



‘Creating an inspirational learning community for all’

Policy for Special Educational Needs (S.E.N.)

Date of policy: November 2011
Responsibility: SENCO
Date of review: September 2012

Rationale

The framework of *Every Child Matters* refers to five key outcomes for children and young people. Our school values, summed up in the acronym GREAT (growth, respect, enjoyment, ambition and togetherness) reflect the importance the school gives to the ECM outcomes. This policy on special needs is written with all these outcomes in mind.

Key Principles

Longwell Green School’s provision for children and young people with Special Educational Needs is guided by the key principles in the SEN Code of Practice.

Key principles are:

- A child or young person with SEN should have their needs met
- The special educational needs of children will usually be met in mainstream schools or settings
- The views of the child or young person should be actively sought and taken into account
- Parents have a vital role to play in supporting their child’s education
- Children with SEN should be offered access to a broad, balanced and relevant education, including an appropriate curriculum for the Foundation Stage and the National Curriculum for Key Stages 1 and 2
- A Special Needs Coordinator (SENCO) maintains an overview of SEN, liaising appropriately with children, parents, staff, managers, headteacher, governors and various external agencies to ensure that children’s individual needs are met.

Procedures

Identification of SEN

- Special needs are identified when children, parents or staff raise concerns.
- Information is initially derived from children, parents and members of staff.
- Staff maintain records to inform planning and to provide feedback.

- The SENCO maintains centralized records of children with SEN. These place individuals in terms of their current stage within the Code of Practice. Needs and provision are recorded. Copies of I.E.P.s and relevant evidence are kept. The SENCO's overview ensures continuity and progression.

Provision for SEN

- Each year, the SENCO constructs a provision map that shows how resources, both human and financial, will be deployed to support children with SEN.
- Expectations are generally as follows:-

Class Action -	Wave 1 provision: Quality first teaching- use of differentiation, sometimes for groups of individuals, reflected in lesson plans, particularly in the core subjects; also includes Wave 2 provision: differentiation through intervention groups. (This usually is the responsibility of the class teacher and phase leader)
School Action -	Wave 3 provision, over and above class teaching and basis intervention groups: Planning often includes an Individual Education Plan (I.E.P.) or equivalent, the contents of which are shared with parents. Teaching assistants may deliver parts of this provision through group or individual support. (This is the responsibility of the SENCO)
School Action Plus -	I.E.P.s benefit from the observations and insights of relevant external agencies e.g. educational psychology. They are operated primarily by teachers and class assistants but specialized support from external agencies may be sought e.g. Behavior Support Team. (This is the responsibility of the SENCO)
Pre-Statement -	I.E.P.s, and a range of evidence from external agencies, are gathered to inform application for a Statement of SEN. (This is the responsibility of the SENCO)
Statement -	Formal procedure, multi-agency in nature, results in a Statement of SEN that is reviewed annually. Planning demonstrates how the targets on a statement are to be addressed. (This is the responsibility of the SENCO)

- Parents are informed about their child's needs and progress. Typically they are invited to participate in helping to support their child's development.

- Teaching assistants and teachers work with groups of children and with individuals in order to meet needs that have been identified.
- The SENCO gathers information and liaises with outside agencies in order to seek advice that will enhance provision for individuals.
- Children with SEN participate, as fully as possible, in normal lessons.

Review

- The SENCO gathers data and other information in order to assess, and report on, the impact of SEN provision, both for groups and for individuals. This will include evaluation of SEN initiatives in terms of opportunity cost and value for money.
- Class teachers provide formative and summative feedback to children and parents.
- Class teachers and SENCO work together to identify progress and enhance provision. This process will include consideration of the need to move a child from one stage of the Code of Practice to another.
- Children and parents are encouraged to articulate their insights into the effectiveness of current provision and how it might be developed.
- Information gathered is used to review learning and to inform future planning at class, year group, key stage and whole school level.
- The SENCO analyses data collected in order to inform strategic planning and management at an organizational level.
- The SENCO ensures that SEN information is maintained within the Schools Information Management System so that the local authority has access to valid data on SEN.
- The SENCO gathers data to inform the annual reviews of any students with a formal Statement of S.E.N.
- The SENCO will chair such annual review meetings, taking notes and reporting as necessary.