



Warlingham Park School Specific and Extended Learning Needs (SPEN) Policy

This policy applies to the whole school, including the EYFS

1. Introduction

This policy has been reviewed and updated in line with the April 2015 revised SEND Code of Practice, which states the following:

‘All children and young people are entitled to an education that enables them to make progress so that they can: achieve their best, become confident individuals living fulfilling lives and make a successful transition in to adulthood, whether into employment, further education or training’

This policy also adheres to the guidance provided by the Equality Act 2010.

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 additional needs and require particular action from 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.

Pupils who have one or more of the following:

- An individual EHCP, which will outline the nature of the needs and provision (as deemed by the local authority)
- specific learning difficulties (e.g. dyslexia, dyspraxia)
- speech and language difficulties
- socio-communication difficulties
- sensory impairment
- behavioural and emotional problems which affect learning
- physical disabilities which may affect learning
- medical conditions which may impair learning
- pupils whose language impairs learning
- gifts or talents which place them in the top 10% of the school cohort

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 educational needs takes account of the type and extent of the difficulty experienced by the child.

Pupils are not deemed as having additional needs based solely on the fact that they have English as an additional or second language. Only when their understanding and use of English impair their learning are they deemed to have an additional need (also see EAL Policy).

At Warlingham Park School we use our best endeavours to make sure that a child with any educational or other needs gets the support they require by doing everything we can to meet those needs.

2. Aims and objectives

The aims of this policy are:

- To ensure all children are taught a broad balanced curriculum through inclusive teaching which promotes high standards of achievement, addresses different learning styles and supports their development as independent learners.
- To ensure the learning environment is one which values an individual's contribution, celebrates the success of all the learners and aims to promote a positive self-image.
- To enable staff to identify and address specific educational needs in line with the SEND Code of Practice.
- To clarify the roles and responsibilities of staff and parents/carers.
- To ensure staff work in consultation with parents/carers, listening to their views and informing them of progress at all stages of identifying and addressing a child's special education needs.
- To ensure that all children have an active involvement in the learning process, according to their age and level of understanding, e.g. target setting, expressing their views, evaluating their own progress or attending review meetings.

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;
- 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;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Regular meetings are held to review all pupils' achievements. Pupils achieving below the school targets will be discussed and may be added to the special needs list or monitored closely for future inclusion on the list. If a child is monitored then strategies are put in place to support the child within the normal classroom practice.

4. Special educational needs

A child has a learning difficulty or disability if he or she:

- Has a significant greater difficulty in learning than the majority of others of the same age
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally for others of the same age in mainstream schools

For many of these children these difficulties are temporary and can be catered for by carefully planned work that accommodates their specific needs (intervention programmes). For other children, their needs may be more significant and require longer term support and possibly specialist advice and involvement in order for the child to develop their learning as effectively as possible.

However, it should also be remembered that children who exhibit ability well beyond that expected for their age also have special educational needs. It is the school's aim to support such children and their development within the terms of this policy. Pupils identified as being in the top 10% of the cohort are identified by the school and their progress and performance monitored by the SENCO. This cohort reflects the top 10% across the curriculum, and where includes specialist subjects such as Art, Music, Drama, P.E and Games.

At Warlingham Park School we consider special needs in terms of barriers to learning which may be caused by:

Communication and interaction

- Speech and language difficulties
- Difficulty with social rules of communication
- Autism

Cognition and learning

- Learning difficulties where children learn at a slower pace than their peers.
- These include moderate learning difficulties (MLD), severe learning difficulties (SLD), specific learning difficulties e.g. dyslexia

Social, emotional and mental health difficulties

- Withdrawn or isolated, challenging, disruptive or disturbing behaviours which may reflect underlying mental health difficulties
- Disorders such as ADHD (attention deficit hyperactive disorder), attachment disorders

Sensory and/or physical needs

- Children have a disability which 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
- Vision impairment, hearing impairment or multisensory impairment

(Children may have needs that spread across two or more of these areas.)

