



CROCKERTON CHURCH OF ENGLAND VA PRIMARY SCHOOL

VISION STATEMENT

Within the love of God together we live, learn, care and celebrate.
For each other and for ourselves we aim for the best.

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SEN Policy

This is a single policy which has been written on behalf of the Governing Body for Crockerton Church of England VA Primary School.

Written	May 2015
Reviewed	May 2018
Author	SENCo & Headteacher
Next Review	May 2019

At Crockerton Primary School, individuals are valued and achievements are celebrated through a caring, positive and stimulating approach. Our policy for pupils with special educational needs is therefore an integral part of the whole school's ethos. In implementing this policy, we strive to ensure that all children are fully included within the school community, can access a broad and balanced curriculum and can reach their individual potential as learners.

Definition of Special Educational Needs (SEN)

"Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them. Children 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 school.
- (Special Educational Needs Code of Practice, 2014)

Children may have needs and requirements which fall into at least one of four areas:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

Many children have inter-related needs. These additional needs may be for a short period or throughout a child's life. They may be identified before a child enters school or they may come to be recognised at a specific point in their education.

Aims

At Crockerton School we believe in providing an inclusive learning environment where all children, including children with SEN, are treated equally and have access to the full range of opportunities that we provide. We aim to develop the full potential of every child. All children will have the right to a broad and balanced curriculum, including extra-curricular activities. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education. Our aim is that all children with special educational needs participate in activities compatible with the efficient education of other children and the efficient use of resources.

Objectives

1. To identify and monitor children's individual needs from the earliest opportunity, through accurate assessment and tracking, so that appropriate provision can be made.
2. To plan an effective curriculum, which may include specific interventions, to meet the needs of children with special educational needs.
3. To actively involve the children and their parents/carers in the process of identifying needs and setting and reviewing targets.

Roles and Responsibilities

The Special Educational Needs Coordinator (SENCO) is Mrs Alison Kjaer

The Governor with responsibility for Special Educational Needs (SEN) is Mrs Clair Chatwin.

The SEN Assistant is Mrs Janet Aylesbury

Role of Governors

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings.

Role of the SENCo

The SENCO is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- Monitoring, evaluating and reviewing policies and practices relating to SEN
- Providing advice to staff, supporting and liaising with them in regards to SEN matters.
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress.
- Meeting regularly with class teachers to monitor and track the progress of the children on the SEN register.
- Work with the class teachers, SEN pupils and parents/carers of those pupils in the formulation and review of targets and 'My Support Plans'.
- Overseeing and maintaining specific resources for special educational needs.
- Liaising with outside agencies.
- Meeting regularly with the Governor responsible for Special Educational Needs to discuss provision and meetings with outside agencies.
- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff.
- Monitoring, evaluating and reporting on the provision for children with SEN to the governing body in conjunction with the designated responsible person.
- Co-ordinating the range of support available to children with special educational needs.
- In conjunction with the class teacher liaising with parents/carers of children with special educational needs.

The Role of SEN Assistant Role

- Photocopying and distributing reports from outside agencies to class teacher and parents and filing original report in child's records.
- Liaising with staff in keeping the provision map up to date.
- Arranging meetings between parents and SENCo and/or outside agencies.
- Carrying out reading and spelling screening for pupils who join the school mid-year.
- Sending a copy of 'My Support Plans' to the Local Authority.
- Liaising with teaching assistants in carrying out 'on entry' and 'exit assessments' for interventions. Ensuring SENCo has this data.

Class Teachers' Role

The new Code of Practice clearly acknowledges the importance allocated to the class teacher, whose responsibilities include:

- Providing high quality and effectively differentiated teaching to meet the needs of children with SEN;
- Being aware of the school's procedures for the identification and assessment of and subsequent provision for pupils with SEN;
- Ensuring that all children can access the curriculum and engage in learning;
- Setting and reviewing with pupils, where appropriate, their individual targets and working with them to help achieve said targets;
- Identifying, planning and monitoring progress of SEN pupils;
- Writing and reviewing My Support Plans and Provision maps
- Completing and reviewing Wiltshire's GRSS documentation when necessary;
- Acting upon the advice of outside agencies eg SENS, EP.
- Informing parents in writing, when their child is receiving an intervention programme.

Partnership with Parents/carers

The school is fully committed to a partnership with parents. Parents or carers are seen as important partners in the effective working relationship with the school in raising their child's attainment. Parents' contribution to their children's education is valued highly by staff.

Parents are involved in the identification, assessment and decision making processes in the school through parent consultation meetings and additional meetings with the class teacher and/or SENCo. Children are encouraged to contribute to their My Support Plan and the setting and review of targets.

Reasons for a child being added to the SEN register may include the fact that he/she:

- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Has sensory or physical problems, and needs the provision of specialist equipment.
- Has communication and / or interaction difficulties, and needs the intervention of SALT.
- Presents persistent emotional or behavioural difficulties which need the intervention of behaviour support.
- Transfers into the school with already identified needs

Reasons for a child being added to a My Support Plan may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress.
- Is among those for whom we are gathering evidence for a request for a statutory EHCP

Requesting a EHC Plan

The EHC Plan replaces the Statement of SEN.

The school will request a statutory assessment from the LA when, despite an individualised programme of sustained intervention, following the recommendations of an external SEN professional, the child continues to experience significant barriers to learning. A statutory assessment can also be requested by a parent or external agency.

