



# Parc Eglos School Policy for Special Educational Needs 2023-24

The Individual Needs Co-ordinator (INCo)/ Special Education Needs and Disabilities Co-ordinator (SENDCo) is Christopher Powley.

Next Review Date: February 2024

## **This policy accepts the definition of SEN as set out in the Revised Code of Practice;**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

*SEN Code of Practice 0 - 25 Years January 2015*

## **Aims and Objectives**

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the headteacher or the appropriate governor has been informed that a pupil has special educational needs, those needs will be made known to all who are likely to teach them.

The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.

Headteacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs.

The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources

## **Admission and Inclusion**

All the teachers in the school are teachers of children with Special Educational Needs. As such Parc-Eglos School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with statements of special educational needs and those others with less significant problems.

### **Specialist Provision**

The school can offer ramps for easy wheelchair access around the site and buildings as well as two wheelchair lifts for negotiating two separate flights of stairs. There are showering facilities in our swimming pool and nursery (Pathways) should they be required.

### **Access to the Curriculum**

The National Curriculum will be made available for all pupils. Where pupils have special educational needs, a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

The school will make provision for pupils with special educational needs to match the nature of their individual needs and the class teacher and SENDCo will keep regular records of the pupils' special educational needs, the action taken and the outcomes. There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts. The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

### **Providing the graduated response for personalised support**

The school offers a differentiated curriculum personalised to individual needs where possible. When a pupil fails to make progress and shows signs of difficulty in some of the following areas:

- acquiring literacy and numeracy;
- presenting persistent behaviour, emotional and social difficulties;
- has sensory or physical problems;
- has communication or interaction difficulties,

The school will provide the pupil with personalised support that is additional to and different from the differentiated curriculum. This will be provided through an Individual Healthcare Plan or behaviour plan (IEP) in a range of ways including:

- Classroom organisation and management
- In-class support by our staff
- Withdrawal for individual/small group work
- Home/school reading schemes
- Behaviour modification programmes
- Use of specialist equipment
- Alternative teaching strategies

The resources allocated to pupils who have education health care plans (EHCP) and/or special educational needs will be deployed to implement these education plans at SEN Support as outlined in the new Code of Practice (2014). Parents will be informed and pupils will be involved in decisions taken at this stage. Financial commitments will be subjected to decisions made by the Head Teacher and the Finance Committee of the Governing Body.

If a pupil does not make progress despite the school taking the action outlined, advice will be sought from the appropriate support services. It is then possible that the school will seek statutory assessment.

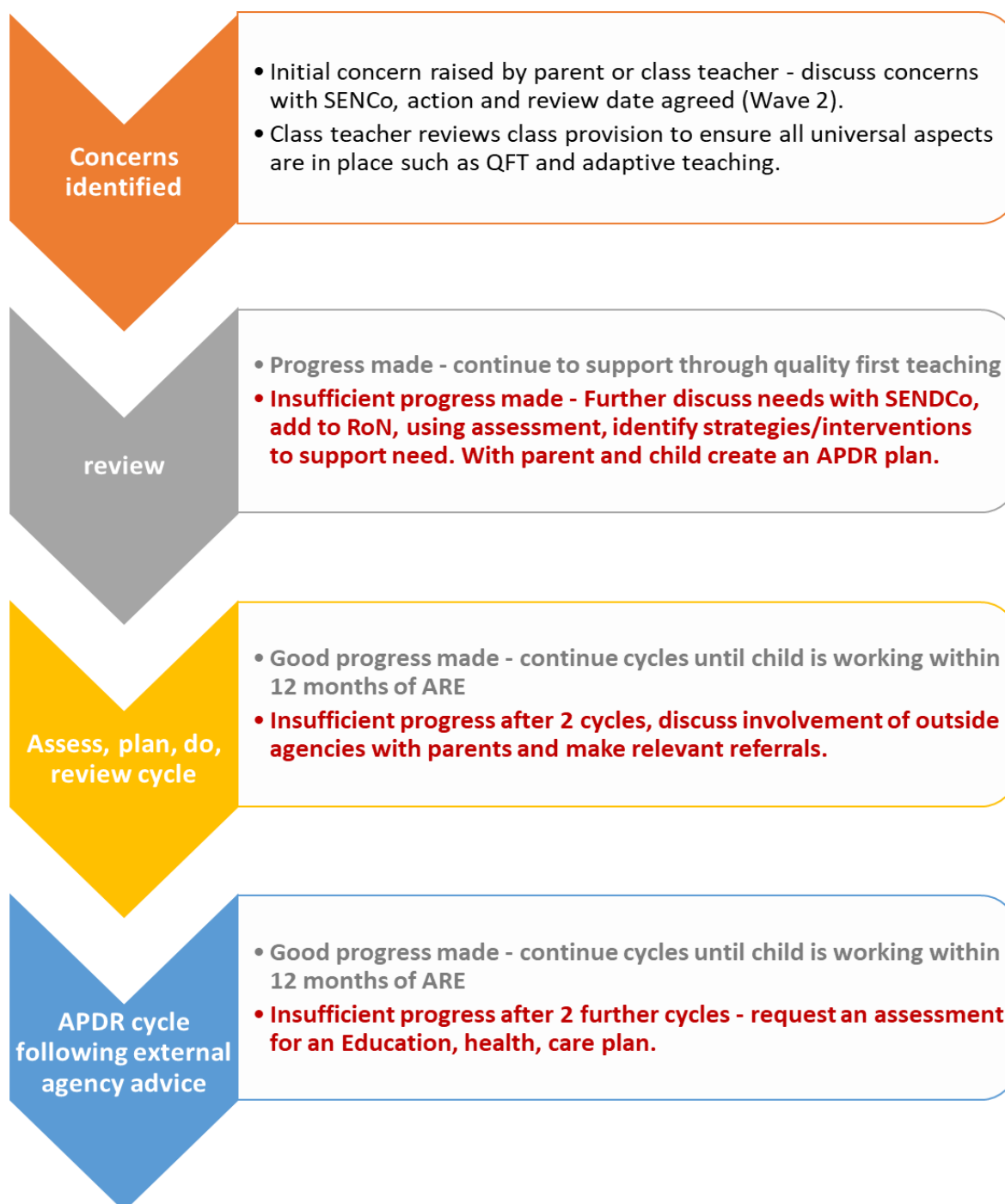
### **Identification and Assessment - a graduated response**

