

SPECIAL EDUCATION NEEDS

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

We are a small school with a fully inclusive child centered approach. We adopt a proactive approach to supporting our pupils with additional learning needs. Our teachers support all pupils to achieve and make good progress. All pupils have access to a rich and differentiated curriculum. Pupils who require additional support have access to tailored interventions in groups and/or on a one to one basis. We work closely with our parents; specialist agencies and the Local Authority to tailor support to pupil's individual needs and monitor progress. We follow a graduated approach to additional support, incorporating assess, plan, do and review. Parents are fully aware of all interventions and we meet regularly to assess your child's progress towards their individual learning targets. The four general areas of individual needs are: communication and interaction, cognition and learning, sensory and physical needs.

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

This policy also complies with our funding agreement and articles of association.

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.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of 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. Roles and responsibilities

4.1 The SENCO

The SENCO is Miss Tracey Martin

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- 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
- 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
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher Mrs Knupfler

The headteacher will:

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

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- 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
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

To add more information.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes and/or minutes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

We will monitor and track progress of each pupil using formative teacher-based assessment and termly tracking on our information database.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data

- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

All pupils will have an induction day with their new teacher when transitioning from nursery to reception/MS, GS

- Visits from other schoolteachers will be supported and accommodated
- Pupils will be released to visit their new schools
- We will liaise with and release pupil records of progress where appropriate and agreed with parents and head teacher
- Teaching the RSE National Curriculum Program across all primary year groups

5.6 Our approach to teaching pupils with SEN

- Teachers are responsible and accountable for the progress and development of all the pupils in their class.
- High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.
- We will also provide the following interventions:
- interventions provided include speech and language groups, reading and maths intervention support.

5.7 Adaptations to the curriculum and learning environment

See Accessibility Plan

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have 2 teaching assistants who are trained to deliver interventions such as speech and language groups, English, reading and writing and maths support

Teaching assistants will support pupils on a 1:1 basis when ...

Teaching assistants will support pupils in small groups when ...

We work with the following agencies to provide support for pupils with SEN:

Kensington Local Authority specialists and private specialists including educational psychologists, speech and language therapists, occupational therapists, pediatricians and clinical psychologists. When parents prefer to choose their own specialists, we are happy to accommodate this and work alongside

5.9 Expertise and training of staff

Our SENCO has 8 years' experience in this role and has worked as a maths specialist, speech and language teacher and specific learning difficulty teacher for pupils with dyslexia.

They are allocated 30 – 60 minutes a week to manage SEN provision.

We have a team of 2 teaching assistants in the primary school and 2 in the nursery, aiming to have a least one nursery assistants who are trained to deliver SEN provision.

In the last academic year, staff have been trained in.

We use specialist staff for dyslexia support. Our SENCO Tracey Martin is trained for dyslexia support.

5.10 Securing equipment and facilities

The process for securing equipment and facilities to support pupils with SEN, includes identifying needs and ordering relevant equipment as advised by specialists or recommended by the SENCO.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals termly (database)
- Reviewing the impact of interventions after 6 weeks
- Reviewing IEP's twice per year with parents and teachers
- Monitoring by the SENCO
- Using IEP's to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

How do we : (see accessibility plan)

- *How to find your school's accessibility plan – On our website*
- *Arrangements for the admission of disabled pupils*
- *The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils*
- *The facilities you provide to help disabled pupils access your school*

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to contribute their ideas through debate, posters and drama during assembly and class
- Pupils with SEN are also encouraged to be part of after school **clubs** to promote teamwork/building friendships etc.
- Pupils contribute to reward systems including house points

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

We work closely alongside local authority agencies and support services. We stay abreast of changes through local training. We provide staff with up to date training to meet national and local standards via inhouse, online and external training.

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Explain your school's approach here. Insert the details of the services available to parents in your area.

5.17 Contact details for raising concerns

Insert named contacts within the school for when pupils or parents have concerns.

5.18 The local authority local offer

Our contribution to the local offer is: [\[insert here\]](#)

Our local authority's local offer is published here: [\[insert here\]](#)

6. Monitoring arrangements

This policy and information report will be reviewed by our SENco and the head teacher **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.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality of opportunities
- Supporting pupils with medical conditions

The Stewart Bilingual School - La Petite Ecole Bilingue

Approved by:	Helene Knupffer	Date:
Last reviewed on:	[29 th November 2019]	
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