5. Support

The school will regularly assess the progress and attainment of all pupils, including attainment on entry to school. This will identify pupils making less than expected progress who are:

- Significantly slower workers than their peers
- Failing to match or better the child's previous rate of progress
- Failing to close (or widening) the attainment gap between the child and their peers

Slow progress may be an indication of learning difficulties. This also includes progress in other areas, for example wider development of social and emotional needs.

Evidence and information is gathered through progress data, observations of behaviour, conversations with the class teacher, the parents' views, the child's views and the views of any other professionals who work with the child, including outside agencies. Where staff feel a child has special educational needs, parents will be notified and further support and strategies will be implemented.

Early identification is key to insuring children achieve well and meet desired outcomes.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. This level of support is called SEN support. The child's class teacher 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 informed and draw upon them for additional information. The Special Educational Needs Co-ordinator (SENCO), if not already involved, will become involved if the teacher and parents feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs. It may be necessary for a child to be assessed by an Educational Psychologist who will be involved in providing advice on strategies.

We may record the strategies used to support the child within an Individual Education Plan (IEP). Support could be within the classroom or outside the classroom. It may be 1:1 or in a small group. Priority reading is an extended reading session offered to pupils showing reading or comprehension difficulties. The IEP will show the short-term target 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. In most cases, this review will take place once a term.

(NB. The role of SENCO is currently undertaken by the Headteacher.)

Special needs support forms a four-part cycle which is used to gain a deep understanding of the child's needs and what support is effective in achieving good outcomes for the child. This involves the following actions:

Assess:	Information is gathered and reviewed regularly
Plan:	Interventions and special needs support is planned
Do:	Support and interventions are carried out
Review:	Interventions are consistently, regularly and rigorously evaluated for effective impact.

If the IEP review identifies that support is needed from outside services, we will consult parents prior to any support being actioned and the parents may be required to meet the costs of any assessments. It may be necessary for the child to be assessed by an Educational Psychologist who will be involved in providing advice on strategies. Children will

be seen in or out of school by external support services. This may lead to additional or different strategies called SEN support. External support services will provide information for the child's new IEP. The new strategies within the IEP will, wherever possible, be implemented in the child's normal classroom setting.

If the child continues to demonstrate significant cause for concern, a request for an Educational, Health and Needs Care Assessment (previously known as statutory assessment) will be made to the Local Authority. A range of written evidence about the child will support the request. If deemed necessary, they may be given an Education, Health and Care Plan which will set out how their needs can best be managed.

Where all reasonable adjustments have been made to support a pupil through school resources, it may be necessary to employ an additional member of staff to work with the pupil / group of pupils. Charges will be levied to parents where school funding / subsidy does not meet the cost of additional staffing. Whether or not it is appropriate to levy any further fees for additional support for individual pupils will be considered on a case by case basis of what is reasonable.

6. Assessment

Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. The subject teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

The SENCO works closely with parents and 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 SENCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

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.

IEPs, which employ a small-steps approach based on SMART targets, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. Where appropriate, children with SEN support have an IEP.

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. Sometimes, support is given by the teaching assistants under the direction of the class teacher within the classroom. 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.

8. Partnership with parents

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The IEP, which may be reviewed on Parents' Evenings, is central to this. Parents have much to contribute to our support for children with SEND.

We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents 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.

9. Involving parents and children

Parents and children are involved in each step of this process. It is essential that parents attend parent consultation afternoons and/or arrange meetings with the class teacher and SENCO to discuss their child's special educational needs. It is vital parents work closely with the school and outside agencies to ensure their child's outcomes are achieved and they are effectively supported at school and home. Parents have a huge part to play and we will always be available to discuss strategies for home support, as well as discuss and agree aspirations for children. Children's views are highly valued and we use a range of strategies to gain their views: pupil conferencing, class/group discussions, children's leadership team & questionnaires.

High quality teaching and differentiation within class is crucial to ensuring all children can access the curriculum. Lessons are regularly monitored to ensure that this is consistent and highly effective.

10. 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 Early Years 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 IEPs. Children are encouraged to make judgements about their own performance against their IEP targets. We recognise success here as we do in any other aspect of school life.

11. Monitoring and evaluation

The Headteacher/SENCO reviews this policy annually and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the Staff Meeting.

