

# SEN Policy and Local Offer

## Welsh House Farm Community School and Resource Base



**“Inspired to grow and flourish”**

**Approved by  
Governors**

**Date:** Sept 2017

**Last reviewed  
on:  
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**Next review due  
by:**

September 2021

## Welsh House Farm Community School and Resource Base

### POLICY FOR SPECIAL EDUCATIONAL NEEDS

Welsh House Farm is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

SENCo – Lucy Hudson

Resource Base Manager – Liz Yeardsley

SEN Governor – Rachel Jay and Sewa Kamal

At Welsh House Farm Community School we believe all children are special. They learn in different ways so we offer a wide range of teaching strategies and experiences to develop individual strengths and support areas that need developing. We acknowledge and foster areas of strength and use this to maintain and raise children's self esteem which is paramount to success. The aims of the education we provide are the same for all pupils including those with special educational needs, whether in the mainstream or Resource Base. Therefore all children are admitted in accordance with the general admission policy of the school.

Our school endeavours to provide a broad and balanced curriculum for all children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning which means they have special educational needs and or behaviour difficulties which require particular action by the school. Where this is the case, teachers make provision to support individuals or groups of children to enable them to participate effectively in all curriculum and assessment activities. Such children will need additional or different help from that given to other children of the same age. At Welsh House Farm, we ensure appropriate staffing and funding is in place for pupils with individualised and specific identified needs.

***The Class Teacher holds the overall responsibility and accountability for the progress of children with Special Educational Needs.***

Children may have special needs either throughout or at any time during their school career. This policy ensures that the curriculum planning and assessment for children with special educational needs and behaviour difficulties takes account of the type and extent of the difficulty or disability experienced by the child.

**AIM:**

***In our school we aim to ensure that special educational and behavioural needs are identified early, assessed and that effective provision is provided so that all children can meet with success, work to their full potential and enjoy the full range of the curriculum.***

### **Objectives:**

- To create a stimulating and secure environment to meet individual needs
- To enable a fully inclusive environment where all children have access to the whole curriculum and school life
- To enable children to develop a positive self image and self worth
- To provide effective support and differentiation which will ensure children can achieve success, independence and make good progress
- To devise individual learning plans (ILPs) for children with needs additional to or different from those provided as part of a differentiated curriculum
- To support staff, all of whom share the responsibility for teaching SEN children, by providing advice and training as appropriate
- To foster good home-school liaison and to involve parents/carers as partners in each stage of the education of their children
- To work closely with outside agencies such as Pupil School Support Service (PSSS), Speech and Language Therapists (SLT), Behaviour Support Service (COBS), Educational Psychology (EP) Service and Physiotherapy Services, Communication and Autism Team (CAT).
- To ensure that our children have a voice in their education and are encouraged to participate and contribute to the assessment of their needs, the review and transition process.

### **INCLUSION:**

We have high expectations of all children, whatever their ability and needs. We want our children to feel valued and endeavour to provide a curriculum and ethos which removes barriers to learning and ensure participation by acknowledging that children have:

- Different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate at different rates
- Need a range of different teaching approaches and experiences

Teachers respond to these needs by:

- Providing an appropriately differentiated curriculum which takes account of all abilities and disabilities, including EAL and gifted and talented children
- Planning to develop children's understanding through the use of all available senses and experiences
- Planning for children's full participation in all aspects of learning, physical, practical and social activities
- Helping children to manage their behaviour and emotions in order to take part in learning effectively and safely and to interact with each other appropriately

