

# Special Educational Needs Policy

Swanbourne CE School

Mursley CE School

Drayton Parslow Village School

Kingfishers Pre-School (Mursley)

**(In this policy known as the Three Schools)**



This policy was agreed by the Governing Body- **January 2021**

The policy is to be reviewed by - **January 2022**

(Copies of this policy are available for staff, parents, visitors and  
volunteers on request from the school office)

## Drayton Parslow, Mursley C of E, Swanbourne C of E SEN Policy

This document is drawn up in accordance with the Code of Practice and acknowledges the guidance therein. Drayton Parslow, Mursley and Swanbourne School believe that all children have the same right of access to the curriculum. Provision for children with Special Educational Needs is an integral part of the Schools planning and is therefore the responsibility of all our staff. The governors of the schools are committed to the notion of Special Needs across the curriculum.

### Our Ethos

Our Schools are at the heart of their village communities, providing happy, safe and stimulating environments rooted in Christian values. We encourage our children to become independent, resilient and self-motivated learners to enable them to grow in self-esteem, achieve success and flourish as confident, well-rounded individuals in the rapidly changing world. Working together with our parents, we nurture each child's potential. Promote a lifelong love of learning and we value the impact of emotional health and wellbeing. We recognise the role of all pupils, staff, parents and stakeholders for promoting emotional health and well-being. We strive for excellence and enjoyment in all that we do.

We use the World Health Organisation's definition of mental health and wellbeing "a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community". We implement the Special Educational Needs policy with the emotional health and well-being of children and staff at the core of what we are working towards.

### Aims

- To deliver a broad, balanced, relevant education as a right for all children at Drayton Parslow, Mursley CE and Swanbourne CE School.
- To ensure that age, gender, race, creed or individual needs do not constrain any educational entitlement to the appropriate curriculum.
- To assist all staff in the delivery of educational entitlement.
- To encourage parents as partners in the learning process for their children.
- To develop, in all children, self-confidence, self-esteem and respect for others.
- To provide thoughtful, sympathetic assessment and testing for the benefit of all children.
- To accommodate different learning styles by providing a range of teaching techniques.
- To recognise notable achievement by all children.

- To nurture our children, within a supportive Christian environment, so that they are happy, confident and well-rounded individuals.
- To work in partnership with our school families and our local community, and to value pupils voice.
- To inspire our children with a rich and deep curriculum, designed for them, where the arts, physical education and music are championed.
- To support our children to become independent, resilient and self-motivated learners by creating an environment where they have the freedom and confidence to take risks.
- To develop our children as global citizens, who share responsibility for the natural world, and feel empowered to make positive changes.

### **Admissions**

Children are admitted to Drayton Parslow, Mursley CE and Swanbourne CE School according to the criteria in the published Admissions Policy.

### **Behaviour**

The behaviour policy incorporates a code of practice by which all children, parents and staff abide. The policy sets out in detail the expected code of behaviour and procedures for supporting and managing children demonstrating challenging behaviour.

### **Medical**

The school monitors the wearing of hearing aids and glasses and the taking of medication for chronic conditions.

Special Educational Needs According to the 'Code of Practice 2015', a child is defined as having a Special Educational Need if he/she has a difficulty which calls for special provision to be made for him/her.

- A child has Special Educational Needs if he/she has significantly greater difficulty in learning than the majority of children of his/her age.
- A child has Special Educational Needs if he/she has a disability, which prevents or hinders him/her from making use of educational facilities provided for children of the same age.
- A child has Special Educational Needs if he/she displays behaviour and/or emotional difficulties, which prevent or hinder him/her from full participation in the whole curriculum.

Any child may have a special need at some time; this may be temporary, due to for example emotional trauma, long-term absence, and frequent change of environment or temporary medical problems. For other children their special need will need to be supported over an extended period of time.

### **Special Provision for Children Might Include:**

- Individual programmes delivered either in class or in short withdrawal sessions.
- Ability group teaching, including differentiation of the curriculum by task.
- Specialist teaching on individually planned programmes.
- Appropriate methodology.
- A supportive environment.
- Use of a variety of resources to allow full access to the curriculum.
- Support and advice from outside agencies.

### **Inclusion**

All children, including those with Special Needs, will be fully integrated into the social/classroom structure of the school. Drayton Parslow, Mursley CE and Swanbourne CE School requires all staff to take responsibility for every child in their care, by providing a broad, well balanced and differentiated curriculum, encouraging and supporting all children to fulfil their potential.

### **Responsibilities**

The SENCO is responsible for the monitoring of special needs provision across the school. Class teachers, with support where needed, are responsible for the identification, monitoring and teaching of special needs children within their class. The Headteacher has overall responsibility for special educational needs and is consulted throughout the process and day to day running.

The SENCO is responsible for co-ordinating provision for pupils with special educational needs as follows:

- The daily implementation of the school's policy and SEN annual report.
- Monitoring of intervention timetables.
- Liaison with and advising colleagues.
- Liaison with parents.
- Maintaining the special needs register.
- Overseeing class based SEN records.
- Contributing to the in service training of staff.
- Working with outside agencies and voluntary organisations.

