

SEN Policy 2024 - 2025



Approved by:

Date:

**Chair of
Governors
Woodlands HT
Lancaster HT
Birchwood Junior
School HT**

**Last reviewed
on:**

September 2024

**Next review due
by:**

September 2025

“Every child has an entitlement to personal, social and intellectual development and must be given the opportunity to achieve his/her potential in learning”.

(NASEN Mission statement)

Introduction:

- a. This policy outlines the nature and management of Special Educational Needs at The Forest Skies Federation.
- b. It reflects the consensus of opinion of the whole teaching staff. It was originally drawn up, discussed by staff and approved by the Governing Body.
- c. The implementation of this policy is the responsibility of the Head Teacher, SENCO and all teaching and classroom support staff.
- d. The SENCO, Carrie Page, has the National Award for Special Educational Needs Coordination (NASENCO – Northampton University) and is a member of the Senior Leadership Team.
- e. This policy complies with the statutory requirement laid out in the SEND Code of Practise 0-25 (September 2014) and has been written with reference to the following guidance and documents;
 - Equality Act 2010: advice for schools DfE Feb 2013
 - SEND Code of Practise 0-25 (September 2014)
 - Schools SEN information Report Regulations (2014)

1. Aims

Our SEN policy and information report aims to:

- a. To improve the learning and raise the achievement of pupils with special educational needs.
- b. To Set out how our Federation will support and make provision for pupils with special educational needs (SEN)
- c. Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- d. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- e. To provide support and advice for all staff working with special educational needs pupils – See the Forest Skies Federation SEND Staff Handbook
- f. The school seeks to develop an inclusive curriculum by –
 - ✓ Ensuring that every teacher is a teacher of every child or young person including those with a special educational need
 - ✓ Setting suitable learning challenges for all pupils
 - ✓ Raising the aspirations of, and expectations for, all pupils with SEN
 - ✓ Responding to pupils’ diverse learning needs
 - ✓ Overcoming potential barriers to learning and assessment for individuals and groups of pupils
 - ✓ Applying nurture principles within a safe secure environment throughout the school, ensuring that all children have the opportunity to access a mainstream curriculum
 - ✓ Providing suitable learning environments with the opportunity for appropriate levels of intervention
 - ✓ Carefully and regularly reviewing the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- g. Every pupil is seen as having individual needs, and the school strives to ensure that everyone feels equally valued within the school community
- h. “Children have Special Educational Needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them” DfES Code of Practice 2014. The Code of Practice gives a more detailed definition of SEN, and identifies that many pupils during their time at school may experience difficulties, long or short term, and that these may encompass intellectual, physical, sensory, social, emotional, mental and/or speech and language areas. The school will identify the needs of the pupil by considering the needs of the whole child which will not just include the special educational needs of the child.
- i. Most children with SEN will not be disabled under the terms of the Disability Discrimination Act 1995 which describes a disabled person as one who has a physical or mental impairment which has a substantial and long term effect on a person’s ability to carry out normal day-to-day activities. A significant proportion of those who are disabled will have SEN.

- j. Other factors which may impact upon progress and attainment are considered before it is decided that a child has special educational needs. These include;
- ✓ Disability
 - ✓ Attendance and punctuality
 - ✓ Health and welfare
 - ✓ English as an Additional Language
 - ✓ Being in receipt of Pupil Premium
 - ✓ Being a Looked After Child
 - ✓ Being a child of a Service man / woman
- k. Our policy aims to meet these difficulties by;
- ✓ Identifying pupils with SEN quickly and accurately
 - ✓ Involving pupils in their own target setting and review processes
 - ✓ Enabling all staff to meet identified pupil needs
 - ✓ Making the curriculum accessible to all pupils through recognising the need for differentiation and employing a range of teaching and learning styles
 - ✓ Working closely with parents and outside agencies; involving both parties in reviews and the planning of support in order to meet an individual's needs
 - ✓ Catering mainly for SEN pupils in the mainstream class, but recognising that some pupils may require specialised teaching which can better be provided within an individual or small group situation away from the main classroom
- l. Reference is made to the Special Educational Needs Code of Practice (2014) and the SEN Toolkit for all SEN procedures and action taken in school. Guidance is also provided by the LEA's SEN Handbook.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014 -
which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014 -
which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them – see Appendix 1 for identification process.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Forest Skies Federation SEN Roles and Responsibilities

