FRANCES OLIVE ANDERSON (Cof E aided) PRIMARY SCHOOL
SEN POLICY

The coalition government reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. Legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEN Code of Practice also accompanied this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms 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. These plans are being supported by an Education, Health and Care Plan Pathway.

http://www.lincolnshire.gov.uk/parents/support-and-aspiration/sen-and-d-reforms/education-health-and-care-plans/

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Lincolnshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission Statement:

BEING DIFFERENT, BELONGING TOGETHER

<u>Our Vision</u>

Our **vision** is to fully equip our children with values, skills and knowledge that provide the building blocks for their future.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

At Frances Olive Anderson Church of England School we aim to ensure that:
- All the children have access to a broad and balanced curriculum.
- All the children have access to the Early Learning Goals at the Foundation Stage and the National Curriculum at Key Stages 1 and 2
- All teaching staff are enabled and receive support and training to ensure that all the children have access to a broad and balanced curriculum, the Early Learning Goals at the Foundation Stage and the National Curriculum at Key Stages 1 and 2.
- All parents are kept informed about and are involved in their child's education
- All the school staff, children, parents and governors are aware that they have an important role to play in creating a caring, supportive school environment in which all children are secure, happy and equally valued.
- The provision of resources, both human and material is appropriate and sufficient to enable flexibility of use and to support all children's individual learning needs.
- The roles and responsibilities of all who are concerned about and involved with children with special educational needs are clearly defined, understood and implemented.
- The fundamental principles of the Code of Practice are upheld efficiently and effectively

Staffing
The SEND team consists of – SENCO Mr Stewart Cook
The named SEND Governor is Mrs Sue Rockall

In school we have a wide range of teachers and staff with expertise in different areas of SEN, see Appendix 1 for list of the main qualifications/ training.

What do we want to happen for children with SEND including those with ESMH problems?	What will we do to ensure that this happens?	What will we see or measure when this happens?	How will we check that it is happening?
Aims	Objectives	Monitoring arrangements	Evaluation
1. To be included in all of the school's activities.	- Modify the schools environment to enable access to all of our pupils. - Ensure that all pupils are included in extra-curricular activities. - That the breadth of curriculum on offer can be accessed by all pupils. - That learning opportunities are appropriately differentiated. - That all pupils should benefit from opportunities to learn at home.	- Absence of complaints from parents about access to resources, trips and extra curricular activities. - Governors would be able to see on learning walks that all activities and parts of the school were accessible. - Planning shows that individual needs of pupils have been taken into account. - Lesson observations show that tasks and/or outcomes are differentiated.	- HT/SENCo will report to governors on the % of lesson plans that adequately demonstrate good differentiation as set out in Appendix 1. - HT/SENCo will report to governors on the % of homework set that adequately demonstrate good differentiation as set out in Appendix 1. - Pupils excluded from extracurricular activities will be notified to the COG for approval.

		• Teachers will set homework for all pupils which is appropriately differentiated.	
To make good progress.	• We will have accurate baseline assessments for all pupils who enter school later than the rest • We will use our formative assessments to plan next steps. • We will effectively use interventions when our assessments show that children are not making expected progress. • We will include in individual provision maps the expected attainment by a given date. • Short term plans will show individual pupil expectations for those on the SEN register.	• Pupil Profiles (Appendix 1) will show date of entry into school if later than normal and baseline assessment records and dates. • TA will record where pupils have difficulty within programmes and identify additional or different provision. • In the outcomes column of the provision map teachers will have recorded the success or failure to learn, effectively. • All provision maps will have clear timelines and impacts. • Lesson plans include a focus on pupils identified on the register.	• Sample of profiles with a % of those that fail to demonstrate timely baseline assessment reported to Governors. (SEN Governor or COG if no SEN Governor available) • Review of Intervention Form by SENCo identifies the % of TAs that are systematically recording progress effectively. • Monitoring of provision records shows that more than half of interventions meet with successful outcomes and that more than 80% have clear timelines. • Report the % of lesson plans sampled identify pupils on the SEN Register with an appropriate focus.
To feel safe and happy at school.	• We will have a strong anti-bullying policy. • Staff will avoid using hostile language. • Staff will use positively framed instructions when providing guidance.	• Attendance of SEN children is above national average from 2015-16 which was 96.4%. • Children are happy around school. • Governors would see on learning walks that children	• Pupil questionnaires show 90% of children feel safe and happy. • Attendance figures show attendance of SEN children in line with peers. •

	• Staff will take care to appraise themselves of pupils' backgrounds and barriers to learning and ensure that children are treat in a dignified manner at all times. • Learning will be structured in such a way that pupils learning takes place in a positive and rewarding context. • Teachers will communicate positive outcomes to parents and log each contact Conversation Log (Appendix 2). • The school will canvas parent's views on the happiness and feelings of safety of their children.	are treated in a dignified manner. •	
Access to additional resources aimed at meeting their needs.	• The SENCo will ensure that provision maps related to the range of barriers to learning experienced by children at the school are generated, maintained and updated. • Teachers and teaching assistants will contribute	• Planning shows that individual needs of pupils have been taken into account. • Provision maps will be annotated and show teachers are reviewing needs and trying new ideas.	• When reviewing provision maps we will see that timely interventions have been put in place.

