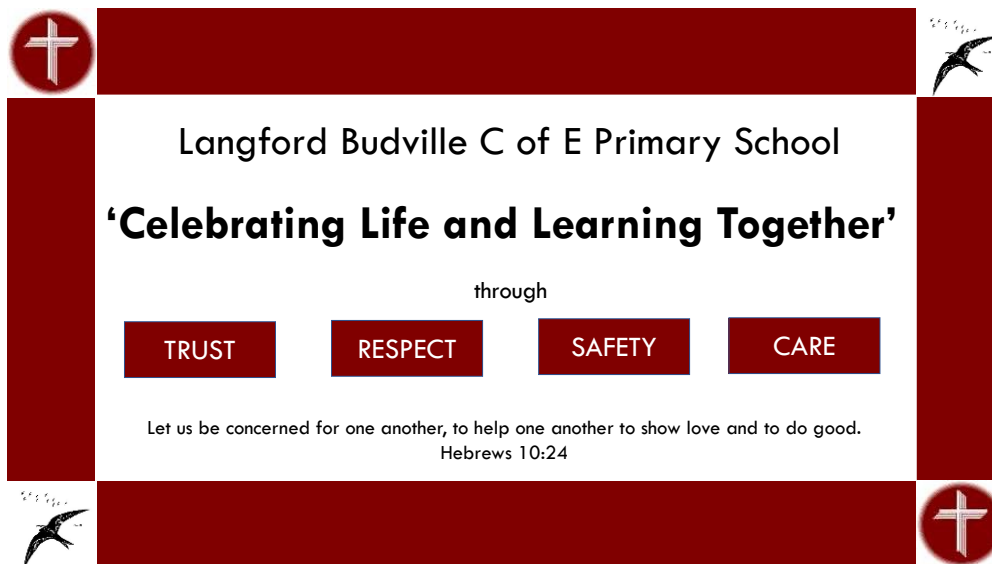




Special Educational Needs Policy and Annual Report to Governors

This policy should be taken and used as part of Langford Budville Church of England School's overall strategy and implemented within the context of our vision, instrument of government, aims and values as a Church of England school.



Langford Budville C of E Primary School

'Celebrating Life and Learning Together'

through

TRUST RESPECT SAFETY CARE

Let us be concerned for one another, to help one another to show love and to do good.
Hebrews 10:24

Contents

1. Aims.....	1
2. Legislation and guidance	2
3. Definitions	2
4. Roles and responsibilities	3
5. SEN information report.....	4
6. Monitoring arrangements	9
7. Links with other policies and documents	9

1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)

- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Our school aims to:

- Create an environment that meets the special educational needs of each child;
- Raise the aspirations of and expectations for all pupils including those with SEN;
- Ensure that the special educational needs of children are identified, assessed and provided for;
- Identify the roles and responsibilities in providing for children's Special Educational Needs;
- Enable all children to have full access to all elements of the school curriculum;
- Develop and maintain partnership and high levels of engagement with parents;
- Ensure that our children have a voice in this process.

We aim to offer excellence and choice to our children, whatever their ability or needs. We have high expectations of all our children. We want 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 emotional 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:

- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, ensuring that those who need help with communication, language and literacy are fully supported;
- helping children to manage their emotions and to take part in learning effectively and safely.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

Special educational needs can be categorised into four groups. A child is likely to have one of those categories as their primary need but may have additional needs from one or more of the other categories. The four categories are:

- **Cognition and Learning:** Children with a cognition and learning difficulty will find it harder to assimilate knowledge and understanding. They are likely to be slower in processing information. They may have a difficulty remembering information. This need can be specific, as in Dyslexia, Dyspraxia and Dyscalculia; or it can be more general or global.
- **Communication and Interaction:** This area of need can broadly be separated into three sections:
 - **Receptive language** – what we hear and how that information is processed;
 - **Expressive language** – what we say. Difficulties in this area can be around the creation of speech sounds; the vocabulary we know; our ability to find the right word to say; and being able to speak in grammatically correct sentences.
 - **Social communication** – often a difficulty associated with autistic spectrum conditions (ASC). This is a difficulty with the way we relate to each other and may make developing friendships more difficult. It is also a difficulty in the way we use body language and intonation in our speech to give more subtle meaning to the words we use.
- **Social, Emotional and Mental Health (SEMH):** Some children have difficulties with their emotional and social development. This might present as being withdrawn and isolated or, conversely, might present as challenging, disruptive or disturbing behavior. These might include Attention Deficit Hyperactivity Disorder (ADHD); Attention Deficit Disorder (ADD); or Attachment disorder. A wide range of mental health difficulties can result in a child requiring additional support in school. This might include anxiety or depression.
- **Sensory and Physical Disabilities:** This category of SEN includes visual and hearing impairments as well as physical disability. In general, adjustments to the school environment may be required. Specialist support can be obtained from the Physical Impairment and Medical Support Team (PIMST).

