



**SEN Policy**  
**April 2021**

## **Special Educational Needs (SEN) Policy**

At Ickford School, we believe that every adult and every child is unique and therefore has different needs in terms of their learning journey. Some children find some areas of learning more difficult than others and consequently may need additional support. The children who require support or intervention beyond the normal classroom differentiation are included on our Learning Support Register. For the purposes of reporting to external bodies including the DfE and Ofsted, we will use the term Special Educational Needs (SEN) to refer to those children who struggle with learning and need extra support in school and at home in order to achieve their full potential.

### **Rationale**

Our school offers a broad, balanced and creative curriculum where opportunities to achieve and succeed are provided for all children. We are proud of our stimulating and inclusive learning environment where we aim to provide every child with access to a quality education. This includes the statutory aims of the National Curriculum (2014) and the SEN Code of Practice (2014). We firmly believe that we are the educators of all children in our care, including those who are identified as having Special Educational Needs, and that through quality first teaching and effective differentiation all of the children in our school will be able to access and enjoy the curriculum that we provide.

### **Aims**

To raise the aspirations of and expectations for all pupils with SEN.

To provide a focus on outcomes for children and not just hours of provision or support.

To ensure that all children are able to access the curriculum at their own stage of development.

The objectives of this policy are to create an inclusive environment which:

- Meets the Special Educational Needs of each child.
- Ensures early identification and assessment of children who have SEN.
- Makes reasonable adjustments in order to remove barriers to learning and caters for the needs of all children.

- Uses pupil and parent voice to assist us in knowing how best to meet children's needs.
- Provides opportunities for independent learning and activities that engage and challenge pupils.

### **Identification of Special Educational Needs**

#### **Definitions of Special Educational Needs (SEN) taken from section 20 of the Children and Families Act 2014.**

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

One significant change arising from the SEN reform is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan, written in consultation with teachers, parents and any outside agencies involved.

Children who were previously identified as having Special Educational Needs at the School Action or School Action Plus category are now identified in one school-based category – SEN Support.

### **Learning Support**

At Ickford School, any child who needs intervention over and above normal class teaching and normal differentiation, is registered on our Learning Support Register. This list includes all children deemed to have SEN including those with an EHCP. For the

purposes of tracking and reporting these children are given a reference letter K or E on the school management system with E being a child with an EHCP.

### **Assessment**

Early identification is vital and class teachers, in liaison with the SENCO, will inform parents at the earliest opportunity to alert them of their concerns and enlist their active help and participation in making provision for children.

Where it is determined that a pupil does require extra support or has a recognised Special Educational Need (SEN), parents will be formally advised of this and the pupil will be added to the Learning Support Register (LSR). The aim of formally identifying a pupil with SEN is to help us ensure that effective provision is put in place and so remove barriers to learning.

Assessment is an on-going process, carried out by the class teacher and monitored by the SENCO in line with existing school practices. Assessment involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered.

### **Monitoring and reviewing**

The analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Support Plans and EHC Plans will be reviewed every half term by the class teacher, SENCO and parents in order to evaluate progress and outline further outcomes to be met.

## **Teaching and learning for pupils with SEN or requiring additional support**

As a school, we are committed to Quality First Teaching which aims to cater for the different needs of all children simultaneously through carefully considered planning and differentiation. We recognise that some children will need further support in order to fully access the curriculum and, in these cases, we aim to make suitable provision and deliver effective intervention so that all children are able to make progress. Provision may include the support of a teaching assistant, however the class teacher remains responsible for working with each child on a daily basis.

Where additional interventions are deemed necessary, these will not take place during core lessons when the teacher takes responsibility for the learning of all children in the class, including those who are identified as having SEN. Any additional interventions will be planned for by the class teacher, although they may be delivered by a trained teaching assistant.

## **The role of the Special Educational Needs Coordinator**

- To support and advise colleagues about issues that involve Learning Support.
- To oversee and update the Learning Support Register and monitor the records of those children listed on it.
- To maintain an up-to-date knowledge of local and national policies regarding SEN and to communicate necessary information with colleagues.
- To maintain links with external agencies for support and advice regarding children with SEN and how best to support their development.
- To communicate effectively with parents, in liaison with class teachers, about their child/children who has/potentially has been identified as having SEN.
- To monitor and evaluate provision for SEN and report to the Head Teacher and Governing Body.
- To manage a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs.

- To review this policy at least every three years.

### **Gifted and Able Children**

Although this policy focuses on those children whom, for whatever reason, may struggle to access areas of the curriculum, we also believe that the most able and gifted children may be categorised as having 'special needs'. The approach towards these children is encompassed in a separate policy but, as emphasised in this policy, we have a determination to be 'inclusive' as a school and to meet the needs of all children through quality first teaching and differentiation that ensures appropriate challenge for all abilities.