### **Management of Special Educational Needs:**

#### **RESOURCE BASE:**

- The Resource Base currently accommodates up to 12 children between the ages of 4-11 years with Statements/Educational Health Care Plans, primarily with cognition and learning difficulties. Children may also have secondary needs such as speech/language and communication difficulties and on the autism spectrum .
- All children have access to the full curriculum with specific learning programmes put in place as required. 'Small Step' objectives are implemented for both English and Mathematics as appropriate. The children work at their appropriate level from their IEPs and not necessarily according to their age.
- The Resource Base currently has 1 Resource Base Manager and a team of teaching assistants.
- Children integrate into their mainstream classes as appropriate and dependent on their individual needs.
- Integration is monitored and evaluated regularly by the Resource Base Manager, SENCo and mainstream staff and opportunities for further integration are explored in consultation with the Head Teacher.
- External Gross Motor Programmes, Occupational Therapy and Speech Therapy are prepared by the appropriate professionals and delivered by the staff in the Resource Base where required.
- Individual Speech and Language programmes are prepared by the Speech Therapist employed through Traded services and delivered by Teachers and Teaching Assistants.

### **Mainstream children with Special Educational Needs or Behaviour Difficulties:**

At Welsh House Farm, a large majority of mainstream children are drawn from an area of significant deprivation and one that has a high percentage of mobility and free school meals.

Provision for children with special educational or behavioural needs is a matter for the whole school.

**All teachers are teachers of children with special educational needs** and teaching such children is, therefore, the class teacher's responsibility. The new Code of Practice (January 2015) is followed to identify, assess and provide for pupils with S.E.N.

Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age (refer to the Disability Policy).

Strategies employed to enable the child to progress will be recorded within an Individual Learning Plan (ILP). These plans will be drawn up between the SENCo, behaviour lead, class teacher, parent, pupil and external service as necessary. The ILP will give information about:

- The short term targets set for the child
- Teaching strategies
- Provision to be put in place
- When the plan will be reviewed
- Outcomes (recorded at the review)

***It is important that these plans form an integral part of day to day planning within the classroom and the curriculum is differentiated accordingly.***

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

EAL children at the early stages of learning English will need additional support provided within their classroom setting. If after 2 terms, the child is still having difficulties in accessing basic skill curriculum areas then it may be necessary to assess the child for special educational needs. We have a teaching assistant employed solely to support our children with English as an additional language. This is a flexible provision to meet the needs of the school.

### **The Graduated Approach:**

The school's assessment arrangements (refer to Assessment Policy) will be used to identify children who are not making good progress and this will be looked at in the context of a broad picture of the child's strengths, weaknesses and responses to different learning experiences.

The key factor in deciding if there is a need for the child to be placed at *Targeted* is whether despite having received appropriate differentiation within the classroom the rate of progress the child is making is inadequate. This will mean that it is necessary to take additional or different action to enable the child to learn more effectively.

At this point the class teacher will fill out an Audit Continuum and discuss with the SENCo suitable provision and assessments. Detailed records are kept on all children with S.E.N in order to demonstrate the rate of progress.

In line with the Birmingham L.A. recommendations, the SENCo carries out the S.E.N comparative database, linked with the Audit Continuum and CRISP (Criteria for Special Provision) assessment as appropriate.

### ***A range of performance indicators are used to identify pupils with S.E.N***

- Foundation Stage Profile
- Phonic Screen
- Wellcomm (S&L)
- High Frequency Word tests
- Handwriting
- Speech and language assessments
- Writing assessments
- Q.C.A tests
- Tracking sheets
- SCERTS (Social and emotional, emotional regulation and transitional support)
- Behaviour/emotional factors
- Parental involvement and support

The strategies to support pupil's needs at the Targeted and Specialist provision are set out in the pupil's individual education or behavioural plan, which outline clear measurable targets.

Pupil Progress Reviews show the range of interventions in place and is monitored throughout the year. This ensures each child is accessing the support appropriate to their needs. Through continuous assessment the success of this support is monitored and evaluated.

