



# Camp School Special Educational Needs (SEN) Policy

Approved by Governing Body: December 2014

Next review: December 2017

## Relationship to other policies

This policy should be read in conjunction with the Schools SEN Information report (Appendix 1) which was developed in consultation with staff, governors and parents. This document can also be found on the school website. This policy should also be read in conjunction with the school's Curriculum policy, Teaching and Learning policy, Single Equalities policy and Formative Assessment and Marking policy. For an explanation of terms and abbreviations please see Appendix 2.

## Aims and Objectives

At Camp Primary and Nursery School, we believe that each pupil has individual and unique needs. However, some pupils require more support than others to achieve the five outcomes of Every Child Matters. We acknowledge that a significant proportion of pupils will have Special Educational Needs (SEN) at some time in their school career. Many of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. This school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim to:

- Enable every pupil to experience success;
- Promote individual confidence and a positive attitude;
- Ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning;
- Give pupils with SEN equal opportunities to take part in all aspects of the school's provision, as far as is appropriate;
- Ensure that children with SEN have opportunities to receive and make known information, to express an opinion, and have that opinion taken into account in any matters affecting them;
- Identify, assess, record and regularly review pupils' progress and needs;
- Involve parents/carers in planning and supporting at all stages of their children's development;
- Work collaboratively with parents, other professionals and support services;
- Ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.
- To work within the guidance provided in the SEND Code of Practice (0-25) 2014

This policy is statutory and affects all ECM outcomes. It has been adapted from the Hertfordshire model Special Educational Needs policy. This policy complies with the statutory requirement laid out in the SEND code of practice (0-25) 2014.

## Identifying Special Educational Needs

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. For children aged two or more, special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind. (SEND Code of Practice, July 2014)

*N.B: A child under compulsory school age has special educational needs if he or she is likely to fall within the definition when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).*

The broad areas of need identified by the SEND Code of Practice (0-25) 2014 are;

Communication and interaction  
Cognition and learning  
Social, emotional and mental health difficulties  
Sensory and/or physical needs

For a more detailed description of these areas of need, please refer to the School SEN Information Report (Appendix 1).

At Camp School we provide a graduated response to SEN support: please see question 1 of the school SEN information report for more information (Appendix 1).

## **Roles and responsibilities**

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's Special Educational Needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The Governing Body, in co-operation with the Head Teacher, has a legal responsibility for determining the policy and provision for pupils with SEN. It maintains a general overview and has appointed a representative governor (the SEN Governor), who takes particular interest in this aspect of the school.

The **Head Teacher** has responsibility for:

- The management of all aspects of the school's work, including provision for pupils with SEN;
- Keeping the governing body informed about SEN issues;
- Working closely with the SEN personnel within the school;
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.

The **Governing Body** will ensure that:

- SEN provision is an integral part of the school improvement/development plan;
- The necessary provision is made for any pupil with SEN;
- All staff are aware of the need to identify and provide for pupils with SEN;
- Pupils with SEN join in school activities alongside other pupils, as far as is reasonably practical and

- compatible with their needs and the efficient education of other pupils;
- They report to parents on the implementation of the school's SEN policy;
- They have regard to the requirements of the SEND Code of Practice (2014);
- Parents are notified if the school decides to make special educational provision for their child;
- They are fully informed about SEN issues, so that they can play a major part in school self-review;
- They set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN;
- The quality of SEN provision is regularly monitored;
- They, and the school as a whole, are involved in the development and monitoring of this policy.

Note: Many of these responsibilities will be delegated to the Head Teacher and/or SENCo.

The **Special Educational Needs Co-ordinator (SENCo)** is responsible for:

- Overseeing the day-to-day operation of this policy;
- Ensuring that an agreed, consistent approach is adopted;
- Liaising with and advising other staff;
- Helping staff to identify pupils with SEN;
- Carrying out detailed assessments and observations of pupils with specific learning problems;
- Co-ordinating the provision for pupils with SEN;
- Supporting class teachers in devising strategies, drawing up Provision Maps, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with SEN and on the effective use of materials and personnel in the classroom;
- Liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process;
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents;
- Maintaining the school's SEN register and records;
- Assisting in the monitoring and evaluation of progress of pupils with SEN through the use of school assessment information, eg, class-based assessments/records, end of year tests and SATs
- Contributing to the in-service training of staff;
- Managing learning support staff/teaching assistants;
- Ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils;
- Liaising with the SENCos in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other;
- Taking part in LA SEN moderation.

**Class teachers** are responsible for:

- Including pupils with SEN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCo for advice on assessment and strategies to support inclusion;
- Making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEN;
- Working in partnership with parents of pupils with SEN to give feedback and discuss their child's needs, provisions and progress;
- Working with the support of the SENCo to draw up and implement provision maps.

**Learning support staff/teaching assistants** should:

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEN;
- Use the school's procedures for giving feedback to teachers about pupils' progress and their responses to tasks and strategies;

- Be aware of the SEN of children with whom they work, including being familiar with the children's provision maps;
- Implement strategies and interventions identified on children's provision maps under the direction of the class teacher and/or the SENCo;
- Be prepared to undertake relevant and regular training and meetings to support them in meeting the needs of children with SEN.

Note: The responsibilities above should be read in conjunction with the relevant job descriptions where more specific guidance may be given.

### **Arrangements for complaints**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with a class/form teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCo. For a problem that might need time to be explored fully, parents/carers should make an appointment to meet with the SENCo.

In the event of a formal complaint parents should follow the procedure in the school's complaints policy.

### **Arrangements for monitoring and evaluation**

The success of the school's SEN policy and provision is evaluated through school self-evaluation and reporting activities such as:

- Monitoring of classroom practice by the SENCo and subject leaders;
- Analysis of pupil tracking data and test results for individual pupils and for cohorts;
- Value-added data for pupils on the SEN register;
- Termly monitoring of procedures and practice by the SEN Governor, an annual report to the Governing Body and a three yearly review of this policy;
- The school profile and the prospectus, which contains the required information about the implementation and success of the SEN policy;
- The school development plan, which is used for planning and monitoring provision in the school;
- Visits from LA personnel and Ofsted inspection arrangements;
- Feedback from parents and staff, both formal and informal, following meetings to produce Provision Maps and targets, revise provision and celebrate success.

Evidence of a broad range of success criteria including progress, attainment and well-being will be evaluated and used to determine whether a child will remain on the SEN register. However, if a child is removed from the register, appropriate support and monitoring will still remain in place.