Some children require more specialised support. At this stage the class teacher, in consultation with the SENCO may decide that adequate progress has not been made and that the advice of outside agencies would be beneficial. Educational Psychologists, Speech Therapists, Behaviour Support Team, Occupational Health or other professionals may be consulted at this point, and advice and guidance sought. Multi-agency working is essential to ensuring best possible outcomes for pupils. Where possible, outcome targets are always set in consultation with specialist professionals.

12. Management of Special Needs

SEN Coordinator

The SEN Coordinator (SENCO) is responsible for implementing the special needs policy in the school. Their key responsibilities are:

- Overseeing the day-to-day operation of the school's special needs policy.
- Advising and supporting teaching and non-teaching staff in meeting the needs of the children with SEN.
- Communicates to all staff the procedures for identifying and supporting children with special needs and advising on the graduated approach to providing special needs support.
- Works with the class teacher and the support staff to set outcome targets.
- Organises and runs all special needs review meetings to discuss children with continuing concerns.
- Liaises with other professionals and outside agencies.
- Meets with parents/carers to discuss concerns and any plan of action.
- Supports colleagues to complete any relevant documentation.
- Runs staff meetings and INSET each term on SEN.
- Acts as line manager to the Special Support Assistants (SSAs) and intervention staff.
- Maintains the school's special needs register and oversees the records on all the pupils with SEN.
- Co-ordinates all provision for children with special needs and completes the provision map and timetables.
- Rigorously monitors the effectiveness of provision and interventions.

The process for referral of children to the SENCO who may need an assessment consists of the following stages:

1. Teacher to discuss child with SENCO.
2. Teacher to talk to parents.
3. SENCO to contact parents to arrange an evaluation of strengths and weaknesses.
4. SENCO to carry out evaluation and record findings and suggestions.
5. If necessary an IEP will be created and support implemented.

The above applies to both less and more able pupils. Differentiation is required in every lesson and should be noted in curriculum file, termly schemes and daily lesson plans.

Procedure for involving outside agencies:

1. Child discussed between involved staff.
2. SENCO or class teacher discusses with parent, recommending an appropriate specialist.
3. SENCO to follow up if parents do not respond after two weeks.
4. All subsequent letters to go to SENCO, e.g. date of assessment.
5. Headmaster to receive report and circulate and file.
6. SENCO prepares IEP and action plan with teacher on basis of specialist report.

Trustees

The governing body has a responsibility to ensure provision is made for pupils' Special Education Needs and that all staff are aware of the importance of identifying pupils' individual needs and providing for them (statutory and non-statutory). The Governing body

must ensure that the school has a policy for special needs and to monitor the quality of special needs provision.

Headteacher

The Headteacher has overall responsibility to ensure children's needs are being met and that the special needs resources are being effectively employed with the maximum benefit to the children eligible. The Headteacher is responsible for child protection issues.

Teaching Staff

All staff should be aware of the contents of this policy and the school procedure for identifying, assessing and making provision for pupils with SEN. They are responsible for setting outcome targets, reviewing and amending targets (in consultation with appropriate staff where necessary). They are also responsible for contributing to any consultation with outside agencies, the Headteacher or SENCO for any children in their class and acting on any advice given. They are responsible for keeping special needs records on all children with special needs in their class, and this should include any record of meeting with parents/carers, or outside agencies and the dates.

Support staff

Teaching Assistants and support staff may be involved in delivering intervention programmes to support children identified with SEN. Targets are set at the beginning of the programme and are reviewed at the end of the period. Impact reports are written. Sessions are rigorously monitored, observed and staff will attend regular pupil progress meetings.

Special Support Assistants

SSAs support a statemented child with an EHCP as directed by the class teacher in consultation with the SENCO following guidance from the statement/EHCP document as well as other professionals. They work on the identified target outcomes using strategies and guidance to ensure inclusive practise. The class teacher will differentiate the work with support from the SSA.

The SSA will feed back to the class teacher regularly. They will share observations through agreed means (conversations, diary, etc.), attend review meetings with the child's parents/carer and have the opportunity to read, write and discuss all relevant reports with the class teacher or SENCO.