### **TARGETTED:**

The triggers for intervention will be concern, underpinned by evidence, about a child who despite receiving differentiated learning makes:-

- Little or no progress even when areas of weakness are targeted
- Shows signs of difficulty in developing literacy or maths skills which result in below average attainment
- Presents persistent emotional or behavioural difficulties which are not ameliorated by the class behaviour management techniques following school policy
- Has sensory or physical problems, and continues to make little progress despite provision of specialist equipment
- Has persistent communication or interaction difficulties

### **SPECIALIST:**

The triggers for intervention for Specialist provision will be that, despite receiving individualised support under Targeted provision over a period of at least 2 terms, the child:

- Continues to make little or no progress in specific areas
- Continues working at substantially below national curriculum levels expected of children of a similar age (approx -2 years)
- Continues to have difficulty in developing literacy and maths skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class, despite having an individualised behaviour programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice/visits from specialist services
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The action to support pupil's needs falls within four strands:

- Assessment, planning and review
- Grouping for teaching purposes
- Additional human resources
- Curriculum and teaching methods

### ***Intervention and support strategies at Targeted and Specialist Provision***

| <b>TARGETED provision</b>   | <b>SPECIALIST provision</b>  |
|---|--|
| <b>Assessment, Planning &amp; Review</b>  |  |
| <ul style="list-style-type: none"> <li>• Assessment by class teacher</li> <li>• I.E.P SMART targets set by class teacher &amp; SENCo</li> <li>• Termly reviews with parents &amp; child as appropriate</li> </ul> | <ul style="list-style-type: none"> <li>• External agency involved in assessment and planning of ILP targets .</li> <li>• Clear new SMART targets set and reviewed at agreed intervals with external agency</li> <li>• Termly reviews with parents &amp; child as appropriate – may be more regular as necessary</li> </ul> |
| <b>Grouping for teaching purposes</b>   |  |
| <ul style="list-style-type: none"> <li>• Pupil in classroom setting with flexible grouping arrangements</li> <li>• Some 1:1 or small group work provided</li> </ul>   | <ul style="list-style-type: none"> <li>• Pupil predominantly based in classroom, flexible grouping arrangements as appropriate or partial outside classroom placement</li> </ul>   |

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Direct additional support from class teacher, SENCo and TA</li> <li>• Support from external agency as appropriate</li> </ul>  |
| <b>Human Resources</b>   |  |
| <ul style="list-style-type: none"> <li>• Main provision by class teacher</li> <li>• SENCo involved in assessment and target setting</li> <li>• Some support from TA in class -1:1 or small group work</li> </ul> | <ul style="list-style-type: none"> <li>• Main provision by class teacher</li> <li>• Some direct support from additional adults e.g SENCo</li> <li>• Additional 1:1 and small group support</li> </ul>                      |
| <b>Curriculum and teaching methods</b>   |  |
| <ul style="list-style-type: none"> <li>• Differentiated approaches in class</li> <li>• Specific skill development related to ILP</li> </ul>  | <ul style="list-style-type: none"> <li>• Increased emphasis on differentiation</li> <li>• Specific individual programmes to support targets with access to specialist learning materials e.g precision teaching</li> </ul> |

A request for an Educational Health Care Plan may be made if a child has demonstrated significant cause for concern at Specialist, despite a range of specialist programmes and teaching being implemented over a long period of time. This process involves extensive input from external agencies including the Educational Psychologist and with parental support. The school will need to provide extensive evidence of support, reviews and assessment records before this can be considered. It is vital that all records and procedures are in place, otherwise this can hinder the process considerably. In some cases a Support Provision Plan is an appropriate alternative option instead of an Educational Health Care Plan.

### **Children with Educational Health Care Plan:**

All children with Educational Health Care Plan will have short term targets set for them that have been established after consultation with parents, child and external agencies. These targets will reflect the long term objectives outlined in the Educational Health Care Plan. The delivery of interventions recorded on ILPs will continue to be the responsibility of the class teacher.

