

Lowca Community School Special Educational Needs Policy

Purpose

Lowca Community School provides a broad and balanced curriculum for all children, differentiated to meet individual needs and abilities, and taking into account that each student has individual and unique needs. Children may have Special Educational Needs (SEN) throughout, or at any time during their school life. This policy ensures that curriculum planning and assessment recognise the type and extent of the difficulty experienced by the student. Teachers take into account in their planning all special educational needs within the class and the provision made enables each student to participate effectively in all curriculum and assessment activities, in addition to broader aspects of the school's life. Special educational needs includes gifted and talented pupils who require challenge. Children are nurtured and support or challenge/stretch, helps them to fulfil their potential and be happy.

Aims and Objectives

Lowca Community School aims to provide all students with strategies for dealing with their needs in a supportive environment and to give them meaningful access to the Foundation Stage or National Curriculum. The aims and objectives of this policy are:

- To enable every student to experience success
- To identify students with special educational needs as early as possible
- To create an environment that meets the special needs of each student
- To ensure all students have equal access to a broad, balanced and differentiated curriculum
- To encourage students to develop confidence and self-esteem and to recognise the value of their own contributions to their learning
- To encourage students to be fully involved in their learning
- To ensure parents are kept fully informed and are engaged in effective communication about their child's needs.
- To identify, assess, record and regularly review students' progress and needs
- To work collaboratively with parents, other professionals and support services
- To ensure that the responsibility held by all staff and governors for SEN is implemented and maintained.

Relationship to other policies

This Policy should be read in conjunction with the Policies on the School Curriculum and Equal Opportunities. The Accessibility Plan is an integral part of this Policy.

Roles and responsibilities

In this school provision for students with special educational needs is the responsibility of all staff. It is each teacher's responsibility to provide for students 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 education needs and for following the School's procedures for identifying, assessing and making provision to meet those needs. The Governing Body, in cooperation with the Head Teacher, has a legal responsibility for determining the Policy and provision for students 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, Joanne Crawford is the Special Educational Needs and Disabilities Coordinator (SENDCo) and has responsibility for:

- The management of all aspects of the school's work, including provision for students with SEN

- Keeping the Governing Body informed about SEN issues

- Working closely with the SENCo

- 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

- Ensuring that parents are notified if the school decides to make special educational provision for their child.

The Governing Body must ensure that:

- The necessary provision is made for any student with SEN • All staff are aware of the need to identify and provide for students with SEN

- Students with SEN join in school activities alongside other students, as far as is reasonably practical and compatible with their needs and the efficient education of other students

- They have regard to the requirements of the SEN Code of Practice

- 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 students with SEN

- The quality of SEN provision is regularly monitored.

The SENDCo is responsible for the day to day management of the SEN policy. The main duties are:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising fellow teachers
- Overseeing the records of all children with special educational needs
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- Liaising with external agencies including the Local Authorities support and educational psychology services, health and social services and voluntary bodies.
- Ensuring that an agreed, consistent approach is adopted
- Helping staff to identify students with SEN
- Supporting class teachers in devising strategies, drawing up Individual Education Plans (IEP), setting targets appropriate to the needs of the students and advising on appropriate resources and materials for use with students with SEN and on the effective use of materials and personnel in the class room
- Liaising closely with parents of students with SEN, so that they are aware of strategies that are being used and are involved a partners in the process
- Maintaining the school's SEN Register and Records Page 4 of 7
- Assisting in the monitoring and evaluation of progress of students with SEN through the use of existing school assessment information.
- Ensuring the Mid-day Supervisors are given any necessary information relating to the supervision of students at lunch-time
- Reporting to the Governing body once a year in full Class Teachers are responsible for:
 - Including students with SEN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCo for advice on assessment and strategies to support inclusion
 - Making themselves aware of this Policy and procedures for identification, monitoring and supporting students with SEN
 - Giving feedback to parents of students with SEN Learning support **staff/teaching assistants should:**
 - Be fully aware of this Policy and procedures for identifying, assessing and making provision for students with SEN

- Use the school's procedures for giving feedback to teachers about students' responses to tasks and strategies

. Educational Inclusion

This policy ensures that teaching arrangements are fully inclusive. The majority of students will have their needs met through normal classroom arrangements and appropriate differentiation.

. Identification, Assessment and Review for all students with SEN. In addition to the points made earlier, the SENDCo will work with all staff to ensure students who may need additional or different support from that normally found within the classroom, are identified as early as possible. The progress made by all students is regularly monitored and reviewed. The school identifies students as having special educational needs only when it is necessary to take additional or different action from that which goes on in the classroom as part of the differentiated approach. Class teachers consult with the SENDCo when evidence gathered through the usual assessment and monitoring arrangements gives concern about a student's progress. School Action (SA) Additional support is provided through School Action. This will be monitored and reviewed regularly through an IEP. The SENDCo will consult with parents, students, carers, teachers and support staff about the IEP to ensure all interested parties are aware of the learning targets and their contribution to its implementation. All IEPs will be reviewed at least once a term to enable a judgement to be made about its effectiveness. All review outcomes will be recorded. Parents and students will be invited to take part in the review and target-setting process. School Action Plus (SA+) If a student is making insufficient progress despite support at Early Years/School Action, he/she will be moved onto School Action Plus. The SENDCo may seek further advice from external specialists as appropriate. The SENDCo will keep parents and students fully involved and informed about any proposed interventions. The range of support for students at SA+ will be similar to that at SA but may be necessarily more intensive. If the pupil's needs have still not been met, an application for an assessment for an Educational health care plan will be made. If their needs meet the thresholds students with an Educational health care plan EHCP will, in addition to the on-going review of their progress and specific support through their IEP, be reviewed annually. A report containing recommendations will be provided for the LA, which will consider whether to maintain, amend or cease the EHCP, using the procedures described in Section 9.34 of the Code of Practice. This school will liaise with the

receiving school when a student with special needs is due to transfer and will forward to them as early as possible all relevant information to enable an effective transfer.