4. Roles and responsibilities

4.1 The SENCO

The Special Educational Needs Coordinator (SENCO) is Moira Brown.

She will:

- Work with the head of school, the executive head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the head of school and the executive head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor

The Special Educational Needs (SEN) governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the head of school, the executive head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The head of school and the executive head teacher

The head of school and the executive head teacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

This year we have had 8 pupils on our SEN register. None of those children have an EHCP.

The following table shows a comparison of percentages of children with SEN nationally, within Somerset and for pupils at Langford Budville Church of England Primary School:

	% of all levels of SEN	% of pupils at SEN support level	% of pupils with an EHCP
Nationally	14.7	12.6	2.1
Somerset	13.8	11.8	2.0
Langford Budville	20	20	0

This year has been an unusually turbulent year for our pupils. There has been an unusual number of staff changes. The SENCO has been acting Head of School. Despite this, 50% children on the SEN register have made very good progress. Of the other 50%, half have found the changes difficult and have been supported with their emotional and mental health needs but have made poor progress, while the other half have made good progress.

The school has provided additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), attachment disorder.
- Moderate/severe/profound and multiple learning difficulties
- Physical difficulties, for example, hearing impairment.

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

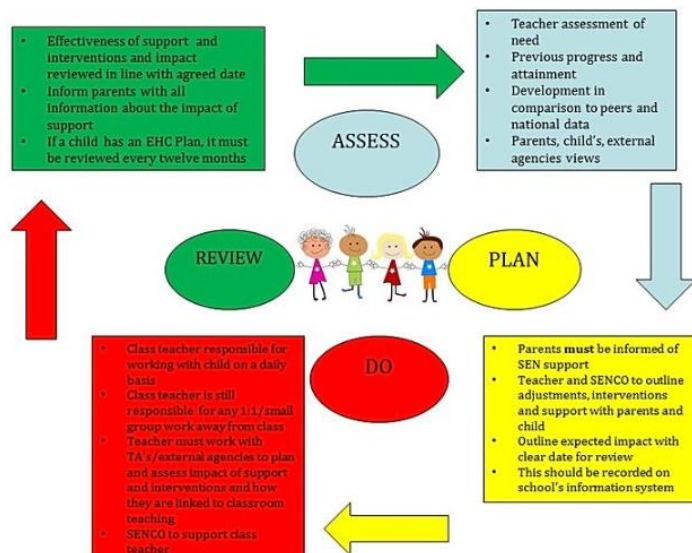
We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. As shown in the



illustration, the graduated response involves the cycle of assess, plan, do, review (APDR). Before each cycle, the child's progress will be assessed to see whether the previous cycle of APDR was helpful for the child's progress. The assessments are then used for planning the next period of support for the child. It usually takes a term to complete a cycle of APDR but this can be shortened or lengthened where appropriate. The graduated response allows staff to gradually increase the level and specificity of support and the range of outside professionals involved if progress continues to be slow, or to gradually reduce the support as the child's needs have been successfully identified and overcome.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour

- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We work collaboratively with many of the local schools which means we are able to ensure a smooth transition to the next phase. For many children with SEN, this will mean additional visits to their next school so they can start to get to know key staff.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide, when appropriate, the following interventions:

- Phonic interventions to develop a child's ability to link speech sounds to writing and reading.
- Activity breaks – sometimes called sensory breaks or snacks
- Emotion Literacy Support Assistant (ELSA) nurture groups or 1:1 support
- Talkabout – a group intervention that supports the development of social communication
- Lego therapy – Developing communication skills and emotional literacy using Lego!
- Individualised Literacy Intervention (ILI) - a 1 to 1 intervention that takes place up to 3 times a week over 10 weeks. Activities are tailored to the individual child's needs.
- Precision teaching for literacy and numeracy – Activities aimed at developing specific skills with short activities on a regular basis. This may be daily for a short period of time.
- NELI (Nuffield Early Language Intervention – a speech and language intervention aimed at Reception age children but can be used throughout class 1.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Adapt the classroom and school environment to ensure children can reach their potential
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We aim to support children within the classroom and with their peers wherever possible. Interventions are aimed at boosting skills so that all children are able access the mainstream class.

We have teaching assistants who are trained to deliver interventions such as Lego therapy, ILI and ELSA support.

