



WYE FOREST FEDERATION ST.BRIAVELS AND REDBROOK PRIMARY SCHOOLS

Name of Policy *_Special Education Needs Policy_*

Date _____

Review Date _____

Signed _____ (Executive Headteacher)

Signed _____ (Chair of Governors WFF)

Date of Review: _____

Date of Review: _____

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Wye Forest federation

Special Educational Needs Policy

1. Introduction

The Wye forest Federation values the contribution that every child can make to our schools and will always strive to empower each child to be the best that they can be. In order to achieve this we seek to raise achievement, remove barriers to learning and increase physical and curricular access for all. We welcomes diversity of cultural background, religion, physical ability and intellectual style in our Federation and make sure that all children with SEN are valued, respected and equal members of our Federation. Provision for pupils with SEN is a matter for the Federation as a whole; therefore all teachers are teachers of pupils with SEN. The Governing Body, Head teacher, Inco and all other members of staff have important responsibilities.

In line with our Christian ethos and our Federation values we help each child to “Strive to be the best they can be” by exploring their own COURAGE and RESILIENCE and being treated at all times with RESPECT and COMPASSION.

2. Objectives

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all pupils with SEN
 - To enable pupils with SEN to maximise their achievements
 - To ensure that the needs of pupils with SEN are identified, assessed, provided for and regularly reviewed
 - To ensure that all pupils with SEN are offered full access to a broad, balanced and relevant curriculum, including the Foundation Stage and the National Curriculum as appropriate
- To work in partnership with parents to enable them to make an active contribution to the education of their child
- To take the views and wishes of the child into account

3. Roles and Responsibilities

3.1 The Governing Body

The governing body, in co-operation with the headteacher and SENCO,

- Does its best to secure the necessary provision for any pupil identified as having SEN
- Ensures that all teachers are aware of the importance of providing for these children
- Consults the LEA and other schools when appropriate

- Reports annually to parents on the success of the Federation's policy for children with SEN

The governing body is fully involved in the development of the Federation's SEN policy, ensures provision is an integral part of the school improvement plan and monitors the quality of SEN provision.

All governors, especially the SEN governor, are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed.

3.2 The Headteacher

The headteacher has the overall responsibility for the day-to-day management of all aspects of the Federation's work, including provision for children with SEN. She works closely with the SENCO and helps to keep the governing body fully informed.

3.3 SEN Co-ordinator

Mrs B Kilty, (the Inco, working under the guidance of Mrs Peaper, Senco at St John's C of E Academy, Coleford) in collaboration with the Head teacher, staff and governors) helps determine the strategic development of the SEN policy and provision in the school. She seeks to develop effective ways of overcoming barriers to learning, promote progress through assessment and monitors pupil's achievements by setting targets for improvement. To facilitate this she has one day of non-contact time per week in each school making up the Federation, during which she:

- Manages the day-to-day operation of the policy;
- Co-ordinates the provision for children's special needs;
- Supports and advises colleagues;
- Maintains the school's SEN list;
- Contributes to and manages the records of all children with special educational needs;
- Undertakes school-based assessment and completes the documentation required by outside agencies and the LEA;
- Supports teachers who liaise with parents of children with SEN;
- Maintains resources and a range of teaching materials to enable appropriate provision to be made;
- Liases with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies;
- Manages learning support workers and contributes to staff inservice training.
- Monitors and evaluates the SEN provision and reports to the governing body.

3.4 Teachers and Learning Support Staff

All teaching and learning support workers are involved in the development of the Federation's SEN policy and are fully aware of the Federation's procedures for identifying, assessing and making provision for pupils with SEN.

Teachers have responsibility for:

- Initial identification of a pupil with difficulties and informing the SENCO
- Keeping parents informed
- Providing differentiated activities, writing Care plans (My Profile, My Plan or My Plan +) or contributing to those written by the SENCO, according to the child's level of difficulty.
- Contributing to children's records, assessments and reports for parents and outside agencies.
- Supervising the work of TA's supporting in the classroom
- Ensuring that their classrooms are fully inclusive and that children with SEN are supported, respected and are not subject to prejudice of any kind.
- Making other members of staff aware of any changes in a pupil's circumstances that might affect their behaviour.