If progress is still not achieved despite intervention and support the child may be assessed bearing in mind the County guidance with a view to initiating a statutory assessment of special educational needs under the 1996 Education Act. The appropriate forms will be used for recording and referral as necessary.

Identification of children with special educational needs will be undertaken by all staff and then through the SENDCo, the appropriate records and CSA forms will be maintained. Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher or the SENDCo, together with end of Key Stage attainment tests. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary, pupils will be referred to the SENDCo for diagnostic testing to construct a profile of the child's strengths and weaknesses.

The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice. Individual Healthcare Plans for all children on the record of need are reviewed termly.

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost-effective and sustainable.” COP 2015



**Additionally, the progress of children with an Education Health and Care Plan will be reviewed annually, as required by legislation.**

Detailed records will be kept of the pupils receiving extra teaching support. These will include:

- The regular administration of informal reading inventories designed to provide a profile of reading achievement,
- Phonic check-lists,
- Detailed records of work
- The results of standardised and diagnostic tests.

A summary of these will be passed on to any receiving school.

### **Liaison**

Parents will always be informed when an external agency becomes involved with their child.

Regular liaison is maintained with the following external agencies or pupils at SEN Support and pupils with Education, Health and Care Plans.

- Alternative Education Provision (ie Pupil Referral Units)
- Assessment and Education Provision team
- Autistic Spectrum Team
- Behaviour Support Service (BSS)
- Careers South West
- Child Adolescent Mental Health Service
- Children in Care Education Service (CiCESS)
- Contact a Parent Service
- Education Welfare Service
- Educational Psychology Service
- Health Service
- Portage
- Reintegration officer
- SEN Support Services
- Social Work
- Support (Augmentative Alternative Communication)
- Supporting Families
- The Hearing Support Service
- The Vision Support Service

### **Arrangements for the Treatment of Complaints:**

**Refer to complaints policy.**

### **Staff Development**

In-service training needs related to special educational needs will be identified by the headteacher in consultation with the staff and will be incorporated into the staff development plan supported by SEN Standards Fund.

### **Working with Parents**

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parents

and the school will be consistently maintained. Parents will be kept fully informed about the Contact a Parent Service.

As mentioned above, parents will be fully consulted before the involvement of CSA support agencies with their children, and will be invited to attend any formal review meetings at all stages

### **Pupil Participation**

The school will work to ensure that pupils are fully aware of their individual needs and the targets in their Individual Education Plans (IEPs). Steps will be taken to involve pupils in decisions which are taken regarding their education.

### **Evaluating Success**

This school policy will be kept under review. The governors will gauge the success of the policy by the achievements of the previously agreed targets outlined in the pupils' IEP progress reviews and or Annual Reviews. In addition, evidence will be gathered regarding:

- Staff awareness of individual pupil need
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- Improved behaviour of the children, where this is appropriate
- The increase in the level of inclusion achieved within the school setting as a percentage of time
- The number of children participating in home/school reading schemes
- Pupil attendance
- Number of exclusions
- Number of children supported by the funding allocation for EHCP's
- special educational needs
- Consultation with parents
- Number of pupils moving between stages
- Pupils' awareness of their targets and achievements
- The school meets the requirements of the SEN Code of Practice 2001.

### **The New Special Educational Needs Code of Practice (SENCOP)**

The new SENCOP was introduced in September 2015. The draft Code exists at present and is an early indicator how provision for SEN children will change.

Some of the key changes should be noted:

- The Code covers 0-25 age range
- There is a clearer focus on the views of children and young people and on their role in decision making
- There is new guidance on the support children and young people should receive in education and training settings
- School Action and School Action Plus are replaced by SEN Support
- Where additional interventions are provided there should be a clear focus on evidence based programmes
- A clear focus on ensuring children and young people are provided with high quality differentiated teaching that meets need
- Schools should meet parents of children and young people on the record of need at least each term
- Greater emphasis on class teachers taking responsibility for initial assessments with advice and guidance from the SENDCo