

LONG MARTON SCHOOL

SPECIAL NEEDS (SEN) POLICY STATEMENT

Introduction

Long Marton School provides a broad, balanced and inclusive curriculum for all children, which is differentiated to meet individual needs and abilities.

Children may have SEN throughout or at anytime during their school career. This policy ensures that curriculum planning and assessment takes account of the type and extent of the need of the pupils, whether for learning difficulties, behavioural problems, physical disability or 'gifted & talented' children. At Long Marton School we have regard to the LEA guidelines and DFES SEN code of practice.

In their planning teachers take into account pupils' special educational needs and the provision made therefore enables them to participate effectively in all curriculum, teaching and assessment activities, in addition to broader aspects of school life. Long Marton is an inclusive school and children are involved in whole class teaching as much as possible, there may be some withdrawal appropriate to their needs - this could be small group work or individual 1:1. A multi-sensory approach is used wherever possible. Opportunities are given for pupils to discuss emotions and feelings through SEAL in group and 1:1 situations with the SENCO, other teaching assistants or another nominated staff member.

Aims and Objectives

The aims and objectives of this policy are:

- ✓ To identify children with special educational needs as early as possible, using ongoing diagnostic assessment, monitoring & tracking;
- ✓ To ensure parents, are kept fully informed and are engaged in effective communication about their child's SEN;
- ✓ To plan, implement and monitor provision for pupils with SEN through partnership between parents, staff and consultation with the LEA, external agencies and governors, making expectations clear of all partners in the process and provision of special needs;
- ✓ To ensure all pupils have equal access to a broad, balanced and differentiated curriculum;
- ✓ To provide a caring, safe, supportive environment, which promotes learning and meets the special educational needs of each pupil;
- ✓ To encourage pupils to develop confidence and self esteem and to recognise the value of their own contribution to their learning;
- ✓ To encourage pupils to be fully involved in their learning.

Identification, Assessment and Review

Early identification of a child's special educational needs is very important. They may become apparent at any time in a child's school life and this should be identified, and intervention made as quickly as possible. Progress made by children is regularly monitored and reviewed. The

normal cycle of planning, teaching, assessing and evaluating is the primary means of identification. The school keeps a register of children with SEN where concerns, actions taken, outcomes, observations and parent and child interviews are recorded. Records will inform planning.

The school is flexible and will adapt to a child's individual needs in terms of physical support resources. This could be an agreed quiet space eg. Diabetes blood sugar check, behavioural/emotional withdrawal area. School will liaise with parents and the individual child to agree acceptable outcomes and adaptations to support their learning in the school environment.

Additional support is provided through Early Years/SEN Support. This will be monitored and reviewed regularly through an Individual Education plan (IEP).

- The SENCO/class teacher will consult with parents, carers, teachers and support staff regarding IEPs to ensure all interested parties are aware of learning targets and their contribution to their achievement at least three times a year.
- All IEPs will be reviewed after an appropriate period of time to enable a judgement to be made about its effectiveness, but in any case at least once in six months. All review outcomes will be recorded. Parents and children will be invited to take part in the review and target-setting process.
- All children in school are assessed termly and pupil tracking enables school to decide where extra intervention is required. A separate file of children who are considered to be more vulnerable is kept and their progress carefully monitored by the SENCO and the head. Extra information is gathered to give a full picture of how children engage with learning in a range of ways in school eg. Sport, Art, Music.
- Early Years/SEN Support – if we have evidence that a child is making insufficient progress despite support at EY/SEN support, the SENCO may seek further advice from external specialists within the Pupil and School Support services (PaSS). PaSS is an LEA service consisting of professionals, including specialist teachers, educational psychologists, education welfare officers and education administrators. The SENCO will keep parents and children fully involved and informed about any proposed interventions.
- The range of support for pupils at EY/SEN support may then be necessarily more intensive.
- Students with an 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 LEA, which will consider whether to maintain, amend or cease the EHCP.
- The school will liaise with the key workers in the settings of nursery and feeder schools prior to children starting in school.
- This school will liaise with the receiving school when a child with special needs is due to transfer and will forward to them as early as possible all relevant information to enable an effective transfer.
- This school may need to liaise with other partners eg. East Cumbria Family Support, the Disability Nursing team, Eden Young Carers, Bereavement UK - to support children in need who are also SEN.
- Staff training – where appropriate regular up to date training will be secured to meet the needs of an individual child and/or needs of the teacher/TA and these will be funded by the school budget. Where possible staff are appointed with the required training or given opportunities in school to update/refresh required training eg. Epi-pen.

- The school constantly evaluates the quality of the SEN provision through IEP review, regular pupil tracking, meetings with parents/carers and pupils, staff meetings, following national initiatives and attendance at area SENCO meetings.

For more information on SEN go to Cumbria County Council's Local Offer - follow the link.
<http://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/family.page?familychannel=1>
See also the Accessibility Plan via the Link page on the school website.

Roles and Responsibilities

At Long Marton School provision for pupils with special educational needs is the responsibility of all members of staff.

Sue Hill is the Special Educational Needs Co-ordinator (SENCO).

If parents/carers are concerned about the school's SEN provision then a parent/carer should follow the normal school's complaints procedure outlined in the school prospectus.

This policy was reviewed in Autumn 2017. It will be reviewed again in Autumn 2019.