



**Spinfield School**

# **Special Educational Needs (SEN) Policy**



**Learning, Developing, Growing Together**

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## **Special Educational Needs (SEN) Policy**

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## **Section 1: Introduction**

This policy was reviewed and updated in September 2020. This policy is in line with the new code of practice, which came into effect in September 2014 which forms part of the new Children & Families Bill. This policy will also reflect the practice at our school.

This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special education needs take account of the type and extent of the difficulty experienced by the child.



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## **Section 2: Aims and objectives**

### **The aims of this policy are:**

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;
- to ensure that parents/carers are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

## **Section 3: Educational inclusion**

In our school we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community.

### **Through appropriate curricular provision, we respect the fact that children:**

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

### **Teachers respond to children's needs by:**

- providing support for children who need help with communication, language and literacy; numeracy and any other areas.
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;



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- supporting children to build on their social skills and their ability to socialise with their peers and other students effectively;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning. Pastoral care also includes provision such as clubs and special arrangements for break and lunchtimes, where appropriate.

## **Section 4: Special Educational Needs**

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

Children have a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;
- they are under school age and fall within the definitions above.

## **Types of Learning Difficulty**

The SEND Code of Practice: 0-25 Years (January 2015) identifies four main areas of need.

Children may have needs which fall into one or more categories, and these may or may not be inter-related.

### **1. Communication and Interaction**

- Speech, language and communication needs (SLCN)
- Autistic spectrum disorder (ASD)

### **2. Cognition and Learning**

- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)
- Specific learning difficulty (SpLD), including dyslexia, dyscalculia and dyspraxia

### **3. Social, Emotional and Mental Health Issues**

- Anxiety/depression/self-harming/substance misuse/eating disorders
- Attention deficit disorder (ADD)
- Attention deficit hyperactive disorder (ADHD)
- Attachment disorder (AD)

### **4. Sensory and/or Physical Needs**

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI)
- Other physical disability



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Identifying the type of SEND a child has enables school, parents and outside professionals to work in partnership and act appropriately to ensure the correct support is put in place for that child.

It is also important to note that other factors may inhibit a child's ability to learn that may not fall under one of the four areas of needs. These factors include:

- Attendance and punctuality
- Safeguarding/CP plans
- English as an additional language
- Children receiving pupil premium
- Look after children and children in care
- Serviceman/women children

## **The Graduated Approach**

At Spinfield we follow The Graduated Approach as set out by Buckinghamshire County Council.

The Graduated Approach provides clearly established 'tiers' of support:

- **'Universal'** – provision focused on quality first teaching and ordinarily available provision, for all children.
- **'Early SEN Support'** – Setting based interventions built around an 'SEN Support Plan' beyond 'Quality First Teaching' towards more bespoke and individualised planning and organising of existing available resources to better meet needs.
- **'Continued SEN Support'** – Additional resourced interventions (Services / Funding) built around the same 'SEN Support Plan'
- **'Statutory Support'** – Evidence of above process will be required prior to consideration of an EHC Assessment.

If a child is identified as **early or continued SEN Support** the child's class teacher and SENDCo will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents/carers informed and draw upon them for additional information.

At **early or continued SEN Support** the SENDCo will then take the lead in coordinating further assessments of the child's needs. We will record the strategies used to support the child within an SEN Support Plan. The SEN Support Plan will show the short-term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. Reviews will take place once a term, in the first few weeks in order to review their targets and set new ones.

## **Ordinarily Available Provision**

'Ordinarily Available Provision' promotes a consistent ethos to supporting children receiving SEND Support. This approach has been created by schools, professionals and parents and is a fantastic user-friendly, accessible resource for all. It outlines the special educational needs that



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children may have across the four broad areas, with easy to use provision suggestions for all members of school staff and families alike, as well as strategies for whole school and quality first teaching.

You can access this document following the link below:

<https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/advice.page?id=Du-BvTHZMMI>

## **The Tiered Approach**

The Tiered Approach links to the Graduated Approach and Ordinarily Available Provision and describes how the Integrated SEND Team supports schools and pupils.

The Tiers within the Tiered Approach outline how the Communication and Interaction and Sensory and Physical Team Specialist Teachers will deliver their services ensuring that schools can receive support for pupils with and without an EHCP.

The Tiered Approach is a more flexible approach to delivering support to schools and pupils. Support is no longer tied into the number of hours, but rather is more responsive to children's needs at that moment in time. Pupils both with and without an EHCP can receive support from a Specialist Teacher thus opening up advice and support to a wider range of pupils.

