

This document is to be read alongside the Emsworth Primary School SEN Information Report.

Underlying Principles

- All children are valued equally and all have a right to participate fully in education regardless of their abilities and behaviour
- High-quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people.
- All children have a right to take part in a broad, balanced and relevant curriculum whose delivery is differentiated to meet individual needs
- The school vision is reinforced and forms the basis of the curriculum for all children
- To meet these needs, there is full partnership and consultation with parents/carers.

Aims and objectives

- to achieve an early identification of children with SEN
- to provide differentiated learning for children with SEN so that they might access a broad, balanced and relevant curriculum
- to involve the children in the learning and target setting process to enable them to move forwards
- to seek support and advice from outside agencies if appropriate
- to involve parents/carers from the outset in the needs of their children and the provision to meet these needs, to keep them informed and to notify them about the involvement of outside agencies when these are appropriate and beneficial
- to record and monitor the progress of children on the SEN register and to regularly review their needs and the provision of education to meet these needs
- to provide training in SEN and support for the staff
- to use the SEN resources allocated in the delegated whole school budget appropriately and for the maximum benefit of the children
- to have high ambitions and stretching targets

Special facilities and accessibility

We act following the Special Educational Needs and Disability (SEND) Code of Practice 0 -25 years (July 2014) and the Discrimination and Disability Act 2005; in line with SEN Support: Guidance for early years providers, mainstream schools and colleges (HCC Sept 2014) and underpinned by best practice such as Removing Barriers to Learning 2004, The Every Child Matters agenda and the UNICEF Convention on the Rights of the Child.

All of our classrooms are on one level with easy access to all areas of the building. There is a toilet and wet room specially adapted for wheelchair users and people with limited mobility.

Admissions

The school provides for children with a range of abilities and difficulties. Places for children with or without special educational needs are allocated in line with the whole school admission policy of the Governing Body. This admissions policy follows the SEN code of practice 2001 and the discrimination and Disability Act 2005.

Roles and responsibilities

The headteacher

- Has overall responsibility for the provision of SEN.
- Will keep the Governing Body fully informed and will work closely with the school's SEN co-ordinator (SENCo)

The Governing Body

- In co-operation with the headteacher, the governors will determine the school's general policy and provision for children with SEN; establish the appropriate staffing and funding arrangements and maintain a general overview of the school's work with children with SEN.
- Will appoint a specific governor to take an interest in and closely monitor the school's work with children with SEN.

SENCo

- Will work closely with the headteacher, senior leadership team and class teachers and will be closely involved in the strategic development of the SEN policy and provision.
- Will manage the day-to-day running of the school's SEN policy and co-ordinate the provision for pupils with SEN.
- Will provide professional guidance in the area of SEN to secure high-quality teaching and effective use of resources to bring about an improved standard of achievement for all pupils.

All teachers and LSAs

- Will be involved with children with SEN.
- Will be fully aware of the school's procedures for identifying, assessing and making provision for children with SEN.
- Will liaise with SENCo to set appropriate Action Plan targets for the children in their class.
- Class teacher will ensure that Action Plan targets are shared with the pupil's parents, at least once a term.
- Will attend professional development days and staff meetings, which target SEN issues and updates.

Categories of SEN

- Cognition and learning needs
- Communication and interaction needs
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Identification of children with SEN

We aim to identify children with SEN as early as possible.

To help identify children who may have special educational needs we measure children's progress by referring to:

- Teacher observations and assessments.
- Progress measured against Early Years Foundation Stage Profile, pre-key stage standards, National Curriculum, the Boxall profile (as appropriate).
- Standardised screening or assessment tools (for example Salford Reading Test or Vernon Spelling Test)
- Carousel assessment that includes BPVS, Salford, Vernon, matrix analogies test, digit recall, draw a man test.

The school is open and responsive to expressions of concerns from parents and takes account of any information that parents provide about their child.

There is a recognised process for the referral of children to the SENCo.

The Hampshire County criteria for SEN is used to ascertain whether a child should be identified on the SEN register and the child's level of need.

Statutory Assessment

The school will present its evidence to Hampshire SEN Service to show that the strategies and interventions carried out have not brought about the expected progress and that further support is needed. Reports and recommendations from the outside agencies involved with the child will be submitted along with parental contributions. During the process, the school will continue to support the child.

Health/Education Care Plan (formerly known as Statement of Special Educational Needs)

If a Statutory Assessment results in a child having a care plan of SEN, there is a legal responsibility to ensure that the provision is used effectively. The SENCo will be responsible for coordinating, monitoring and reviewing the child's progress through the annual review process.

Transfer

On transition, the school will ensure all SEN documents and information are transferred to receiving schools. Where there are complex needs or where some agencies are included an Inclusion Partnership Agreement (IPA) will be set up.

Complaint

If there is cause for concern or complaint regarding the child's SEN provision then the parent or carer is encouraged to approach the class teacher in liaison with the SENCo or head teacher. If these concerns are not resolved, then the complaint will be managed following the Complaints Procedure Policy.

Agreed by Governors 2024

Review Date: **Currently under review following the appointment of a new SENCO**