



Appleshaw St Peter's CE Primary School

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www.appleshawschool.com

Headteacher: Mr Ian Hickman

Special Educational Needs and Disabilities (SEN/D) Policy

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1 Introduction

1.1 This policy was updated in April 2016 in line with the Special Educational Needs and Disability Code of Practice: 0 to 25 years Jan 2015.

1.2 This school provides a broad and balanced curriculum for all children. The National Curriculum and Guidance for the EYFS are our starting points for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

1.3 These barriers are likely to arise as a consequence of a child having a special educational need or disability (SEN/D). 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 or different help from that given to other children of the same age.

1.4 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 takes account of the type and extent of the difficulty experienced by the child.

2 Aims and Objectives



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2.1 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 are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

3 **Educational Inclusion**

3.1 In our school we offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of our children and aim to achieve this through the removal of barriers to learning and encouraging participation. We want all our children to feel that they are a valued part of our school community.

3.2 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.

3.3 Teachers respond to children's needs by:



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- providing support for children who need help with communication, language and literacy, and maths;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

4 Special Educational Needs and Disabilities

4.1 Any child may require provision to be differentiated at any time and others will have more long term special educational needs. Children may need differentiated provisions for a number of reasons including if:

- they have significantly greater difficulty in learning than the majority of 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 children of the same age;

4.2 Many of the children who join our school in Reception have already attended an early education setting and in many cases they join us with any additional needs already being apparent.

4.3 All our children are assessed when they join 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.



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- 4.4** If a teacher suspects that a child may be having learning difficulties, they will discuss this informally with the Special Educational Needs Co-ordinator (SENCO). We term this as Raising Concern and while this child is not added to the SEN/D Register it ensures that the child receives particular attention and close monitoring.
- 4.5** If our monitoring show that a child is continuing to experience learning difficulties, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called SEN Support and at this point the child is included on the SEN/D Register. 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 informed of progress and draw upon them for additional information
- 4.6** For pupils with the greatest need, and who are working significantly below their peers, the SENCO will have increased involvement and a Personal Learning Plan will be drawn up. This will be reviewed by the SENCO, in consultation with the class teacher, on a regular basis.
- 4.7** When guidance is required from outside agencies parents will be informed prior to any contact being made. In most cases children will be seen in school and the results of these consultations will be shared with the parents at the earliest opportunity.
- 4.8** If the involvement of the outside agencies is long term, and the child's needs are creating a barrier to learning, an application may be made to Hampshire County Council for funding to provide additional support in school. Evidence about the child will support the request and a Special Educational Needs Support Agreement will be put in place.



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- 4.9** If the child continues to present with significant needs and is making little, or no progress, a request for an Education, Health and Care Plan (EHCP) may be submitted to Hampshire County Council. A range of written evidence from all agencies involved in supporting the child will be collated.

5 The Role of the Special Educational Needs Coordinator

5.1 In our school the SENCO:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body, either verbally, in writing or through the headteacher;
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- contributes to the formulation of the School Strategic Plan;
- contributes to the professional development of all staff.

6 The role of the governing body

6.1 The governing body has due regard to the Special educational needs and disability code of practice when carrying out its duties toward all pupils with special educational needs.

6.2 The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs.



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6.3 The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The SEN governor ensures that all governors are aware of the school's SEN provision, including the allocation of resources and personnel.

7 Allocation of resources

7.1 The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with an EHC Plan.

7.2 The headteacher and the SENCO meet regularly to ensure provision and resource allocation for children with SEN/D is meeting pupil needs.

8 Assessment

8.1 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.

8.2 The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices.

8.3 The SENCO works closely with parents and teachers to plan an appropriate programme of support.

8.4 The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENCO can break down the curriculum into smaller steps in order to aid progress and provide detailed and accurate indicators.



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8.5 Assessments may show that an additional level of support is needed that is additional to, and different from that accessible by the year group as a whole.

8.6 In the event that a child on the SEN/D register is unable to make progress an application may be made to HCC for a SENSAs or an EHC Plan. This would be in consultation with the parents and the child and will include information from outside agencies.

9 Access to the curriculum

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

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

9.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.

9.3 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

10 Partnership with parents

10.1 The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an



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ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.

10.2 The school website contains our policy for special educational needs and the arrangements made for these children in our school. A named governor takes a particular interest in special needs and is always willing to talk to parents.

10.3 We have regular meetings each term to share the progress of children on the Special Needs Register 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 educational needs.

11 Pupil participation

11.1 In our school we encourage children to take responsibility and to make decisions. Children are involved at an appropriate level in setting targets for their learning and in reviewing their progress. We recognise success here as we do in any other aspect of school life.

12 Monitoring and evaluation

12.1 The SENCO monitors the progress of children on the SEN/D register and those . The SENCO provides staff and governors with an annual summary of the impact of the policy on the practice of the school based on periodic assessments.

12.2 The SENCO is involved in supporting teachers involved in the teaching and learning of pupils on the SEN/D Register. The SENCO and the headteacher hold regular meetings to review the work of the school in this area. The SENCO and the named governor with responsibility for special needs hold termly meetings.



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12.3 The governing body reviews this policy annually and considers any amendments in the light of the annual review findings. The SEN Governor reports the outcome of the review to the full governing body.

Signed:

Date: