

Blofield Primary School

Special Educational Needs Policy

Reviewed by: Rachel Prior (SENCo)

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Special Educational Needs Policy 2022-23

Identification, Assessment and Provision

This SEN Policy works alongside and in conjunction with School Information Report, The Local Offer offered by Norfolk Local Authority and various other school policies, for example Attendance, Behaviour and the Pupil Premium Statement, and is embedded in the Teaching and Learning Framework of the school.

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. Teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching which is differentiated and personalised should be available for all pupils. At the heart of the work of every school class 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. Teachers are also aware that attainment in line with chronological age does not necessarily mean that a child is not experiencing difficulties. For example, some children may be high achieving but may require additional support in communicating and interacting socially. Some learning difficulties and disabilities occur across the range of cognitive ability and if left unaddressed may lead to frustration which may manifest itself in disaffection, emotional or behavioural difficulties. Teachers will plan for this and provide support and strategies to address these issues.

Blofield Primary School uses a 'stepped' approach to identifying and planning for special educational needs:

STEP 1 – Differentiated Work/Class Support

During their school life, many pupils experience delay or difficulties with their learning and do not make expected progress. This may be because of specific cognition and learning difficulties, communication and interaction skills, social, emotional, mental health or physical difficulties. It may be that there is a change in a child's life that impacts on learning and progress. These identified issues will require differentiated work prepared for children by their class teacher and delivered in conjunction with support staff. As with all pupils, progress at this stage will be tracked **three** times per year by the schools tracking systems and parents kept fully informed. Some of the impacts on learning and progress may be short-term and some may affect the child's access to learning throughout their education. If this early support does not impact the child's progress they will continue to more specific support.

STEP 2 - Interventions

Through tracking and discussions, the SENCo and Headteacher, in collaboration with class teachers, will arrange for specific interventions to be undertaken. These will support delay in the areas as outlined in the Code of Practice (2014).

- **Communication and Interaction** (Speech and Language)
- **Cognition and Learning** (e.g. English and Maths)
- **Social Mental and Emotional Health**
- **Sensory and Physical**

Early identification of need is key and so it is to be expected that there will be more interventions in the earlier years, which should then be reduced later on.

Where appropriate, pupils will be assessed at the start and end of an intervention and progress and impact monitored. Teachers will meet termly with the teaching assistants delivering the intervention to discuss areas for development and progress.

Parents will be informed by class teachers if their child is receiving additional support.

If these short-term interventions and adjustments fail to have significant impact on narrowing the gap for children, then a pupil's needs will be recorded on the SEN register.

STEP 3 – Identification of Special Educational Needs

Children have special educational needs if they have a *learning difficulty that 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;
- have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority;
- are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.” (Code of Practice September 2014)

Once a potential special educational need is identified, four types of action will be taken to put effective support in place:

1 Assess

2 Plan

3 Do

4 Review

This is known as the *graduated approach*.

Specialist Services and teachers with additional specialist qualifications may be called upon to assess children and to provide specific programmes to be followed by all adults coming into active learning situations with the child.

Where a pupil is receiving SEN Support, school will contact parents at least termly to set goals with an Individual Learning Plan and discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, pupil and the school.

The SENCo and class teacher will meet twice yearly to discuss the impact of strategies and support and progress.

STEP 5 – Formal Assessment

Should children still not be making appropriate progress at an acceptable level the formal assessment procedures for an **Education Health and Care Plan** will be started by the SENCo in conjunction with the parents and other specialist services following the legal assessment procedures outlined in the Local Offer by Norfolk Local Authority:

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

Details of these arrangements are available from the SENCo at the school.

Monitoring Provision for Children with SEND

The SENCo has day-to-day responsibility for the operation of the SEN policy and co-ordination of specific provision made to support individual pupils with SEND, including those with EHCPs. Regular meetings are held between the SENCo and Headteacher to review provision and allocate support.

Half-termly reports are sent to the Governors, giving information about SEND within the school.

Complaints Procedure: If any parent feels dissatisfied with the arrangements for or the treatment of their child who has SEND, they should first contact the class teacher and if still unhappy the SENCo.

This policy was agreed by Governors.

September 2022