Teaching assistants will support pupils on a 1:1 basis when they are unable to access their differentiated curriculum without that additional support.

Teaching assistants will support pupils in small groups when a small number of children need similar curriculum support.

We work with the following agencies to provide support for pupils with SEN:

- NHS – Paediatrics; GPs; Speech and Language Therapy; Physiotherapy; Occupational Therapy
- Educational Psychologists
- Learning support service
- Autism and Communication service
- Vision and Hearing support service
- Physical Impairment and Medical Support Team (PIMST)
- Child and Adolescent Mental Health Service (CAMHS)

5.9 Expertise and training of staff

We aim to ensure all our staff have an excellent understanding of how to support all our pupils. To that end, we provide in-house training for all staff in a range of techniques and interventions to ensure an inclusive and caring learning environment for all of our children.

In addition, where specific skills are needed we aim to ensure, by accessing training from outside the school, that staff are trained appropriately.

Our SENCO has 9 years' experience in this role.

She is allocated 2 days a week to manage SEN provision.

We have a team of four teaching assistants, including one higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in supporting pupils with social, emotional and mental health difficulties. Both the SENCO and the ELSA attend at least termly professional development opportunities.

We use specialist staff for NELI, Lego therapy, ELSA and ILI.

5.10 Securing equipment and facilities

With the support of expert agencies we aim to identify what equipment or facilities might support our pupils' progress. We either obtain that equipment through loaning agencies or, within the limits of our budget, we aim to buy what is necessary.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions. This is usually after 6 weeks.
- Using pupil questionnaires – particularly with ELSA led interventions.
- Monitoring by the SENCO
- Using whole school comparative data to measure progress
- Holding annual reviews for pupils with EHC plans or pupils who we consider to be likely to need EHP assessment in the future.

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

We aim to ensure all of our extra-curricular activities and school visits are available to all our pupils, including our before-and-after-school clubs. When planning school visits, we take care to consider how all our pupils can be included in an effective way.

All pupils are encouraged to go on our biannual residential trip and activity week.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- In the event of a parent requesting a place at the school for their disabled child, we discuss with them how we might support their child. We will discuss what reasonable adjustments can be made to both the curriculum and to the school environment to ensure their child can be included in the school community.
- At our school, we believe strongly in the value of difference. We celebrate our differences. Should a child feel isolated as a result of their disability or SEN, we use restorative justice as laid out in our school behaviour policy
- Our latest accessibility plan can be found on our school website.

5.13 Support for improving emotional and social development

At our school, we believe that by encouraging all our pupils' emotional and social development, we will ensure all our children are more able to reach their potential in all areas of development. We provide support for pupils to improve their emotional and social development in the following ways:

- We teach emotional literacy as a discrete curriculum area and show them how it links to all other areas of school life.
- We ensure all pupils are able to express their views in the school. This may include pupils with SEN being encouraged to be part of the school council

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

Following two cycles of APDR, if we feel we need further expertise, and after discussion with parents, we may request involvement from outside agencies. This may include learning support services, behavior support, educational psychology etc. We may ask parents to speak to their GP to check their child's vision and hearing are not a cause of difficulty. We may request a referral to a Paediatrician.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher, SENCO or Head teacher in the first instance. The complaints policy can be found on the website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Parents can contact SENDIAS for support regarding SEN support for their child:
<https://choices.somerset.gov.uk/025/send/somerset-sendias/> 01823 355578.

Parents of children with SEN or disabilities access peer support from the Somerset Parent Carer Forum:
<https://somerseparentcarerforum.org.uk/> 01458-259384

5.17 Contact details for raising concerns

If parents have concerns about their child, in the first instance, they should speak to their child's class teacher. If they continue to have concerns they should speak to Jane Major, head of school. Other members of the school community who may be able to help are:

Helen Morley, Executive head;

Abbie Bown, Head of School, Deputy Safeguarding Lead;

Moira Brown SENCO, Designated Safeguarding Lead, Designated Teacher;

Kim Blackmore, Deputy Safeguarding Lead;

Bella Chidgey, Deputy Safeguarding Lead.

5.18 The local authority local offer

Our contribution to the local offer is: [Langford Budville CofE Primary School \(somerset.gov.uk\)](http://www.somerset.gov.uk/langford-budville-cofe-primary-school)

Our local authority's local offer is published here: [Somerset's SEND Local Offer](#)

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO Moira Brown, with support from the SEN Governor, **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality statement
- Supporting pupils with medical conditions

This Policy was co-produced with the help of parents of pupils with Special Educational Needs.