



East Anglia Schools Trust
Achieving Success Together



EAST ANGLIA SCHOOLS TRUST

SPECIAL EDUCATIONAL NEEDS POLICY

This policy will be reviewed in full by the Directors on an annual basis.

Chair of Governors/Board of Directors signature:

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Date: November 2017

Next Review Date: Autumn term 2018

Special Educational Needs (SEN) Policy

1. Policy Aim

The aim of this policy is to establish procedures for identifying and supporting pupils with SEN.

2. Definition of Special Educational Needs

At different times in their school career, a child or young person may have a special educational need. The Department for Education's SEN Code of Practice defines SEN as: "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age: or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools."

3. Definition of Disability

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities."

4. Special Educational Needs Provision

The school will have regard to the Special Educational Needs Code of Practice when carrying out its duties toward all pupils with SEN.

If a child is considered as possibly requiring support then an assessment is completed by the Special Educational Needs Co-Ordinator (SENCO) who completes a collaborative assessment with the child, their parent/carer and their class teacher. The SENCO is a specially trained teacher who is qualified to assess and manage special educational needs.

If a pupil is identified as possibly having SEN, we will usually provide provision that is 'additional to or different from' the standard curriculum, intended to overcome the barriers to their learning and if necessary the SENCO will refer to external agencies and professionals for their expert input. This may take the form of Speech and Language Therapy, Educational Psychology, Medical input, Child and Adolescent Mental Health Services, and others including specific services of Norfolk County Council.

We also employ Teaching Assistants who deliver the interventions in the provision map as co-ordinated by our SENCO. The Teaching Assistants are trained to deliver specific interventions including 'Sound Discovery', 'Elklan', and 'Numicon' and work under the direction of the SENCO and class teacher.

All staff at East Anglia Trust Schools have regular updates on the Equality Act 2010 and other new legal documentation. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'

5. Identifying Children with SEN

Provision for children with special educational needs is considered the responsibility of the school as a whole. The Governors, Principal, SENCO, Teachers and other members of staff all have responsibility for children with SEN.

Monitoring progress is an integral part of teaching and leadership within East Anglia Trust Schools. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for pupils with SEN and to do this we follow the 'Assess, Plan, Do, Review' model. Before any additional provision is selected to help a child, the SENCO, Teacher, parent/carer and pupil (where appropriate), agree what they expect to be different following this intervention. A baseline will be recorded, which can be used to compare the impact of the provision and as part of the on-going review process.

The SENCO collates the impact data for interventions, to ensure that we are only using interventions that work. Intervention data is shared with the C39 cluster so all SENCOs in our cluster are able to select high quality provision.

Progress data of all pupils, including pupils with SEN, is collated by the whole school and monitored by Teachers, Senior Leaders and Governors. We are part of the C39 cluster moderation group which means that monitors the development of literacy and numeracy across the cluster of schools and our school and cluster data is also monitored by the Local Authority and Ofsted. All of this scrutiny can assist in ensuring that standards are maintained and that pupils are offered the highest degree of support that we can offer.

6. Levels of Support

If a child has a diagnosis of a Special Educational Needs/ Disability (SEN/D), having input from an outside agency or need something that is additional to or different from that of their peers they will appear on the SEN/D register.

There are different categories of SEN/D:

- SEN support - support given in school, e.g. speech therapy
- Statement – an old plan of care for children and young people aged up to 19 who have more complex needs, these plans will go through a conversion process and may be converted into a EHC plan
- Education, health and care plan (EHC) - a new plan since September 2014 of care for children and young people aged up to 25 who have more complex needs

All children on the SEN/D register will have a Pupil Profile which shares the key information about their needs to the Teachers and Teaching assistants. The profiles are updated with a parents input depending on level of need and changes to support, from annually to termly.

9. The Role of the SENCO

The SEN Co-ordinator (SENCO) is responsible for:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN.
- Liaising with and advising all staff.
- Overseeing the records of all children with special educational needs.
- Contributing to the SEN training of staff.
- Liaising with parents, external agencies including Local Authority support, educational psychology services, health and social services, and voluntary bodies.

10. Monitoring Procedures

The school will use the following success indicators to identify that the needs of children with SEN are being met:

- Pupils with SEN will make good progress.
- Pupil Profiles are shared with parents and staff
- Statement and EHC plan reviews will meet statutory requirements.

The school Governor with responsibility for SEN will report to the full Governing body each term.

What parents should do if they have any concerns:

- Speak to the teacher and the Special Educational Needs Coordinator (SENCO) Ellen Watson (Dan Rust covering maternity till December)
- Speak to the SEN Governor and the Head of School
- If this does not resolve your problem then please follow the school's complaint procedure

For more information please see our SEN Information report on the schools websites.

For Norfolk's local offer please visit

http://www.norfolk.gov.uk/Childrens_services/Special_educational_needs_and_disabilities/index.htm

CHANGE LOG		
<i>CHANGES MADE</i>	<i>DATE</i>	<i>NEW VERSION NUMBER</i>
Complete rewrite of policy by EW, wording and format design	26/11/2015	2.0
Name changes. Indicating maternity cover.	18/09/2017	2.1
Logo changed to EAST, 'Cliff Park Schools Trust' changed to 'East Anglia Schools Trust'	21/09/2017	3.0