13. Review

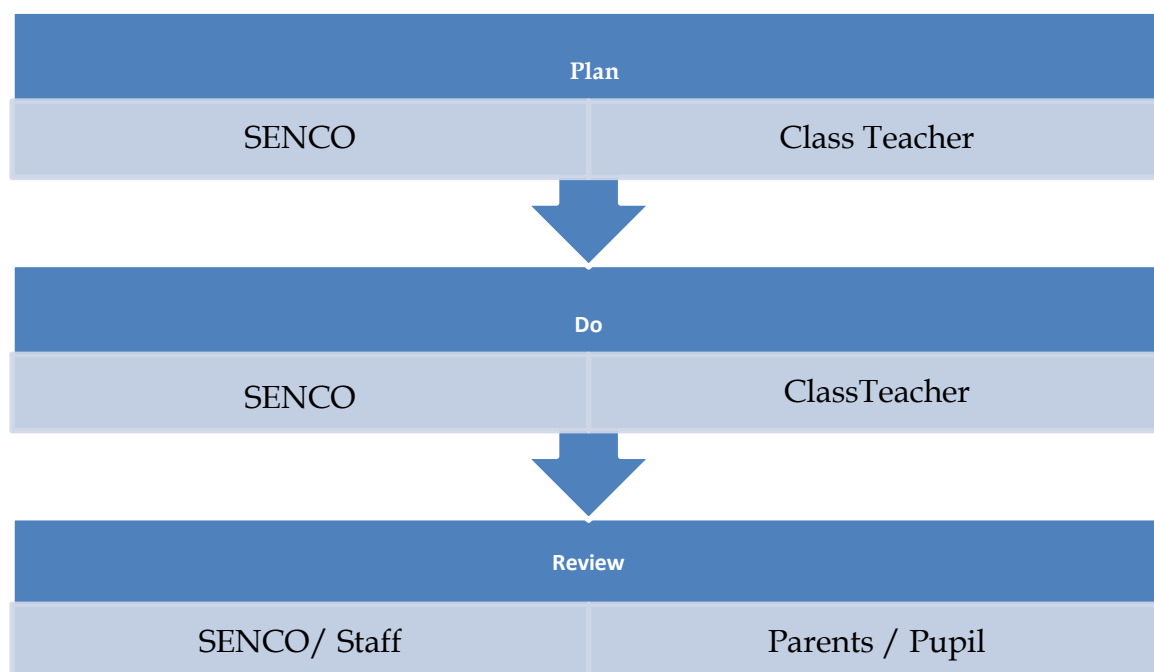
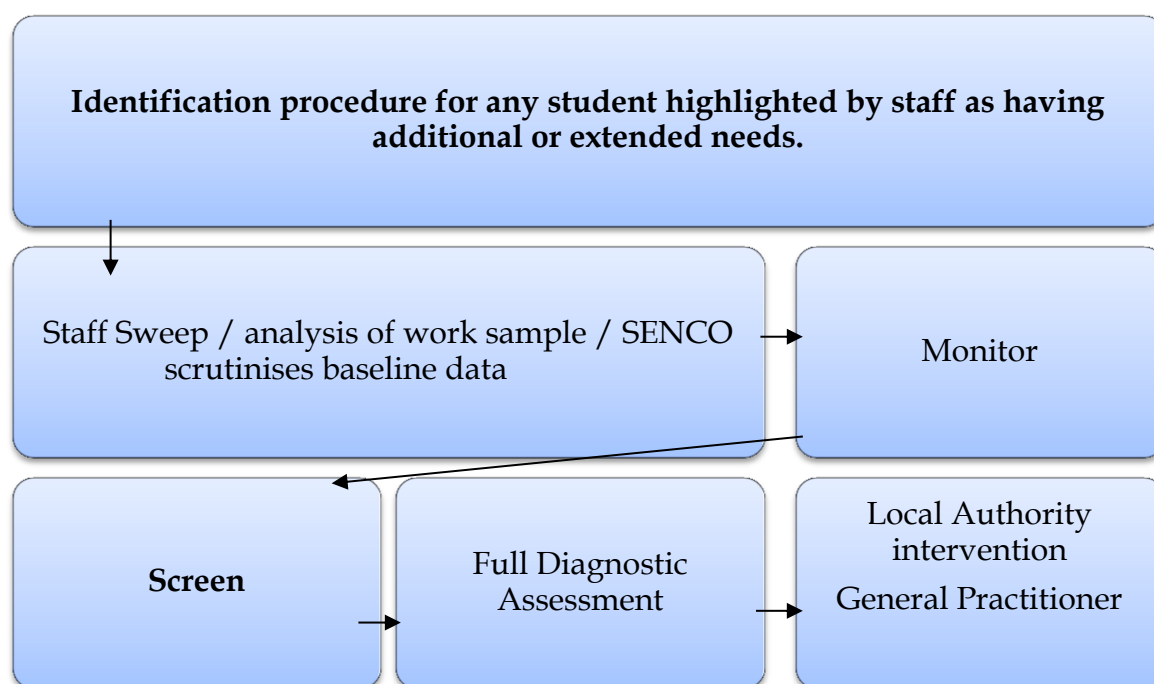
This policy is reviewed annually following discussion among staff and between the Headteacher and Trustees. The intention is to develop the SEND process further to address the continually changing and developing needs of the school.