	- ideas and resources to provision maps. - Teachers will implement provision maps and will review progress against targets. - All staff will ensure that they use Wave 1 provision appropriately to overcome barriers to learning. - Teachers will contribute ideas and assessment information to the SENCo when identifying barriers to learning that may require provision at Wave2 or Wave 3.	- In the outcomes column of the provision map teachers will have recorded the success or failure to learn, effectively and suggested new targets. - Upon monitoring Wave 1 provision the gap is closing upon age related expectations.	
To have their learning needs and barriers to learning identified.	- Teachers will collect assessment data and record observations that clarify the difficulties being experienced by a pupil. - Teachers will collect parental views and observations on their children's' needs and the difficulties that they experience on Conversation Log (Appendix 2). - Teachers will collect pupil views on the difficulties that	- Assessment data shows difficulties being experienced, recorded at PPM. - Parent's views are collected on Pupil Profiles (Appendix 1). - Children's views collected on Pupil Profiles (Appendix 1).	- Report the % of parents that are happy with the provision in school from parent questionnaire. - Review of Conversation Log (Appendix 2) show that teachers are recording children's and parent's needs. - Reviews of Pupil Profiles (Appendix 1) show that 80% demonstrate children's views on where they find their difficulties. .

	they experience and on the impact of the teaching methodology used to help them overcome barriers to learning on Pupil Profiles (Appendix 1). • When Wave 1 and Wave 2 provision is failing to ensure adequate progress the school will use outside agencies to provide guidance and support as necessary.	• Outside agencies being used to provide guidance and support to CT & parents. •	
To have well designed programmes and activities targeted at individual needs.	• The SENCo will ensure that Wave 2 and Wave 3 provision is in place to address the range of needs that exist within the school. • Teachers will use Wave 2 and Wave 3 provision and they will evaluate the impact that this has on pupil progress recorded on Pupils Provision map.	• Interventions are in place to address children needs. • Provision maps show they provision that is taking place. • Provision maps show the impact that interventions are having.	• Review of Pupil Provision maps by SENCo identifies the % pupils making expected progress. • Review of need by SENCo shows that children who are falling behind have been given timely intervention.
To develop a positive self concept.	• Teachers will aim to provide additional reinforcement to pupils on the SEN register over and above that	• During learning walks teachers will be providing additional reinforcement. • Conversation Log (Appendix 2) will be completed and will	• Review of Pupil Profiles (Appendix 1) show that children are developing a positive self-confidence and 'I can do it' attitude as being promoted in school.

	normally afforded to every child. • Teachers will be careful to avoid reinforcing negative opinions about pupils with other staff. • Teachers must recognise that all behaviours have a cause and that talking to pupils about their behaviour is an appropriate response to inappropriate behaviour. Records of such conversations will be recorded on Conversation Log (Appendix 2).	record the conversation had with the child about their behaviour.	• Review of Conversation Log (Appendix 2) (appendix 1) show that teachers are recording conversations they have had with pupils. •
To have effective communication with their parents and carers.	• Teachers will respond to parental concerns within 2 days of receiving them. • Staff will record conversations with parents on Conversation Log (Appendix 2). • Teachers will ask parents for their views on the progress that their child is making. • Teachers will provide positive feedback to parents on their children's achievements.	• Conversation Log (Appendix 2) will be completed and will record the concerns of parents, the response to complaints and concerns and parental views about their child's progress. • Conversation Log will record positive feedback to parents.	Reviews of Conversation Log (Appendix 2) show that 80% demonstrate that effective communication between teachers and parents are ongoing. Review of Pupil Profiles (Appendix 1) show that 90% have feedback from parents.

Staff Qualifications/ Training

Sarah Woolley (Head Teacher)	Child Protection, Early Help Assessment/ Team around the Child National SENCO award (masters level)
Clare Douce (Deputy Head Teacher)	Child Protection Paediatric First Aid
Stewart Cook (SENCO)	National SENCO award (masters level)
Sarah Hill	Elklan Speech and Language
Tracy Wright	EarlyBird Plus Autism Course Precision Teaching
Alex Bolderson	Pyramid PECS training
Nina Salt	Sign Language Precision Teaching Peer Mentoring Switched onto Reading Switched onto Writing
Donna Robinson	Precision teaching Paediatric First Aid Elklan Speech and Language
Rachel Jones	Precision teaching
Vickie Beastall	Paediatric First Aid Precision Teaching

Appendix 1

This is the Personal Pupil Profile for_____whilst I am in_____at **Frances Olive Anderson Primary School.**

Plan Started: To be reviewed: My Birthday:		Adults who help me:		
A description of me at school:		How my teacher describes me:		
Other adults who come into school to help me:		Other useful information about me:		
How I am getting on in my subjects:				
Year 3 Baseline: Reading: Writing: Maths: Reading Age: Spelling Age:	End of Year 3: Reading: Writing: Maths: Reading Age: Spelling Age:	End of Year 4: Reading: Writing: Maths: Reading Age: Spelling Age:	End of Year 5: Reading: Writing: Maths: Reading Age: Spelling Age:	End Of Year 6: Reading: Writing: Maths: Reading Age: Spelling Age:
Extra help that I am getting in school:			How grown-ups can help me at home:	
Views from the grown-ups at my meeting:				
My Signature:		My grown-up at home's signature:	An adult from school's signature:	

Appendix 2

Communication Log

Date	Details of Conversation	Actions to be taken