Allocation of Resources

The SENDCo is involved with the Head Teacher and Governors in resourcing the special needs provision within school, including the provision for students with EHCPs. The Head Teacher informs the Governing Body of how the funding allocated to support special educational needs has been employed. The effectiveness of the resources for special needs will be monitored as part of the ongoing process of self-evaluation in school.

Access to the Curriculum

All students have entitlement to a broad and balanced curriculum, which is differentiated. We enable students 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 students' special educational needs. Lessons have clear learning objectives; work is differentiated and assessment is used to inform the next stage of learning. IEPs contain a small number of specific targets, ideally three or four designed to enable the student to progress. All students at EY/SA and EY/SA+ have an IEP. They receive enhanced support in a small group, from the class teacher, teaching assistant or support assistant. Additionally, there may be times when it is appropriate for individuals, pairs or small groups to work with an adult outside the classroom. The SENDCo and named Governor with responsibility for special needs hold termly meetings to review the special needs provision. Through class reviews staff meet to discuss special needs provision and training needs and give feedback on current arrangements in their class.

Complaints Procedure The school has adopted the Cumbria County recommended procedures. These are available upon request from the School office. Should students or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class 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 SENDCo who is also the head teacher. In the event of a formal complaint, parents are advised to contact the chair of governors via the school office. The LA Parent Partnership Service is also available to offer advice.

The first port of call for complaints about schools should usually be to the school itself. This applies both to maintained schools, Academies and

independent schools. The only exceptions would be if, for example, if you feel that your complaint will not be given a fair consideration due to conflicts of interest.

The first step is to follow the school's own complaints procedure. Schools must have a procedure for parents to complain by law.

There is guidance on how to complain on the Department for Education's ("DfE's") website. There is also guidance for maintained nurseries and schools on best practice for complaints procedures, which sets out what the DfE expects schools to do in the event of a complaint.

Next steps

If you are not satisfied with the outcome of your complaint, the next steps depend on the type of complaint you are making.

- If you are complaining about a school (including an academy) or a further education institution, the next stage is to complain to the Department for Education.
 - If you want to complain about a nursery or early years' setting, this is not dealt with by the DfE and so the next step is to complain to Ofsted.
 - If your complaint is about data protection, or a nursery, school, or college's failure to provide you with information you are entitled to, you should complain to the Information Commissioner's Office.
 - You can complain to the Local Government and Social Care Ombudsman if your complaint is about:
 - a. a school failing to make the provision in the EHC plan, despite having the resources to do so
 - b. the processes followed by an independent review panel following an exclusion, or
 - c. the processes followed by an admissions appeals panel.

If it is not appropriate to pursue any of the above routes of complaint – for example, because the matter is serious and urgent – you may need to consider judicial review.

Monitoring and Evaluation

The success of the school's SEN Policy and provision is evaluated through:

- Monitoring of classroom practice by the SENDCO
- Analysis of student tracking data and test results for individuals
- Value added data for students on the SEN Register
- Termly monitoring of procedures and practice by the SEN Governor
- School self-evaluation
- The school's annual SEN review, which evaluates the success of the Policy and sets new targets for development
- The School's Improvement Plan, which is used for 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 IEPs and targets, revise provision and celebrate success

Training

Staff attend courses on SEN as appropriate and particular support is given to Newly Qualified Teacher's (NQT's) and new members of staff by the SENDCo as part of their Induction Programme. The SENDCo will provide training to ensure all staff are fully informed of relevant SEN issues and procedures in school.

Partnership with Parents

Class teachers work closely with parents throughout their education. Parents in the first instance should contact the class teacher in case of any concern or difficulty. At all stages of the SEN process the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child's education. A meeting with parents of SEN students is arranged during the first half of the autumn term. The IEP which is implemented, as a result of this meeting will be reviewed at the start of the new term. Where necessary, the process will be repeated and a review with parents will be arranged during the summer term.

Links with Other Schools

To ensure that effective arrangements are in place to support students at the transfer, the head teacher liaises with the Year 7 link teacher of the appropriate Secondary school. This usually takes place in the summer term for Year 6 students or sooner if necessary. When students move to another

school their records are sent on as soon as possible after the transfer occurs.

Links with Other Agencies

Where necessary the school works in partnership with other agencies, seeking advice from the Local Authority specialist teachers , health Visitors or working with the Speech and Language Therapist.

This policy will be reviewed by the full governing body on an annual basis.

Signed.....



..9 Dec19 Ms. V.Rawlinson, chair.

(on behalf of the governing body)

Last Reviewed & Updated -Dec 2019

Next review due-Dec 2020