



# Churchfield Church School Special Educational Needs (SEN) and Inclusion Policy

## Introduction

Churchfield Church School has a named SENCo Mrs Rebecca Skews and a named SEN Governor Mrs Alison Ridley whom work together to ensure that the Churchfield Special Educational Needs policy works within the guidelines of the Code of Practice (2014), the Bath and Wells Multi-Academy Trust, the Local Education Authority and other policies current within the school.

At Churchfield it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required. This is something that is 'additional to and different from' that already provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014)

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

## What are Special Educational Needs?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that which is made generally for others of the same age in a mainstream setting. **Code of Practice 2014**

It is recognised at Churchfield that the needs of high achieving children should also be catered for and recognised as a 'special educational need' this is covered within our Gifted and Talented policy and overseen by our Gifted and Talented lead Miss S Roberts.

## Aims and Objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their full learning potential and engage in activities alongside their peers

- to ensure that the special educational needs of children are identified, at the earliest possible stage, assessed and provided for
- to make clear expectations of all involved in process (home, school, external agencies)
- to ensure that the views of the child are sought and taken into account
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- to provide adjustments to enable all children to have full access to all elements of the school curriculum

### Educational Inclusion

All children including those with SEN will be provided with opportunities to fulfil their potential; to develop emotional wellbeing; to develop confidence and self-esteem; to enjoy and value learning; and to develop personal responsibility and respect.

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

Through appropriate curricular provision, we respect the fact that children;

- have different educational and communicational needs and aspirations
- acquire, assimilate and communicate information at different rates
- have different preferred learning styles and therefore use a range of different teaching approaches and learning experiences
- require different visual and practical resources

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 senses and experiences
- planning for all children to participate fully in learning across the curriculum, including physical and practical activities and off site visits
- helping children to manage 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
- setting suitable learning challenges and responding to children's diverse learning needs

### Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The governing body, the Head teacher, the SENCo and all other members of staff, particularly class teachers and support assistants who have the important day to day responsibilities. **All teachers are teachers of children with special needs.**

It is recognised that early identification of needs is essential. The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experiences already established during a child's pre-school years. If the child already has an identified special educational need, this information is passed on from their Early Years setting to the named SENCO, specific interventions are then timetabled with the class teacher.

All children should receive quality first education. Teachers will prepare and deliver high quality lessons and learning opportunities.

If children fail to make progress following the quality first teaching, the area in which they are having difficulty is identified. Intervention within class, individual or small group is planned and delivered. Following this type of intervention if the child is still not making progress the SEN assessments are triggered.

In school children will be identified for SEN assessment by the class teacher usually at a Pupil Progress Meeting where the child's progress and attainment will be measured against National or school criteria. SEN assessments are carried out by the SENCo in consultation with the parents. This is then followed up by the SENCo or Intervention Lead and Class teacher planning an intervention or programme of work to support the child's difficulty. These programmes are usually carried out by SEN qualified support assistants who have been trained to deliver them. The children are assessed at the beginning and end of programmes to evaluate the impact which is then shared with children and reported to parents.

This model provides a graduated response to support the children's learning. Children in receipt of a high level of support will have their outcomes recorded on Pupil Passports which will be created by child, the parent, the class teacher and overseen by the SENCo. Pupil Passports will be reviewed at parent consultations. The SENCo has access to further support from outside agencies where necessary these include;

- Learning Support Service
- Educational Psychologist
- Behaviour Support Services
- Speech, Language & Communication Team
- Physiotherapy Service
- Occupational Therapy Service
- Physical Impairment & Medical Support Service
- Hearing and Visual Support Teams

Intervention by these agencies is through the providing of specialist advice usually in the form of a care plan, further assessments and monitoring to work alongside the children's Pupil Passports.

### The Role of the SENCo

The Special Educational Needs Co-ordinator (SENCo) is responsible for ensuring that the school can track and record support plans and decisions for all the children with SEN in the school.

- Overseeing the day to day operation of the policy
- Co-ordinating provision for and manage the responses to children's special needs
- Liaise and advise colleagues
- Maintain the school's SEN register
- Contribute to and manage the records of all the children with SEN
- Liaise with parents of children with SEN
- Contribute to the in-service training of staff
- Liaise with Early years settings and secondary schools to ease transfers
- Liaise with external agencies for further advice and support
- Prepare and submit higher needs funding applications
- Line management of 1:1 support staff
- Requesting a statutory assessment

The SENCo and Head teacher are responsible for the operational management of the specified and agreed resourcing for special needs provision within Churchfield, including the provision for children with Statements/Education Health Care plans.

The Head teacher informs the governing body of how the funding is allocated to support children with special educational needs.

#### The role of the Governing Body

The governing body challenges the school and its members to secure necessary provision for any pupils identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that the funds and resources are used effectively.

The school have decided that children with special educational needs will be admitted to the school in line with the Multi-Academy Trust's admission policy which is overseen by the governing body.

The governing body will review the policy annually and consider any necessary amendments.

#### Monitoring and Evaluation

The SENCo monitors and reviews the movement of children within the SEN graduated response system at school. The SENCo provides staff and governors with regular summaries of the impact of the policy on the practice in school.

The SENCo is involved in supporting teachers in creating Pupil Passports for children. The SENCo and staff, including learning support assistants hold regular reviews to update and monitor progress.

The SENCo and SEN Governor hold regular meetings to explore any changes in SEN and the current situation within the school.

R Skews

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