Teaching Assistants have responsibility for:

- Making themselves aware of the individual difficulties of the children with whom they work.
- Making themselves familiar with the pupil's Care plans and working closely with teachers and SENCO on the programmes of work outlined in it.
- Contributing to the pupil's general well being and self-image by providing sensitive support and positive encouragement.

4. Admission Arrangements

The headteacher is responsible for the admission arrangements which accord with those laid down by the Local Education Authority. The Federation acknowledges in full its responsibility to admit pupils with already identified special educational needs, as well as identifying and providing for those not previously identified as having SEN. See Admissions Policy

5. Specialised Provision

- St Briavels school has wheel chair access through the side gate and rear entrance doors.
- Redbrook has access available via a ramp.
- Disabled toilet facilities are available for both male and female pupils.
- There are ground floor rooms that can be made available for any specialist 1:1 work.

6. Allocation of Resources

- The SENCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the Federation, including the provision for children with statements of special educational needs.
- The headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

7 Identification and Assessment

7.1 Identification

Early identification is very important and is generally undertaken by the class teacher who will notify the SENCO, head teacher and parents at the earliest opportunity. Any areas of concern are discussed and parents' active help and participation encouraged.

7.2 Assessment

- The class teacher, SENCO and TAs assess and monitor the children's progress in line with existing Federation practices for all areas of the curriculum. See Monitoring and Assessment Policy.
- SATs, Non-statutory SATs, NFER reading and spelling tests, the Foundation Stage baseline and end of year results are utilised alongside classroom observation and continuous assessment.
- The SENCO can also undertake some diagnostic testing but calls on specialist support services, such as Speech & Language Therapists, Occupational Therapists, Educational Psychologists, etc., for more comprehensive assessments. LEA guidance is used in conjunction with these assessments in determining the appropriate level of intervention for each individual child.

8 Access to the Curriculum

All pupils have the entitlement to broad, balanced and relevant curriculum. All pupils with SEN are taught with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age. All teaching and support staff are aware of the National Curriculum Inclusion Statement and in their planning and teaching they strive to:

- Identify children's needs at very early stages
- Provide suitable learning challenges
- Meet the pupils diverse learning needs
- Remove the barriers to learning and assessment

With advice from and the support of the SENCO, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupil's knowledge, understanding and skills. Where appropriate materials are modified or

support is provided to enable pupils with SEN to access the learning or the assessment process.

The Federation acknowledges that its practices make a difference and because of this the school and teachers regularly review issues related to pupils with SEN. Classroom organisation, teaching styles and methods, materials and tasks are considered to determine how they could be improved.

Most SEN teaching and support takes place within the classroom but where withdrawal is necessary, due to the type of activity or in order to maximise learning, then it is dealt with sensitively. Pupils are generally withdrawn in pairs or small groups and sometimes on their own. The Federation fosters a culture where it is quite usual for groups of children to be supported by an adult both in and out of the classroom. Pupils often work with parent volunteers, TAs and teachers who work with individuals and groups of all abilities therefore withdrawal for SEN purposes does not constitute anything remarkable for the children involved.

9 Access to the Wider Curriculum

In addition to the statutory curriculum the Federation offers a variety of additional activities. These include after school clubs, musical instrument lessons, educational visits, residential visits and welcoming artists, authors, drama groups etc. into our school. Pupils with SEN are actively encouraged and supported to join in and benefit from these activities.

10 Monitoring and Evaluating the Success of the Education Provided for Pupils with SEN

The Federation, including the governing body, is committed to regular and systematic evaluation of the effectiveness of its work. In this respect, the governing body report annually to the parents upon the quality of education provided for, and the achievement of, pupils with SEN. The school employs a series of methods to gather data for analysis including:

- Regular meetings between SENCO, class teachers and TAs
- Maintenance of assessment records that illustrate progress over time
- Success rates of 'My Plan/My Plan+/Education, Health and Care Plans)
- The views of parents and pupils
- Analysis of the attainment and achievement of pupils and review of materials and methods employed to support them
- Scrutiny of teachers planning and pupil's work

As a result of the above the Federation reports annually upon its successes and identifies aspects for future development.

