



# Special Educational Needs(SENS)Policy For Primary

Our policy for SENs supports our aims, mission and values.

*Inquisitive minds 🧠, creative hands 🖐️, caring hearts ❤️.*

We Aim for Every Child to

- Keep safe and feel secure
- Be healthy and happy
- Enjoy school and feel positive about learning
- Achieve their potential
- Develop strong social skills and emotional well-being

Our Mission Statement

Our school environment is welcoming and friendly.  
We are positive role models and lead by example.  
We are all learners and we work as a team.  
We innovate, inspire, challenge and have fun!  
We empower others to do and to become the best they can.  
We have high expectations and believe we can!

**Our Core Values**



Educational psychologist - Silvia Sanchis

Special Needs Coordinator (SENCo) – Mary Jordan

If you have any SEN issues you are invited to contact them by calling in or sending an email.

This document outlines the policy of Caxton College for pupils who have special educational needs and disabilities.

This policy should be read in conjunction with the following guidance, information and policies:

Admissions policy

Anti-Bullying policy

Safeguarding policy

Health and Safety policy

### **Definitions Definitions**

The SEN Code of Practice 2014 identifies a child or young person as having special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if no special educational provision were made.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught, although this may lead to some degree of barrier to access the curriculum.

The SEN Code of Practice also describes four broad categories of need which can be used to help identify a pupil's primary area of need.

1. **Communication and Interaction** (This could include pupils on the autism spectrum)
2. **Cognition and Learning** (This could include pupils with dyslexia)
3. **Social, Emotional and Mental Health Difficulties** (this could include pupils with attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.)
4. **Sensory and/or Physical Needs** (This could include pupils with vision impairment (VI),

hearing impairment (HI) or a multi-sensory impairment (MSI)

### **Aims and Objectives Of This Policy**

- To ensure all pupils have access to a broad and balanced curriculum which is relevant to their strengths and needs
- To identify and assess children with SEN as early as possible and ensure there is careful monitoring of pupil progress
- To identify and address pupils' needs by using a graduated approach and the four-part process of assess, plan, do and review
- To remove barriers to learning by providing high quality differentiated teaching and individual interventions to close the attainment gap between students identified as having SEN and the general population of the school
- To ensure that SEN is reflected in school policies, schemes of work, planning, monitoring and record keeping
- To work with parents to gain a better understanding of their child and involve them in all the stages of their child's education
- To ensure that pupils participate and are involved in the process of information gathering and reviewing progress
- To make reasonable adjustments for disabled children to help alleviate any substantial disadvantage they experience because of their disability.
- To develop existing skills of all staff in the identification, assessment of and provision for pupils with SEN and to provide training and support as appropriate
- To ensure that all pupils designated as being gifted or talented have access to sufficiently challenging activities, primarily in language and maths.

### **Identification Identification and Assessment**

The SEN Code of Practice (2014) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress which allows the attainment gap to close between the pupil and children of the same age.

If a child does not make adequate progress compared to peers, their starting point or previous attainment this would raise concerns that they may have learning difficulties.

Caxton College makes every effort to identify students not making adequate progress as early as possible. The early identification of SEN is the key to removing barriers to learning and ensuring students continue to make progress and reach their full potential.

The identification and assessment process involves pupils, parents, class teachers, the school psychologist and SENCO. If appropriate, other professionals will be involved in the identification and ongoing support of SEN. Possible professional involvement includes; speech therapists,

external psychologists, medical staff and occupational therapists. It is important to note, while the SENCO and psychologist oversee the day to day management of pupils with SEN, the main responsibility remains with the class teacher.

Caxton College makes every effort to identify children who are making exceptional progress as soon as possible. The early identification of gifted and talented children is the key to ensuring pupils continue to make progress and reach their full potential.

The school uses the following information when identifying students with SEN

- Teacher referral
- Parental concerns
- Analysis of Early Learning Goals (Early Years)
- Badyg in Year 6 (Psychologist)
- CAT 4 (Year 4)
- Observation (SENCO or psychologist)
- Individual assessments (psychologist or SENCO)
- Termly assessments (class teacher, psychology or SENCO department, PLT) Results from external testing (GL) in June
- Termly and annual data analysis and pupil tracking (class teacher, psychology department, PLT)

A combination of the assessment methods are used to identify pupils who are making less than adequate progress. Children who are identified as making less than adequate progress will be monitored more closely than the average school population. In the first instance, the child's class teacher will take steps to provide further differentiated learning opportunities and specific interventions to aid the pupil's academic progression. If the interventions are successful, pupils will be removed from the monitoring list and teaching, assessment and tracking will revert to that of the general population of the school. If the interventions are unsuccessful, the child will be placed on the school's SEN register and begin the assessment, plan, do and review cycle, which will result in an Individual Education Plan (IEP) and access to SEN Support.

In some cases the combination of assessments will highlight pupils having greater difficulties or a specific need. On these occasions, students will move straight to the SEN phase and be placed on the SEN register, have an IEP and access to SEN support. A similar process is in place to identify children who are gifted or talented.

### **The Approach and SENS Support**

Where it is determined that a pupil does have SEN, parents will be formally advised of this. The aim of formally identifying a pupil with SEN is to ensure effective provision is put in place and to remove barriers to learning.

The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

Although teachers continually assess, plan, implement and review their approach to teaching all children, where SEN is identified this process becomes more personalised.

### **Assess**

The school uses information from the identification stage to assess and analyse the child's needs, strengths and specific areas for development. If required, advice and assessment from other professionals may be sought at this stage.

An overall picture of the child, information obtained during the assess phase and long-term objectives are recorded on the final IEP. This is available in the year group SENs folder for all professionals working with the pupil.

Assessment is also continuous throughout the cycle. It is essential to regularly review the interventions and support to ensure maximum progress and remove barriers to learning.

