



GLEBE PRIMARY SCHOOL

Special Educational Needs (SEN) Policy

Mission Statement

At Glebe School we believe in an ethos that values the whole child. We strive to enable all children to achieve their full potential academically, socially and emotionally.

1. Introduction

Glebe School provide a broad and balanced curriculum for all children. The National Curriculum is the 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 special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. The teaching staff at Glebe 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.

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 barrier to learning experienced by the child.

2. Aims and objectives

The aims of this policy are:

- to create a safe and nurturing environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum;

- to encourage and enable parents to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

3. Educational inclusion

Glebe School aims to offer excellence and choice to all children, whatever their ability or needs. The school has high expectations of all the children. The school aims to achieve this through the removal of barriers to learning and participation. The school wants all children to feel that they are a valued part of our school community. Through appropriate curricular provision, the school respects 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, literacy and mathematics;
- 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.

4. Special educational needs

Children with special educational needs have barriers to learning that call for special provision to be made. All children may have special needs at some time in their lives. Children have a barrier to learning if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for children of the same age;

Many of the children who join Glebe School have already attended an early education setting. In some cases children join the school with their needs already assessed. All children are assessed when they join the school, so that the school can build upon their prior learning. This information is used to provide starting points for the development of an appropriate curriculum for all children.

If assessments show that a child may have a barrier to learning, the school uses a range of strategies that make full use of all available classroom and school resources. This level of support is called SEN Support. At this stage, the teacher will:

- identify the needs of the pupil (Assess)
- meet with the parents, and in some cases the Special Educational Needs Co-ordinator (SENCo), to discuss and devise an SEN Support Plan

- devise short term strategies and/or interventions that are different from or additional to those provided as part of the school's usual working practices with the expertise of the SENCo and the knowledge of the parents as experts in their child to reach desired outcomes for the child. (Plan)
- implement the strategies and interventions (Do)
- meet with parents to review the SEN Support Plan and devise a new one if necessary. (Review)
- involve the SENCo, if not already 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 and will keep the child's details on record. If it is felt that the child would benefit from additional support and/or advice from external agencies (e.g. Speech and Language Therapist, Occupational Therapist, Educational Psychologist, etc.) the SENCo will refer the pupil.

Once external agencies are involved, the cycle of Assess, Plan, Do and Review will continue but the meetings will take on the form of a Team Around the Child (TAC) approach which includes the external agencies involved along with the school staff and parents where appropriate.

The school will record the strategies used to support the children following the intervention programmes on the SEN Support Plan proforma (see Appendix 1). The whole cycle will happen termly, following a round of intervention. Those involved in devising the Plan (parents and teacher) will meet to read, understand, consent to their child receiving group support and agree to the targets set and parents are entitled to a copy of the SEN Support Plan.

If the child continues to demonstrate significant cause for concern, a request for an Education Health Care (EHC) Statutory Assessment will be made to the LA. A range of written evidence about the child will support the request.

At Glebe School the SENCo is responsible for special educational needs. They are responsible for:

- managing the day-to-day operation of the policy;
- co-ordinating the provision for and managing the responses to children's special needs;
- supporting and advising colleagues;
- overseeing the records of all children with special educational needs;
- acting as the link with parents;
- acting as link with external agencies and other support agencies;
- monitoring and evaluating the special educational needs provision and reporting to the governing body;
- managing a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- contributing to the professional development of all staff.

5. Arrangement for the admission of pupils with disabilities

Many pupils who have SEN may have a disability under the Equality Act 2010.

- This is described as 'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities. "Long Term" is described as a year or more and "substantial" is defined as "more than minor or trivial".
- This definition includes sensory impairment and medical conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN but there is a significant overlap between disabled children and those with SEN. Where a disabled child requires special educational provision they will also be covered by the SEN definition.

The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a persons' ability to carry out normal day-to-day activities. Most children with Special Needs will not be disabled within the meaning of the Act.