11 Arrangements for dealing with complaints from Parents

- The complaints policy can be found and accessed on the school website.

- Parents are aware that the SENCO is always available, by appointment, to discuss concerns about SEN pupils.
- If parents feel dissatisfied with the provision offered by the school or the LEA, and an impasse is reached, then they will be put in touch with Gloucestershire Parent Partnership who will support them through a mediation process.

12 Arrangements for In-service Training

- SENCO attends LEA annual SEN conference
- SENCO attends Forest cluster meetings
- SENCO and TAs attend courses regarding different categories of SEN eg. Autism, Dyslexia, etc.
- Inset by outside agencies is also organised eg Educational Psychologist delivers training to whole staff on topics such as Anger Management, Autism, etc.
- TAs are mentored through ongoing NVQ training and are encouraged to attend LEA courses to help develop their knowledge and skills.
- SENCO delivers training to TAs on the effective use of the materials they will be employing
- SENCO delivers inset to teachers, support staff and governors to update their knowledge eg 'My Plan' writing, Code of Practice, Inclusion, etc.
- Newly qualified teachers and staff new to the Federation are supported by the SENCO in their work with SEN pupils. Their induction includes an introduction to all necessary paper work, class files, support with the writing of 'My Plans' and their interviews with parents.

13 Links with other Schools, Teachers and Facilities

- The school is part of a group where the SENCO attends Forest Cluster meetings. There are growing links between these schools for the sharing of materials and expertise.
- Secondary school SENCOs are invited to visit the Federation to meet pupils, and where possible parents, and to attend annual review meetings of statemented pupils prior to transfer. Pupils' records are passed on to ensure continuity.
- The Federation takes full advantage of booster groups when they are available within the local area, such as the Specific Learning Difficulties Centre, Ruardean Language Unit, etc., and the outreach support they provide.
- LEA Advisory Teachers in SEN give support to children with Education, Health and Care Plans and materials are also available on loan.
- SEN Support Teachers are employed to work with pupils if required.
- Education and Clinical Psychology services, Family Counselling and the Behaviour Support Team are used to inform and support provision for pupils.

- Other LEA support services, including Parent Partnership, Social Services, Child Welfare Services and other volunteer bodies such as Winston's Wish are used when appropriate.
- The School Nurse makes regular visits to the school. Occupational Therapists and Speech and Language Therapists are also involved in the support of our pupils.

14 The Role Played by Parents of Pupils with SEN

In accordance with the SEN Code of Practice the Federation believes that all parents of children with SEN must be treated as equal partners. The Federation has positive attitudes to parents, provides user-friendly information and strives to ensure that they understand the procedures and are aware of how to access advice. Parents will be supported and empowered to:

- Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- Have knowledge of their child's entitlement within the SEN framework.
- Make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision making processes about special education provision.

The Federation strives to achieve this by:

- a) Keeping parents fully informed and seeking their views at review meetings and informal consultations.
- b) Showing that we value their input by responding to their concerns and suggestions
- c) Providing parents with a copy of our Home School Agreement
- d) Providing parents with copies of 'My Plan/My Plan+' so that they can support their child's learning
- e) Providing support and advice through the SENCO and class teacher
- f) Being available to seek out advice or information on behalf of parents

Please read our Accessibility Plan and Federation Offer as these provide useful information regarding Special Educational needs

15. SEN Funding

The cost of SENCo and resources are partially funded by the amount allocated to SEND within the delegated budget, which is determined through a local funding formula, this is called the 'notional SEND budget. The remainder is funded from general allocation or specific 'top-up' funding where the needs of an individual pupil exceeds the nationally prescribed threshold.

Bernadette Kilty – SENCO

Designated Safeguarding Lead – Sarah Helm

SEN Governor – P Hall

Signed: B Kilty (SENCO)

Date: April 2019