



SEN Policy

This SEN Policy works alongside and in conjunction with The Local Offer offered by Staffordshire Local Authority and various other school policies and is embedded in the Teaching and Learning Framework of the school.

Reference has been made to the following legislation in the compiling of this policy:

- **SEN Code of Practice** (which takes account of the SEN provisions of the SEN and Disability Act 2001) 2014
- **Equality Act 2010**
- **Children and Families Act 2014**

What are special educational needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the Head Teacher, the SENCO and all other members of staff both teaching and support staff have very important day-to-day responsibilities.

'All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.'

High quality teaching which is differentiated and personalised should be available for all pupils. At the heart of the work of every class in school is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

Aim

To raise the aspirations, expectations and progress for all pupils with SEN.

Objectives

- To ensure access to the curriculum for all pupils
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- To identify and provide for pupils who have special educational needs and additional needs including the use of outside agencies and support services
- To work within the guidance provided in the SEN code of Practice, 2014 and to develop and maintain partnership and high levels of engagement with parents
- To provide support and advice for all staff working with special educational needs pupils

Identifying Special Educational Needs

Many pupils experience delay in their learning and not making expected progress for a variety of reasons. Many will have differentiated work prepared for them by their teacher in conjunction with the support staff which will be additional to and different from the curriculum available for the majority of children of their age.

The Code of Practice describes four broad categories of need:

- 1 Communication and Interaction**
- 2 Cognition and Learning**
- 3 Social, mental and emotional health**
- 4 Sensory and /or physical.**

As a school, we recognise that progress and attainment can also be affected by factors ***other than*** SEN eg;

- Disability (the Code of Practice outlines the ‘reasonable adjustment’ duty for all settings and schools provided under current Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- Behaviour
- English as an Additional Language (EAL)
- Being in receipt of a Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Whilst the above may affect progress and attainment they do not fall within the categories of SEN.

A Graduated Approach to SEN Support

WAVE 1 – whole school

- Quality first teaching which is differentiated and personalised by, or under the direction of, the classroom teacher to meet the diverse needs of all learners.
- Assessment and monitoring in line with whole school assessment policy.

WAVE 2 – progress concerns

Where staff have evidence that certain children are still not making adequate progress a case study is developed through discussions with SLT together with carefully planned interventions which will raise attainment, bringing it in line with the expected amount of progress and thus closing the gap.

The Code of Practice describes 'adequate progress' as:

- progress which is similar to that of peers starting from the same baseline;
- matches or betters the child's previous rate of progress;
- closes the attainment gap between the child and their peers;
- prevents the attainment gap growing wider

WAVE 3 – Pupils who have Exceptional Needs

Specialist Services may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the child. Some children may be eligible for further funding to ensure that progress and behaviour is in line with the expected perimeters.

Supporting pupils and families

- Parents are encouraged to look at the Staffordshire local offer (regulation 3a) which can be found on the Staffordshire County Council website.
- Links with other agencies to support the family and pupil can be found at www.staffordshirecares.info/marketplace
- Our school admission arrangements can be found on our school website.
- The school has a responsibility for ensuring children are registered for any national tests which are achievable.

Support services for parents of pupils with SEN include:

- **Parent Partnership**
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>
- If you have a general enquiry, would like to speak to one of the team or you are a parent wanting to request information and support please telephone **01785 356921** during office hours. Alternatively email on spps@staffordshire.gov.uk.

- **Parent In The Know** newsletters
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx>

Training and Resources

- SEN funding varies from year to year and is incorporated into the main school budget.
- Training needs of staff are identified through performance management/appraisal and planned through the whole school Continuing Professional Development (CPD) programme.

Roles and Responsibilities

The SENCO for Knutton St Mary's C of E Academy is Mrs S Rogers.

Governing bodies of maintained mainstream schools must ensure that there is a qualified teacher designated as SENCO for the school.

The SENCO must be a qualified teacher working at the school. A newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must be working towards a National Award in Special Educational Needs Co-ordination within three years of appointment.

The SENCO has an important role to play with the Head teacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.

The SENCO has day-to-day responsibility for the operation of the SEN policy and co-ordination of specific provision made to support pupils with SEN.

The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The key responsibilities of the SENCO may include:

- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies

- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

The school should ensure that the SENCO has sufficient time and resources to carry out these functions. This should include providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support.

Dealing with complaints

In the first instance, if you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- The Class Teacher
- The SENCo (Mrs S Rogers)
- The Head of School (Mrs A Wheaver)
- The Child Protection Officer (Mrs A Wheaver)
- The School Governor with responsibility for SEN (Mr J Collier)

Complaints will be dealt with in line with the Children and Families Act 2014 and the school's own complaints procedure.

Reviewing the Policy

The SEN policy will be reviewed annually by Governors. Parent governors will be involved in this process.

Policy adopted on: October 2018