Universally schools can receive support from Tier 1 which involves access to advice sessions run by the Language, ASD, and Cognition and Learning Specialist Teachers.

Following a Tier 1 advice session, occasionally it may be felt that further involvement would be beneficial and the Specialist Teacher could offer support from Tier 2.

To receive support from Tier 2 for pupils without an EHCP, schools would need to demonstrate a minimum of two cycles of Assess Plan Do Review. The support offered centres around consultation with the Specialist Teacher; it may also involve a visit from a Specialist Teacher, but this will not happen in every case. Children and Young People with an EHCP will not need the Tier 1 advice session; they will instead go straight into the consultation stage. Tier 2 for pupils with an EHCP, will involve advisory support for schools from the Specialist Teacher and upskilling the school staff to meet the pupil's needs.

Tier 3 will typically involve pupils with an EHCP and can include direct contact with a pupil as well as continuing to offer advice and support for staff. Pupils with considerably higher needs and more than one area of SEND will typically fall into Tier 3.

Tier 4 and above will be for pupils who have an EHCP for complex needs.



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## **SEN Support: The four part cycle:**

The SEN support put into place takes the form of a four part cycle through which earlier actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

### **Assess**

Identifying pupils with SEN with class teachers and carrying out a clear analysis of pupils needs. This may involve outside agencies.

### **Plan**

Planning support for pupils who are identified with SEN. Parents/carers will be consulted/informed of the interventions and or support being given.

The support and or interventions provided will be selected to meet the outcomes identified for the pupil.

### **Do**

Class teachers remain responsible for working with the pupil on a daily basis. Class teachers are responsible for the differentiation of work in order for the pupil to access the curriculum.

### **Review**

The impact and quality of interventions should be evaluated along with pupil/parent views in line with the agreed date.

If the SEN Support plan review identifies that support is needed from outside services, we will consult parents/carers prior to any support being actioned. In most cases, children will be seen in school by external support services. External support services will provide information for the child's new SEN support plan. The new strategies within the SEN support plan will, wherever possible, be implemented in the child's normal classroom setting, but the child may be withdrawn from early morning work time (9.00 – 9.30) to carry out individual programmes. Work done during the first session is called personalised learning time and is an opportunity, where needed, for children or teachers to address particular learning targets. Children will mostly be supported within the classroom setting, benefiting from extra support from the teacher or teaching assistant.

**'Statutory Support'** – Evidence of above process will be required prior to consideration of an EHC Assessment.

## **Education, Health and Care Plans**

An Educational Health Care Plan(EHCP) is issued in a very small number of cases. An EHCP may be applied for children whose high level needs only become apparent as he or she develops; and who has not made sufficient progress, despite the school having taken relevant and purposeful action to identify and meet those child's needs. Assessment requires collection of detailed information and evidence from all professionals who work with the child and their parents. Once all evidence is gathered and sent to the LA, a decision as to whether an





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assessment for an EHCP will take place will be given within 6 weeks, and if so, is produced by the LA in no more than 20 weeks. The LA provides additional resources to help reach these objectives/desired outcomes. EHCPs are formally reviewed annually. Parents and any agencies involved are invited to these meetings, which are also attended by the class teacher, any LSAs working with the child and the SENDCo. Most children with an EHCP will also have a Multi-Agency Provision Plan (MAPP) to set and monitor short-term targets/desired outcomes. These are drawn up at Multi-Agency Provision Plan meetings by all those involved in working with the child and are regularly reviewed. They are shared and discussed with parents/carers and the child, whose views are valued and taken into account.

## **Application for Higher Needs Block Funding**

If the school feels it is unable to fully meet the special educational need of a pupil through its own provision arrangements, yet the child does not meet the criteria for an EHCP, an application can be made to the LA for Higher Needs Block Funding. This is short-term additional funding for up to two terms to provide additional support. The school must demonstrate that the pupil requires more than 13.5 hours of additional support per week.

## **The role of the SENDCo:**

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents/carers;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- contributes to the professional development of all staff.

## **The role of the governing body:**

- The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.
- The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are providing for these children. They consult the LEA and other schools, when appropriate, and report annually to parents/carers on the success of the school's policy for children with special educational needs. The governing body



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ensures that parents/carers are notified of a decision by the school that SEN provision is being made for their child.

- The governing body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The Headteacher ensures that all those who teach a pupil with an EHCP are aware of the nature of the plan and child's needs.
- The SEN Governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, SEN Support Plans and personnel.