Revised: October 2019

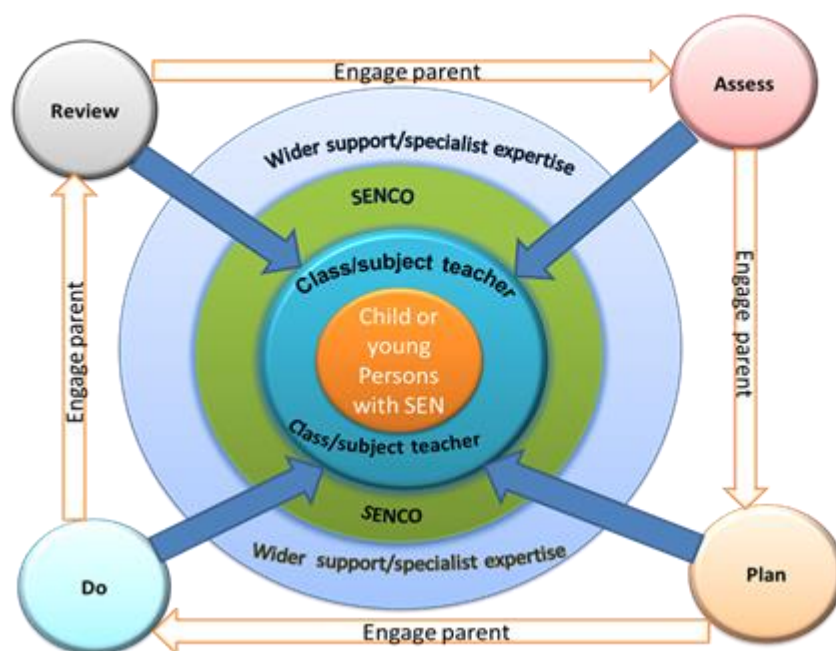
This policy will be reviewed every year	
Title	SPEN
Author	Sarah Buist (Head/SENCO)
Approved by SMT	30.10.2019
Approval/Review required by Trustees	Yes 05.11.2019
Latest Review (were changes made)	Yes, October 2019
Next Review Date	September 2020

Appendix 1

OVERVIEW



Appendix 2



Assess:

- Teacher assessment and knowledge of pupil
- Data on the pupil's progress, attainment and behaviour
- Pupil's development in comparison with peers
- Parents' views and experience
- Pupil's views
- Advice from external support services

Plan:

- High quality class and subject teaching
- Targeted provision

Do:

- **Teacher:** should remain responsible for working with the child on a daily basis. Where targeted interventions involve group or 1:1 teaching away from the main class or subject teachers, they should still retain responsibility for the pupil
- **SENCO:** should support the class or subject teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support

Review:

- Have the pupils met their expected progress?
- Are they achieving their targets consistently and independently?
- Are they on track to meet their end of year and Key Stage targets?
- Is there any improvement in the previous rate of progress?
- Is the gap narrowing or widening (attainment and progress) between pupils with SEN/G&T and all pupils?

Appendix 3

SEN Support Provision