### **Plan**

The plan is recorded in the form of an IEP. The information from the assessment phase is used to plan the support and interventions required to meet the specific objectives in the IEP. This is outcome focused with clear objectives and timeframe for the achievement. IEPs are planned and reviewed three times per year at the end of each learning block. However, IEPs are working documents and can be amended during a cycle if necessary.

Pupils' IEPs are available in the year group SENs folder and on individual pupil profiles. All staff working with the pupil should be familiar with the pupil's individual needs, support provided, interventions, teaching strategies and outcomes.

Parents will be informed of their child's targets and asked for their thoughts and contributions. Their involvement may also be sought to reinforce or contribute to progress at home. This may take the form of additional homework or a recommendation for a private tutor.

### **Do**

The class teacher is directly responsible for all pupils in their class, even when they are receiving support from a support assistant or other specialist staff, within or outside the classroom.

The IEP is implemented by the class teacher, support assistants, and additional professionals (if required). This is supported and monitored by the school psychologist and SENCO. Pupil progress is continually recorded on monitoring forms. The class teacher uses this as part of the assessment of progress and when evaluating the impact of the intervention/strategies. The SENCO will provide support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of the IEP.

### **Review**

Reviews of IEPs take place three times per year at the end of each learning block. During the review process, teachers analyse the information from ongoing plans, the pupil's work, assessments, observations, pupils and parents. The SENCO meets with individual teachers and support assistants to discuss the impact of the support, interventions and the pupil's progress in relation to the objectives. During this meeting, the teacher and SENCO will also discuss actions,

assessment and the future actions required for the next cycle.

Pupils and parents are involved in this stage of the cycle. Their views are obtained about the success of the support and interventions. They are also provided with information about progress, achievement and future actions.

### **Pupils With Significant or more complex SEN**

There may be circumstances where Caxton College is unable to meet a pupil's special educational need within the normal school resources. On these occasions, parents will be met to discuss the best course of action for their child.

### **Roles And Responsibilities:**

#### **Primary Leadership Team (Head, Deputy Head, Assistant Head, Early Years Leader, Psychologist and SENCO)**

The role of the PLT involves:

- Regular analysis of pupil tracking and progress
- Allocating and monitoring appropriate staff and resources for SEN
- To ensure that staff are delivering high quality teaching differentiated for individual pupils. This is implemented and monitored through the performance management process, progress meetings, observations and the school development plan
- Monitoring teachers' planning and ensuring it meets the needs of all learners
- Pupils progress meetings.

#### **Psychologist**

The role of the psychologist involves:

- Early identification of children with special educational needs
- Diagnosis of learning difficulties in Early Years and Primary children
- Suggesting action and interventions for children with specific learning difficulties
- Liaising with external professionals that intervene with pupils with specific learning difficulties.
- Advising teachers about children with specific learning difficulties in class
- Advising parents of children with learning difficulties at home
- Advising parents on any behavioural difficulties
- Promoting healthy family educational practices amongst parents by offering termly parental talks and videos
- Liaising with the SENCO regarding the provision and support for pupils with special educational needs in the school
- Liaising with the PLT regarding pupils' general progress
- In some cases, delivering specific interventions.

#### **Special Educational Needs Co-coordinator**

The role of the SENCO involves:

- Overseeing the day-to-day operation of the school's SEN policy
- Coordinating provision and support for students with special educational needs within the school
- Liaising with the school psychologist and other members of the SLT regarding SEN and low attainment/slow progress
- Advising on a graduated approach to providing SEN Support
- Liaising with class teachers and support assistants to advise, inform and support them in

their roles

- Liaising with parents of children with SEN
- Providing interventions for SEN students who are particularly at risk
- Providing interventions for gifted and talented pupils
- Chairing a formal annual meeting with parents with the most significant SEN
- Overseeing and collating the records of all students with special educational needs
- Working in collaboration with the psychologist to maintain and update the SEN register
- Contributing to discussions and liaising with parents of students with special educational needs alongside the class teacher
- Advising on formal termly reviews of students on IEPs
- Contributing to training and support of school staff in meeting the needs of students with special educational needs;

### **Class teacher**

The role of the class teacher involves liaising with the SENCO to agree:

- Which pupils in the class may have special educational needs or exceptional ability in one or more areas
- Which pupils are underachieving and require additional interventions and monitoring but do not have special educational needs
- Which pupils require additional support because of a special educational need and need to go on the school's SEN list
- Which pupils require additional extension due to being of exceptional ability

Securing good provision and good outcomes for students with SEN and G & T by:

- Providing differentiated teaching and learning opportunities
- Providing differentiated homework
- Ensuring there is adequate opportunity for pupils with special educational needs to work on agreed targets which are additional to standard differentiated teaching
- Ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for students with SEN.
- Meeting with parents of SENs each learning block to discuss their progress and targets.

### **The Role of the SENs support assistant**

Additional support individuals should:

- Be aware of the student's IEPs and provide feedback to the class/subject teacher and SENCO
- Provide support in the classroom under the direction of the class/subject teacher
- Deliver the curriculum under the direction of the class/subject teacher for pupils with SEN
- Deliver additional teaching/catch up programmes of work as appropriate under the direction of the class/subject teacher
- Liaise with the class/subject teacher regarding the progress of the pupils they have worked with in each session.

### **Staff Training and Support**

Staff are supported by the SENCO and the psychologist throughout the academic year. Special



educational needs training is provided when needed for teachers and teaching assistants. New staff receive support as part of the induction process. The psychology department also provides internal or external training in specific special educational needs as required for individual pupils or cohorts of pupils.

**Reviewing the Policy**

This policy will be reviewed annually to ensure it is in line with the Code of Practice and meets the needs of all students with SEN.