All Educational Health Care Plans must be reviewed at least annually with parents, the pupil, SENCo and professionals involved as appropriate. At the annual review it will be considered whether any amendments need to be made to the description of the pupil's needs or to the educational provision specified in the Educational Health Care Plan. The annual review focuses on what the child has achieved as well as on any difficulties that need to be resolved.

At the review in year 5, the aim is to give clear recommendations as to the type of provision the child will require at secondary school. It is necessary for the educational psychologist to be in attendance at this meeting. Parents are encouraged to visit a range of schools and to consider appropriate options. The SENCo of the receiving school is invited to attend the final review and discuss appropriate provision and ILP, to reassure parents and child that an effective and supportive transfer will occur.

### **Partnership with parents/carers:**

The school works closely with parents in the support of those children with special educational and behavioural needs. We encourage an active partnership through an ongoing dialogue with parents/carers.

We have regular meetings throughout the year to share the progress of special needs children with their parents/carers. We consult parents/carers and seek permission for any external agency support and share the process of decision making to provide the most appropriate and effective provision for their child to succeed. The school's Family Link Worker assists in liaising with external services particularly regarding Health and Social Care and attendance matters.

### **Pupil Participation:**

In our school we encourage children to take responsibility and to make decisions. Children are involved at an appropriate level in setting targets in their ILPs and in the termly ILP review meetings. Children are encouraged to make judgements about their own performance against ILPs targets and similarly in Educational Health Care Plan reviews.

### **The role of the Governing Body:**

The Governing Body gives due regard to the Code of Practice for special educational needs and ensures appropriate policy and procedures are followed. The Governing Body has identified a governor to have specific oversight of the school's provision for pupils with special educational needs. The SEN Governors are Rachel Jay and Sewa Kamal.

### **Links with external agencies/organisations:**

The school recognises the important contribution that external support services make in identification, assessment and provision for SEN pupils.

When it is considered necessary colleagues from the following support services will be involved:

- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapist
- Pupil School Support (PSS)
- Behaviour Support Team (COBS)
- Communication and Autism Term (C'AT)
- Health Services
- Social Services
- Educational Welfare
- Community Consultant Paediatrician
- Forward Thinking Birmingham
- Victoria Outreach

### **Resources:**

The school is well resourced for Speech and Language materials as well as:

- Assessment materials
- Supplementary reading
- Phonic, spelling and handwriting programmes
- 'Small Step' objective sheets and 'P' scales
- Barrier games
- Social skill activities

- A variety of games and practical activities for basic skills

### **Record Keeping:**

The school keeps detailed records of the steps taken to meet pupil's individual needs. In addition to the usual school records, the pupil's profile includes:

- School information on progress and behaviour
- Current and reviewed ILPs
- Provision map of all intervention programmes
- Pupil's own perceptions of difficulties
- Information and reports from external agencies
- Information from previous school

All staff have an S.E.N folder with copies of assessment from outside agencies and ILPs. A copy of up to date toolkit trackers are kept in books to assist with appropriate differentiation.

## **SUCCESS CRITERIA**

The success of the S.E.N Policy can be measured by these criteria:

- ❖ Children with special educational needs and behavioural difficulties are identified as early as possible
- ❖ The provision made for those children is appropriate to their needs.
- ❖ All children have a positive attitude towards themselves and their work and feel a sense of achievement
- ❖ All teachers differentiate tasks appropriately and planning reflects ILP targets and strategies
- ❖ ILPs have measurable and appropriate targets
- ❖ Children make **good progress** and achieve individual targets
- ❖ Staff are familiar with the S.E.N policy and liaise with the SENCo and Assistant SENCo on a regular basis
- ❖ Parents/Carers are consulted and kept informed at all stages in an open, sensitive manner
- ❖ SEN pupils are involved in the formulation of ILPs and reviews
- ❖ Pupils are integrated effectively into mainstream classes
- ❖ Positive links are formed with external services

*Reviewed October 2018 by Lucy Hudson (SENCo)*

*Next review – September 2021*