## **Class Teachers are responsible for:**

- the progress of all pupils in their class, including those with SEND; including SEND pupils fully in their delivery and teaching of the National Curriculum by providing appropriately differentiated learning outcomes for children with SEND;
- liaising with the SENDCo as necessary to obtain advice and strategies to support learning and inclusion in the classroom;
- monitoring and tracking all pupils' progress to assist the early identification of learning difficulties, and alerting parents at the earliest opportunity of their concerns to enlist active help and participation;
- feeding back to parents how a child is progressing towards their SEND learning outcomes;
- ensuring that lunchtime supervisors and any other additional teachers (eg. supply teachers, visiting specialist music/sports etc. teachers) are given necessary information relating to the supervision of pupils with SEND, including possible behaviour management tactics;
- the day to day operation and management of interventions for children with SEND in their class/year group.

## **Learning Support Assistants are responsible for:**

- supporting pupils' individual needs, as directed;
- helping with the inclusion of pupils with SEND within the class;
- implementing and managing the differentiated programs prepared by the teachers/SENDCo;
- monitoring and feeding back progress to teachers on pupils' responses to tasks and strategies;
- ensuring that learning support aids and programmes provided are utilised appropriately;
- contributing to reviewing and planning for children with SEND, including SEN Support Plans, MAPP meetings and Annual Reviews.



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## **Section 5: Allocation of resources**

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCPs.

The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

The Headteacher and the SENDCo meet annually to agree on how to use funds directly related to statements. The SENDCo draws up the resources bid when the school is planning for the next school improvement plan.

## **Section 6: Assessment**

Early identification is vital. The class teacher informs the parents/carers at the earliest opportunity to alert them to concerns and enlist their active help and participation.

The class teacher and the SENDCo assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The SENDCo works closely with teachers to plan an appropriate programme of support. The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps to aid progress and provide detailed and accurate indicators.

The LEA seeks a range of advice before providing an EHCP. The needs of the child are paramount in this.

## **Section 7: Access to the curriculum**

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.



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SEN Support Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By identifying precise targets, we aim to ensure that children experience success.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation, only in very special circumstances would children be withdrawn from lessons. There are times, though, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

## **Section 8: Partnership with parents/carers**

**The school works closely with parents/carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents/carers, through “Home-School Link” books, class and and SENDCo email and regular meetings. The home-school agreement is central to this. Parents/carers have much to contribute to our support for children with special educational needs.**

We have regular meetings each term to share the progress of special needs children with their parents/carers. We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Parents/carers of EHCP children are also offered an appointment once a week for teaching assistants to meet with them and discuss the developments of the previous week as well as to discuss the week ahead. Parents/carers have the opportunity to share any concerns about the child at home, for example, in order to best prepare the staff for management of the child's learning.

## **Section 9: Pupil participation**

In our school we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets in their SEN Support Plans and in the termly SEN Support Plan meetings. Children are encouraged to make judgements about their own performance against their SEN Support plan targets.



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## **Section 10: Supporting pupils at school with medical conditions**

The school recognises that pupils 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 special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEN Code of Practice (2015) is followed.

## **Section 11: Monitoring and evaluation**

The SENDCo monitors the movement of children within the graduated approach system in school. The SENDCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school. In partnership with the Headteacher and Assessment Co-ordinator, children who are not making progress are identified and monitored. Where necessary, extra support is given and children are placed on the SEN register.

The Graduated Approach and the 'Assess, Plan, Do, Review' are used for monitoring and evaluation of SEN pupils. Pupils, if they make progress, are able to exit the SEN register. The school reviews this policy annually and considers any amendments in the light government updates to legislation. The SENDCo reports the outcome of the review to the full governing body.

## **Section 11: Complaints Procedures**

If a parent/carer feels dissatisfied or has a complaint regarding SEN provision, they should in the first instance contact Miss Denton, SENDCO. If the parent/carer is still not satisfied, they should follow the school's complaint procedure.

## **Section 12: Storage of Information**

Spinfield is fully committed to compliance with the requirements of GDPR, which came into effect from May 2018. Spinfield will therefore follow procedures which aim to ensure that all employees, who have access to any personal data held by or on behalf of Spinfield, are fully aware of and abide by their duties under GDPR.

All SEN sensitive documents are stored in a locked cabinet with access limited to SENDCo and the Headteacher.



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Policy Written by Miss Denton (SENDCo)

Date: 28th September 2020