The SENCO is Miss Carrie Page (NASENCo Award – Northampton University)

- a. The SENCO will attend training courses / SEN Forums in order to be continually up-skilled in supporting those children with special educational needs.
- b. Regularly attending LA's SENCO network meetings in order to keep up to date with local and national updates
- c. Work with the Headteachers / Deputy Headteachers across the Forest Skies Federation and SEN governor to determine the strategic development of the SEN policy and provision in the school
- d. Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- e. Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- f. Advise on the graduated approach to providing SEN support
- g. Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- h. Be the point of contact for external agencies, especially the local authority and its support services
- i. Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- j. Ensure the school keeps the records of all pupils with SEN up to date
- k. The SENCO will ensure the provision of relevant courses for both non-teaching and teaching staff in order to ensure the successful and effective support of those children with special educational needs – every teacher to be a teacher of SEN.
- l. Arrangements may need to be made for pupils with SEN taking statutory tests. These may include a reader, extra time and or help with recording, in line with government assessment policy.
- m. The Boxall Profile is used to identify those children who are causing concern with regards to development, behaviour and high level of emotional need as well as those who are in need of nurture and those who are at high risk of exclusion.
- n. Those children with Special Educational Needs who are also a Looked After Child will have learning related targets incorporated into their individual EPEP, targets will also be discussed and reviewed at SEN reviews.

- o. Those children with Special Educational Needs who are also a Looked After Child must be raised and, take priority, at planning meetings with outside agencies (STT / EP / AO / SALT).
- p. When children leave the school, all SEN records are sent on to the new school. The SENCO makes contact with the receiving school's SENCO to ensure continuity of support, inviting to them to individual reviews and multi-agency meetings.
- q. Once pupils have been identified as having SEN, the staged process as set out in the Code of Practice (2014) is put in place. See Appendix 1 - Forest Skies Federation – Early Identification Process.

4.1 The SENCO is responsible for;

- ✓ Writing and reviewing the SEN policy
- ✓ Writing and implementing the SEN section of the School Improvement Plan
- ✓ Developing and maintaining links with parents of those children on the Special Educational Needs register
- ✓ Offering parents the opportunities to attend workshops and access relevant information relating directly to their child's educational needs
- ✓ Overseeing the day to day implementation of the SEN policy and resources
- ✓ Engaging outside agencies to support children with SEN (STT / EP / CAMHS / WTT / SESS / SALT / OT / Birth to Five Service)
- ✓ Ensuring that the school follows the necessary steps in placing on, reviewing and removing any child from the SEN register through the graduated response. ASSESS – PLAN – DO – REVIEW cycle.
- ✓ Ensuring that ALL staff understand their level of responsibility within the ASSESS – PLAN – DO – REVIEW cycle.
- ✓ Ensuring that the young person themselves is a part of the ASSESS – PLAN – DO – REVIEW cycle through involvement when target setting and review.
- ✓ Ensuring that parents are part of the ASSESS – PLAN – DO – REVIEW cycle by holding regular review meetings (three times per year per child)
- ✓ Ensuring that parents can make appointments directly with the SENCO to discuss their child's progress (either made directly with the SENCO herself or through the main reception)
- ✓ Identifying, monitoring and reviewing pupils' needs with teachers, parents and support staff and with the pupils themselves
- ✓ Maintaining the SEN register
- ✓ Maintaining all SEN records – updating CPOMS with SEN information and documents. Ensuring that all relevant staff are alerted to SEN information and documents on CPOMS.
- ✓ Ensuring that parents have copies of reports produced by outside agencies
- ✓ Co-ordinating provision for pupils with SEN
- ✓ Setting up and monitoring in-class support and withdrawal programmes (through the direction of the SEND team)
- ✓ Teaching and assessing individuals and groups of pupils
- ✓ Liaising with colleagues in writing pupil passports and targets Learning Profiles

