly reviews. At this meeting, consideration is given to whether the statement should continue, and whether provision/strategies should be maintained or amended. It should set new long-term objectives for the following year. Annual Reviews are normally held during the school day. All relevant professionals, including those who contributed to the original statement, are invited to attend or submit a written report.

Commented [5]: EHCP

B3 Curriculum Access and Inclusion

Pupils are grouped in classes according to age and/or ability. As there is a wide range of ability in each class, all staff provide a differentiated curriculum suitable for all the pupils, to ensure access at all levels.

Any pupils with particular needs are included as fully as possible into the normal classroom environment and, where appropriate, the curriculum is adjusted. Sometimes it may be appropriate to withdraw a pupil sensitively, to work individually with a TA in order to acquire, reinforce or extend skills more effectively. For some pupils, withdrawal sessions may be used to improve motor skills or application or to give support in a particular area e.g. spelling. Withdrawal

programmes are normally time-limited and criteria for inclusion in such programmes are clearly specified.

Provision for pupils with SEN is intended to enable them to make the greatest possible progress in the context of the National Curriculum and in their personal development.

Commented [6]: On their Provision Overviews

B4 Evaluating Success

The success of the school's SEN policy and provision is evaluated through:

- monitoring of classroom practice by the SENCo and subject co-ordinators
- analysis of pupil tracking data and test results:
 - for individual pupils
 - for cohorts
 - value-added data for pupils on the SEN register
- termly monitoring of procedures and practice by the SEN Governor
- school self-evaluation
- the school's annual SEN review, which evaluates the success of our policy and sets new targets for development
- the School Development Plan, which is used for monitoring provision in the school
- visits from LEA personnel and OFSTED inspection arrangements, which also enable us to evaluate the success of our provision
- frequent meetings of parents and staff, both formal and informal, to plan Provision Maps and targets, revise provision and celebrate success.

Commented [7]: Overviews

B5. Arrangements for Complaints

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo/Head teacher. For a problem that might need time to explore fully, parents/carers should make an appointment. In the event of a formal complaint parents are advised to contact a Governor, if they prefer. The Buckinghamshire Parent Partnership Service is available to offer advice (see C1 below).

C Partnership Within and Beyond the School

C1 Partnership with parents

The staff at Marsh Gibbon CE Primary School will continue to forge home/school links and encourage parents to be partners in the education process. Parents are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress. Parents will receive accurate information when they meet with teachers, so that they have a full picture of their child's skills and abilities, at whatever level, as well as their child's behaviour at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents have the right to access any records of their child's progress and are encouraged to contribute to these records.

Parent consultation meetings are held each term, but parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SENCo. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English. SEN information and leaflets/audio guides are available in a number of community languages through the school or Buckinghamshire Parent Partnership Service.

Buckinghamshire Parent Partnership Service provides a range of support for parents of pupils with SEN, including Independent Parental Supporters (IPS) and parent training about the Code of Practice. IPS gives advice and support to parents of pupils with SEN at any age or stage. Parent Partnership also gives information about mediation services. Buckinghamshire Parent Partnership arranges meetings and produces leaflets and Audio guides about many aspects of SEN. They can be contacted on 01296 383754. Some of their leaflets are available in school.

C2 The voice of the child

All pupils should be involved in making decisions where possible right from the start of their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity. Participation in education is a process that will necessitate all pupils being given the opportunity to make choices and to understand that their views matter. Confident young pupils, who know that their opinions will be valued and who can practice making choices, will be more secure and effective pupils during the school years.

At Marsh Gibbon CE Primary School, we encourage pupils to participate in their learning by:

- informally contributing to reviews and targets when age appropriate
- talking to TAs and teachers about their learning
- class and individual reward systems

C3 Links with other Agencies, Organisations and Support Services

The school has access to a wide range of education, health and social services professionals who are available in Buckinghamshire. This includes The Specialist Teaching Service which has services for Cognition and Learning needs (on a buy-back system for schools) and core funded services for Communication and Interaction, visual and hearing impaired and for pupils with Physical Disabilities. Health specialists such as Occupational Therapists, Physiotherapists, Speech and Language Therapists and others are also accessible. It also includes the Educational Psychology Service. We are committed to using the expertise and advice provided by other professionals. The appendix lists the services we currently use. Other health, social services, and voluntary organisations can be contacted as required.

The link for Bucks Family Information Service can be found on the School's website within the local offer at www.bucksfamilyinfo.org/localoffer. They can provide further information for parents.

C4 Links with other schools and transfer arrangements

Transfer and links with other schools

- SEN action records are transferred following county procedures
- there are opportunities for all pupils to visit their prospective transition School
- pupils with SEN are given additional visits, if required, so that they will become more confident in the new situation
- Representatives from other schools visit our school to meet teachers and pupils before transfer.

Transfer Within the School

- teachers liaise closely when pupils transfer to another class within the school

- meetings are arranged wherever possible between the staff involved in monitoring the pupil's progress

C5 Staff Development and Appraisal

- the school is committed to gain expertise in area of SEN
- training sessions for TAs are addressed as appropriate
- the SENCo attends County meetings and/or training as appropriate
- staff in-service training sessions or courses are arranged, in response to identified needs within the school
- reading and discussion of documentation, and SENCo/teacher meetings are considered to be part of staff development, as well as a time to share information
- newly appointed teaching and support staff meet the SENCo to discuss SEN procedures in the school.

C6 STAFFING

Mr. Paul Alford	Head teacher
Mrs. Annie Williams	SENCo
Mr Peter Ferens	SEN Governor

Commented [8]: Mrs Joanne Watson