An EHCP will normally be provided where, after a statutory assessment, the Local Authority considers that the child requires provision beyond what the school can offer.

A request for statutory assessment may not result in an EHCP but the local authority's decision can be appealed by parents.

Annual Reviews

EHCPs must be reviewed annually. The SENCo will organise these meetings and invite those deemed necessary to attend eg class teacher, parents, educational psychologist, a LA representative.

At the year 5 annual review, agreement should be reached regarding secondary school placement. Parents are strongly advised to visit all secondary school settings before this meeting, in order to make an informed decision.

At the year 6 annual review, a representative from the secondary school will be invited.

Record Keeping

Class teachers keep records of the steps taken to meet the pupils' needs during the year. The SENCo maintains an up to date record of children 'causing concern' as well as the SEN register. Children on the SEN register have their own individual folder which is updated by the SENCo and/or Assistant at the end of the school year. This folder may include:

- Information from parents
- Support / interventions
- My Support Plan
- Information from outside agencies
- Minutes of meetings

Continuing Professional Development

The SENCO will attend SENCO network meetings and training courses as necessary, in order to keep up to date with recent initiatives, publications and requirements in Wiltshire. Staff may attend training as appropriate, run by the LA, outside agencies or by school staff.

Links and use of outside agencies

Close links are maintained with the local Authority support services in order to ensure that the school makes appropriate provision for children with special educational needs. These agencies may include for example, Specialist SEN advisers, speech and language therapist, educational psychologist, Behaviour Support, school nurse, occupational therapist.

Supporting children at school with medical conditions

The school recognises that children at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have SEN and may have a My Support Plan or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. Every effort is made to ensure that medical needs are fully supported. We liaise with the school nurse or specialist medical services about various conditions such as diabetes, asthma and allergies. Our Medical Needs Policy gives further details about how these children will be supported.

Links with other schools

Pre-school children are invited to Crockerton for induction visits in the term before they start school. We liaise with the pre-school providers in regards to any particular needs a child may require when they begin school in the autumn.

When a child joins Crockerton in a different year group, we ask the previous school for the child's records. If necessary, the SENCO will contact the SENCO from the 'sending school'.

We maintain close links with our feeder secondary school, Kingdown. Transition arrangements include a completed proforma detailing current needs and provision; a meeting with a senior SEN assistant from the secondary school and the primary school SENCO; all children have series of taster days during the summer term - further visits may be arranged for more vulnerable children and a 'Head of House' from the secondary school visits in the summer term.

Evaluating Success

The policy will be monitored, reviewed and evaluated against the aims and objectives set out earlier in the policy through rigorous self evaluation by the SENCO in liaison with the staff and SEN Governor. Areas of strength and development are identified and the SENCO forms an action plan which is part of the whole school development plan.

Complaints Procedure

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCO and / or the Headteacher. Should the matter still be unresolved the parents/carers should refer to the school complaints procedure for formal complaints.

Date of Review

This policy has been written to be in line with the Code of Practice 2014. It will be reviewed in March 2018

Appendix 1 – Additional Contacts for Parents

There are links for parents on the Wiltshire County Council web site:

<http://www2.wiltshire.gov.uk/education-and-learning/sen-parent-partnership-service.htm>

- ASK Parent Partnership Service (aPPS)
www.askwiltshire.org 08457 585072
- Connexions
- Wessex Mediation
<http://www.wessexmediation.co.uk/> 0845 0529487
- Pathways <http://www.wiltshirepathways.org/>

Appendix 2

Common acronyms and abbreviations

Some acronyms frequently used across children's services:

A&E	Accident and Emergency unit within a hospital or clinical setting
ASSET	ASSET- risk/assessment tool used by youth offending services
CAF/Early Help CAF	Common Assessment Framework - An Assessment and Planning Tool
CIN	Child In Need
CP	Child Protection
CYP	Children and Young People
DOB	Date of Birth
DPA	Data Protection Act 1998.
EDS	Social Care Emergency Duty Service
EI or EH	Early Intervention or Early Help
EWMH	Emotional Wellbeing and Mental Health
EYIO	Early Years Inclusion Officer
FGC	Family Group Conference
GP	General Practitioner or Gateway Panel (check context)
LAC	Children Looked After by the Local Authority
LON	Level of Need
LP	Lead Professional
MAF	Multi-Agency Forum
MARAC	Multi-Agency Risk Assessment Conference
MASH	Multi-Agency Safeguarding Hub (the "front door" to Children's Social Care)
MFH	Missing from Home
MisPer	Missing Person notification from Police to the MASH
NEET	Not in Education, Employment or Training
NFA	No Further Action
P/CAMHS	(Primary) Child & Adolescent Mental Health Service
S17	Section 17 of the Children Act 1989 - enquiries to determine the need for support to children and families within the community. Referred to as "Children in Need (CIN)".
S20	Section 20 of the Children Act 1989 - the voluntary accommodation of children into the care of the local authority.
S47	Section 47 of the Children Act 1989 - enquiries to determine the need to protect children at risk within the community. Referred to as "Child Protection".
SA	Single Assessment – completed by a Social Worker
SARF	Specific Agency Referral Form
SEN	Special Educational Need
SEND Service	Special Educational Need and Disability Service
SLT	Speech and Language Therapy
TAC/TAF	Team Around the Child/Family
TISM/LISM/DISMs	Inclusion Support Meetings – all now replaced by TACs
WRMG	Wiltshire Risk Management Group
WSCB	Wiltshire Safeguarding Children Board