- ✓ Monitoring and reviewing pupil passports, targets and EHC targets
- ✓ Compiling and maintaining the schools provision mapping along with the SEND team
- ✓ Along with Class teachers or specialised support hold reviews for SEN Support and Annual Reviews for EHC pupils
- ✓ Liaising with parents, outside agencies and other schools
- ✓ Supporting the assessment of SEN children, attending pupil progress meetings
- ✓ Moderating the assessment of SEN children (including both infant feeder schools)
- ✓ Administering submissions for special arrangements for statutory testing
- ✓ Supporting the transition of those pupils with SEN from FSU to KS1 and KS1 to KS2
- ✓ Maintaining and updating the School Offer
- ✓ Maintaining and updating the information submitted to the Lincolnshire FSD
- ✓ Maintaining and updating the SEN section of the school website
- ✓ Managing and contributing to professional development of colleagues in areas of SEN support
- ✓ Advising on all aspects of differentiation, teaching and learning styles and resourcing
- ✓ Advising the Head Teacher and all staff on pertinent SEN issues
- ✓ Liaising regularly with the Governing Body
- ✓ Supporting planning and assessment for intervention groups
- ✓ Monitoring and supporting the performance of those children with Special Educational Needs who are also classed as a Looked After Child
- ✓ Regularly attending LA's SENCO network meetings in order to keep up to date with local and national updates
- ✓ Update and maintain the SEN and Inclusion section of the Federation website
- ✓ Ensure that the staff SEN Handbook is kept up to date and that the information within this document is implemented and SEN procedures followed by staff
- ✓ Update and maintain individual health care plans

4.2 The class teachers are responsible for;

- ✓ Ensuring they follow this SEN policy and the SEN procedures of the Forest Skies Federation outlined in the SEND Staff Handbook
- ✓ The progress and development of all pupils within their class, including those with special educational needs, including where pupils access support from teaching assistants or specialist staff.
- ✓ High quality teaching, differentiated for individual pupils, which is the first step in responding to pupils who have or who may have SEN.
- ✓ Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

- ✓ Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- ✓ Being part of all SEN review meetings relating to the children in their class
- ✓ Identifying pupils who require extra support in class, raising initial concerns and consulting the SENCO for advice and support using the SEN forms within the SEND Staff Handbook (also part of the monitoring role of subject leaders)
- ✓ Differentiating activities for all pupils, including more or less able children
- ✓ Writing and/or contributing to individual passports and targets as well as ensuring their implementation
- ✓ Monitoring individual progress
- ✓ Sharing targets with the children
- ✓ Sharing targets with relevant adults within the classroom
- ✓ Reviewing progress against targets (at least three times per year)
- ✓ Providing the SENCo with up to date information regarding intervention and provision
- ✓ Managing teaching assistants in their classrooms on a day to day basis
- ✓ Meeting with parents and outside agencies when appropriate
- ✓ Assessing the progress of SEN children
- ✓ Directing teaching assistants to effectively support those children with SEN
- ✓ Supporting and assessing the performance of those children with Special Educational Needs who are also classed as a Looked After Child

4.3 The teaching assistants are responsible for;

- ✓ Supporting an individual or group of pupils' access to and progress in the curriculum
- ✓ Implementing activities designed to achieve targets
- ✓ Encouraging and promoting pupil independence
- ✓ Liaising with teachers and the SENCO, giving feedback and suggesting development
- ✓ Working with individual or groups of pupils
- ✓ Carrying out specific intervention booster teaching programmes
- ✓ Supporting the assessment of SEN children
- ✓ Helping to prepare resources and adapting materials
- ✓ Attending planning and review meetings as appropriate

4.4 The SEN governor is responsible for;

The SEN governor is: Mr Niall McCordick

- Helping to raise awareness of SEN issues at governing board meetings
- Monitoring the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

- Working with the headteachers of the Forest Skies Federation and SENCO to determine the strategic development of the SEN policy and provision in the school

4.4 The Forest Skies Federation Headteachers are responsible for;

- Working with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Having overall responsibility for the provision and progress of learners with SEN and/or a disability

5. Monitoring arrangements

This policy and information report will be reviewed by The Headteachers & SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

6. Links with other policies and documents

This policy links to our policies on:

- SEN School Offer
- Accessibility plan
- Behaviour Policy
- Equality information and objectives
- Medicines in School and Intimate Care Policy
- More Able Policy

Glossary

EHCP	Education Health and Care plan
EP	Educational Psychology
ESCO	Early Support Care Coordination
CAMHS	Child and Adolescent Mental Health Services
NASEN	National Association of Special Educational Needs
OT	Occupational Therapy
SALT	Speech and Language Therapy Services
SENCO	Special Educational Needs Coordinator
SEND C of P	Special Educational Needs and Disability Code of Practise (Sept 2014)
SESS	Sensory Education Support Services
STT	Specialist Teaching Team
WTT	Working Together Team