- Reviewing of policy and practice (annually)
  - Supporting staff with the writing and reviewing of provision maps

### **Identification, Assessment and Review Procedures**

- i. Children who enter school with special needs already identified will have their needs addressed immediately.
- ii. Children undertake a baseline assessment while in the Reception class. The results of this will inform where additional support may be required.
- iii. We use a range of tests in school to support identification of children with SEN in order to provide the most appropriate intervention.
- iv. Teachers' every day assessments and observations will identify any children with difficulties.
- v. Children will also take part in Statutory and voluntary tests to aid the identification process.

When a teacher has a concern about a child they will then monitor the child, appropriately differentiating the work within the class environment. At this point the child is not considered as having special needs. If the child does not make satisfactory progress then the SENCO will be consulted.

At this point the parents will be consulted and the child will be placed on the special needs register. If the child still makes unsatisfactory progress then it may be necessary to gain advice from an outside agency.

If the child continues to make unsatisfactory progress it is the decision of the LA to decide on and draw up an Educational Health Care Plan for the individual. This can only be applied for when evidence has been collected and submitted to the LA over a period of 2 terms.

Once a child has been identified with Special Educational Needs they will be put on a Provision Map which outlines the difficulties of the child and identifies 'SMART' targets for them to work towards and how we aim to achieve them.

The targets will be short and focussed enabling success to promote good self-esteem. Children's progress will be reviewed formally termly. Class teachers will review the Provision Map with the child and parents. The children's targets will be constantly reviewed adding to each of them when they have been achieved.

Children can also come off the SEN register at any point if the SENCO and SLT are satisfied with their progress.

Children who have received an Educational Health Care Plan will also have an annual review. These will involve all parties including outside agencies. This ensures that the plan is being implemented correctly and can identify any changes necessary.

## Resources

Many children with special educational needs will not need resources outside those normally found in the classroom. Differentiation of class work within a curriculum framework will help to meet the learning needs of all children.

However, some children may need a particular piece of equipment, or additional teacher support to support their learning.

## Partnership with Parents

Our school places high value on parental involvement and opinion, and recognises the important role they play. Parents will be involved at every stage of the process and informed as and when the class teacher has any concerns.

## Involvement of Children

At The Three Schools we believe it is of paramount importance that the children are involved at every stage of this process. This ensures they are aware of the difficulties they have and allows them to take responsibility for their own learning.

## Links with other schools

Transition to other schools can cause anxieties, at The Three Schools we will liaise where necessary to ensure the smooth transfer of the children. Additional transition days are put in place throughout the Summer term prior to the County transfer day/days to enable pupils to become more familiar with the new environment, staff, peers and expectations at their next school. KS2 pupils will have support from their local authority Transition team to provide guidance and aid a smooth transfer. SENCOs and staff members liaise prior to transition to ensure all specific needs are met.

## Links with external agencies

The Occupational Health and the Speech and Language Therapists meet with the SENCO termly to discuss any children of concern. Referrals can also be made if appropriate. They also provide staff training opportunities throughout the year.

The schools also have access to the Bucks Specialist Teaching Service who offers assistance to schools in meeting the needs of pupils who are experiencing a greater difficulty than their peers in accessing the Early Years and National Curriculum. The service offers the following traded services:

**Cognition and Learning Team:** focusing on supporting pupils with specific and general learning difficulties including pupils with dyslexia, dyspraxia/DCD and maths difficulties. The Cognition and Learning Teachers and Specialist Support Assistants work with SENCOs, class teachers, and teaching assistants (TAs), as well as directly with pupils in schools.

**Communication & Interaction Team:** made up of three smaller specialist teams comprising of:

- Autistic Spectrum Disorder Team
- Down Syndrome Support Team
- Language Disorder Team

**Sensory & Physical Team:** made up of four smaller specialist teams comprising of:

- Hearing Support Team
- Physical Disabilities and ICT Team
- Visual Impairment Team
- Multi Sensory Impairment Team

The schools are also closely linked to the school nursing team who can advise and support children within school following a referral being made.

We also work alongside with private services including Play Therapists, Educational Psychologists, learning mentor and Speech and Language.

### **Equal Opportunities**

Opportunities to take part in all areas of school life must be open and available to all pupils. All children should be allowed access to and given confidence in the different activities offered, regardless of their ability, gender, religion or culture/ethnic background. The content of lessons and the resources available should ensure that all pupils are valued equally, are able to participate with enjoyment and are able to achieve qualities and standards appropriate to their age, experience and ability.

### **Monitoring and Evaluation**

Criteria for monitoring and evaluating the success of this special needs policy:

- Where provision is good, the pupils make the greatest progress possible.
- The special educational needs of the pupils are systematically assessed and the teaching is carefully matched to their needs.
- Professional and material resources are effectively deployed to ensure all pupils are well integrated into the life and work of the school.
- Attitudes to those with learning difficulties are positive and constructive.
- There is judicious use of professional support services.
- Parents are consulted regularly.
- Learning intentions are clearly understood by teachers and pupils.
- High expectations are evident throughout the school.
- Training needs are met.

- Expertise is used to the fullest.
- Provision Maps are relevant, specific and of a high standard.
- The SEN register is updated termly. Special Educational Needs provision will be monitored continually by Staff, Governors with special needs responsibilities, SENCO and Headteacher.

Reviewed: **January 2021**

Date of next review: **January 2022**