

# TANNERS WOOD JMI SCHOOL (DRAFT)



## SPECIAL EDUCATIONAL NEEDS POLICY

Adopted by Governing Body:	Date November 2014	Review Date September 2017
Signed by:	Chair of Governors	Headteacher

**SEN POLICY  
TANNERS WOOD JMI School**

**Policy Review**

This policy will be reviewed in full by the Governing Body every 3 years.

The policy was last reviewed and agreed by the Governing Body in November 2014  
It is due for review in September 2017 then every 3 years from thereon.

Signature ..... Head Teacher Date .....

Signature ..... Chair of Governors Date .....



## TANNERS WOOD JMI SCHOOL

### Special Educational Needs (SEN) Policy

#### 1 Introduction

**1.1 This policy was reviewed and updated in November 2014. The policy refers to all children at Tanners Wood School with Special Educational Needs, including the Early Years.**

**1.2 This school provides a broad and balanced curriculum for all children. The Foundation Stage and National Curriculum are our 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.**

**1.3 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers 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. Flexible and responsive strategies are more likely to remove barriers to learning.**

**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 difficulty experienced by the child.**

**A child is identified as having a learning difficulty if he/she**

**has a significantly greater difficulty in learning than the majority of children of the same age**

**or**

**has a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age in School.**

**It is not assumed that a child has a learning difficulty solely because the language or medium of communication of the home is different from the language in which he/she is being taught. A First Language Assessment or similar will be sought in such cases.**

## **2 Aims and objectives**

### **2.1 The aims of this policy are:**

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified early, 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 and appropriate access to all elements of the school curriculum using effective methods and approaches for those pupils with learning difficulties;
- to ensure that Tanners Wood is a 'Dyslexia Friendly School';
- to ensure that parents are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process;
- To ensure that the contribution of outside agencies is optimised.

## **3 Educational inclusion**

**At Tanners Wood School we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all 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 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.

### **3.2 Teachers respond to children's needs by:**

- providing support for children who need help with communication, language and literacy;
- 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**

**4.1 Children with special educational needs have learning difficulties that call for special provision to be made. Other children will be gifted and talented in particular subjects also requiring special provision to meet their needs (ss Gifted and Talented Policy). All children may have special needs at some time in their lives.**

**4.2 Some of the children who join our school have already attended an early education setting or a different school. In many cases children join us with their needs already assessed. All our children are assessed when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.**

**4.3 If our assessments or teacher observations show that a child may have a learning difficulty/ strengths, we use a range of strategies that make full use of all available classroom and school resources in consultation with The Special Educational Needs Co-ordinator (SENCO) and Gifted and Talented Co-ordinator. This is called SEN Support. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will work with parents of the child and SENCO to create a SEN Support Plan. This will follow an `Assess, Plan, Do, Review` process. The SENCO will take the lead in further assessments of the child's needs if this is deemed necessary after an appropriate period of time.**

**Triggers indicating the need for further intervention:**

**The child who, despite receiving differentiated learning opportunities:**

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness**
- Shows signs of difficulty in developing literacy or mathematics skills that result in poor attainment in some curriculum areas**
- Presents persistent emotional and/or social difficulties which are not improved by the behaviour management techniques usually employed in the School**
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment**

- **Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum**

**4.4 We will record the strategies used to support the child on the SEN Support Plan. It will show the targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. In most cases, this review will take place once a term and parents and children will be involved.**

**If the school decides that support is needed from outside services, we will consult parents prior to any support being actioned. In most cases, children will be seen in School by external support services. Any strategies recommended by external professionals will be included in the SEN Support Plan.**

**At Tanners Wood School, our main points of contact for external advice are :**

**Laurence Haines SPLD Base  
Colnbrook MLD Base  
Educational Psychologist  
Chessbrook School (ESC)  
Speech Therapist  
Peace Children's Centre  
(Occupational Therapy & Medical concerns)**

**The SENCO will consider if a child who has a SEN Support Plan meets the criteria to qualify for Exceptional Needs Funding and submit a request to the LA if deemed appropriate.**

**Triggers indicating the need for external intervention are:**

- **Continues to make little or no progress in specific areas over a long period of time**
- **Continues working substantially below age related expectations**
- **Continues to have difficulty in developing literacy and mathematics skills**
- **Has emotional or social difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme**

- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

**4.6** If the child continues to demonstrate significant cause for concern, a request for an Education & Healthcare plan will be made. A range of written evidence about the child will support the request.

**4.7** At Tanners Wood School the SENCO:

- manages the day-to-day operation of the policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- oversees the records of all children with special educational needs;
- acts as the link with parents;
- acts as link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, to enable appropriate provision for children with special educational needs;
- contributes to the professional development of all staff.

## **5 The role of the governing body**

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

**5.2** The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate.

**5.3** The governing body has identified a Special Educational Needs governor to have specific oversight of the school's provision for pupils with special educational needs (currently Mrs. Deborah Wain) The SENCO and Headteacher ensure that all those who teach a pupil with a Statement of Special Educational Needs are aware of

the nature of the Statement and keep the SEN governor fully aware of School practice in such cases.

**5.4** The SEN governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

## **6 Allocation of resources**

**6.1** The Headteacher and SENCO are responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

**6.2** The Headteacher informs the governing body of how the funding allocated to support special educational needs has been employed.

**6.3** The headteacher and the SENCO meet regularly to agree on how to use funds for children with SEN.

**6.4** The SENCO will apply for Exceptional Needs Funding for children who may meet the criteria.

## **7 Assessment**

**7.1** 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.

**7.2** The class teacher and the SENCO assess and monitor the children's progress in line with existing school practices. This is an ongoing process.

**7.3** The SENCO works closely with parents and teachers to plan an appropriate programme of support.

**7.4** 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.

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



## **8 Access to the curriculum**

**8.1 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.**

**8.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.**

**8.3 SEN Support Plans, with an `Assess, Plan, Do, Review` approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.**

**8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times, when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.**

## **9 Partnership with parents**

**9.1 The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have much to contribute to our support for children with special educational needs.**

**9.2 The school prospectus makes clear reference to our policy for special educational needs, and the arrangements made for these children in our school. A named governor takes a special interest in special needs and is always willing to talk to parents.**

**9.3 Each term, SEN Support Plans are reviewed by school staff, parents and children, including the SENCO where appropriate, in face to face meetings. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of their children.**

## **Pupil participation**

**10.1 At Tanners Wood School we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The school recognises the importance of children developing social as well as academic skills.**

**10.2 Children are involved at an appropriate level in setting targets for SEN Support Plans and termly review meetings. Children are encouraged to make judgements about their own performance. We recognise success here as we do in any other aspect of school life.**

## **11 Monitoring and evaluation**

**11.1 The SENCO monitors the movement of children within the SEN system in school. The SENCO provides staff and governors with regular summaries of SEN practice at Tanners Wood School.**

**11.2 The SENCO is involved in supporting teachers involved in drawing up SEN Support Plans. The SENCO and the Deputy Headteacher hold regular meetings to review the work of the school in this area. The SENCO meets with the named governor to keep him/her fully informed of SEN issues.**

**11.3 The governing body reviews this policy every 3 years and considers any amendments in the light of the annual review findings. The SENCO reports the outcome of the review to the full governing body.**

**Signed:**

**Headteacher:  
For governors:**

**Date: November 2014**