The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. It is the Governors' Policy to accommodate pupils with disabilities should parents wish and steps are taken to prevent any pupils being treated less favourably than other pupils. In practice the school ensures that classrooms and extra curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

Existing facilities provided to assist access to the school by pupils with disabilities;

- Wheelchair access at all entrances and sections of the school.
- Carpeted classrooms and corridors to aid hearing impaired pupils' learning.
- Soundfield system in all classrooms to improve listening conditions within the classroom.
- Exterior lighting to improve evening access.
- Disabled Toilet located in the main entrance and disabled parking is available in the staff carpark.
- Lift access in main entrance.

6. The role of the governing body

The governing body has due regard to the Special Education Code of Practice 2015 when carrying out its duties toward all children with special educational needs.

The governing body does its best to secure the necessary provision for any child identified as having special educational needs. The governors ensure through the Head Teacher that all teachers are aware of the importance of providing for these children.

The governing body has identified a link governor to take an interest in the school's provision for children with special educational needs.

7. Allocation of resources

The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health Care Plans.

The Head Teacher and the SENCo meet annually to agree on how to use funds directly related to Education Health Care Plans. The SENCo draws up the resources bid when the school is planning for the next school improvement plan.

The SENCo meets annually with representatives from all the external agencies at the start of each academic year to discuss the priority cases for the coming year.

8. 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 class 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.

The LA seeks a range of advice before making a formal EHC Plan. The needs of the child are considered to be paramount in this.

The SENCo will carry out a range of assessments via screening tools to establish what support might be needed if progress is not being made – this will be in conjunction with parents.

9. 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; work is differentiated appropriately, and assessment is used to inform the next stage of learning.

SEN Support Plans, which employ a small-steps approach, feature significantly in the provision that is made in the school. By breaking down the existing levels of attainment

into finely graded steps and targets, the school ensures that children experience success.

The school supports children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, children are not withdrawn from the classroom situation. There are times, though, when to maximise learning, children may work in small groups, or in a one-to-one situation outside the classroom.

10. Partnership with parents

We at Glebe believe a positive relationship between home and school is imperative in ensuring that the children reach their full potential. We work closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to our support for children with special educational needs.

Parents are central to the process of planning and reviewing the SEN Support Plan and meet regularly with the class teacher to ensure their views are included.

The school prospectus contains details of their policy for special educational needs, and the arrangements made for these children in the school. The School Profile contains an evaluation of the policy in action.

11. Child participation

The school encourages children to take responsibility and to make decisions. This is part of the culture of the school and relates to children of all ages. The school's work recognises the importance of children developing social as well as educational skills.

Children are involved at an appropriate level in setting targets in their SEN Support Plans and in the termly review meetings. The school recognises success as in any other aspect of school life.

12. Monitoring and evaluation

The SENCo monitors the movement of children within the SEN system in school. The SENCo provides staff with regular feedback on SEN issues.

The SENCo is involved in supporting teachers involved in drawing up SEN Support Plans for children. The SENCo and the Head Teacher hold regular meetings to review the work of the school in this area.

13. Complaints Procedure

At Glebe Primary School, parents and carers are encouraged to speak with the class teacher about any concerns they may have. They will also be able to discuss additional support that children are receiving. If parents wish to discuss their child's needs further,

they should contact the SENCo or Headteacher who will be able to talk about how Glebe Primary School can support children with SEND.

The School's complaints' policy is on the school website. This includes complaints around SEND. The policy can also be obtained through request of a paper copy from the school office. If parents would like to make a formal complaint, in the first instance, discussions would be encouraged by the class teacher, SENCo and Headteacher to try and resolve any issues.

Signed: J.Connolly

Reviewed: May 2022

To be reviewed:
May 2023

Appendix 1



Glebe Primary School - SEN Support Plan



Pupil's Name:		Year Group:	Category of SEN:	Teacher:
SEN Support commenced:		Date of this Plan:		To be reviewed:
Strengths/Capabilities: <input type="checkbox"/>		Teaching/Support Strategies to be implemented: <input type="checkbox"/>		
Difficulties: <input type="checkbox"/>				

Desired Outcomes:	Progress towards Outcomes:	Notes: