



## ONGAR PLACE PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY

Ongar Place Primary School is committed to safeguarding and promoting the welfare of children. The recruitment and appointment of staff, school policies and procedures always consider the safeguarding of children as the first priority.

### **Introduction**

All children regardless of age, gender, culture, language, race, ability sexual identity or religion have equal rights to protection, safeguarding and opportunities.

At the heart of the work of every school and every class lies a cycle of planning, teaching and assessing. These general arrangements in a school take account of a wide range of abilities, aptitudes and interests that children bring to school. The majority of children will learn and progress within these arrangements. Those who have difficulty in so doing may have special educational needs. Special Educational Needs provision is defined as 'provision that is additional to or different from' that provided for the majority of children.

At Ongar Place there are no special admission arrangements for children with special educational needs without Statement/Education Health Care Plans but it is our policy to liaise carefully with feeder pre-school groups, previous schools, parents and any other agencies with knowledge of the children prior to them entering Ongar Place.

We believe that children learn in a variety of ways and so at Ongar Place we aim to promote a multi-sensory approach to all classrooms.

We believe all children should have access to the National Curriculum but that tasks should be differentiated as appropriate to each individual child's ability, aptitude and developmental stage.

We have a Disability Access Plan to develop our school site in order to provide improved access for adults and children with special needs and disabilities.

We recognise the importance of the early identification of special educational needs.

### **Definition of SEN**

Special Educational Needs provision is defined as 'provision that is additional to or different from' that provided for the majority of children.

Definitions of special educational needs and/or disabilities (SEND) taken from section 20 of the Children and Families Act 2014 states:

SEN: A child or young person has 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 learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is "...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day tasks.

Safeguarding is a high priority in our school. Ongar Place School recognises that some children are more vulnerable to abuse and neglect and that additional barriers exist when recognising abuse for some children.

## **The Special Needs Co-ordinator**

The needs of children with learning difficulties are the shared responsibility of all staff, led by the Headteacher and the Special Educational Needs Co-ordinator, Mrs Lisa Overin

### **Role of Special Needs Co-ordinator includes:**

#### **Assessment role**

- Identification of children with special educational needs in collaboration with staff.
- Supervision of appropriate tests, monitoring of progress and maintenance of suitable records.

#### **Supportive role**

- Advise and support staff with ideas, techniques, and methods for helping all children to access the National Curriculum.
- Provide support in the preparation and implementation of Individual Pupil Programmes for particular learning difficulties.
- Inform staff about resources available in school.

#### **Liaison role**

Liase with other schools (e.g. feeder schools, special schools), educational support services (e.g. Educational Psychologist), appropriate professional agencies (e.g. speech therapists, social workers) and parents.

#### **Staff development role**

- Participate in in-service training within the school and local area and to keep staff informed of up to date research, etc.
- Inform staff of training and development opportunities.

## **Meeting Special Educational Needs at Ongar Place**

### **Procedure for identification and assessment:**

- Liaison with pre-school groups / nursery schools for noted concerns.
- Termly Pupil Progress Meetings
- Termly analysis of tracking with Assessment leader
- Half termly review of progress through Pupil Progress Meetings
- The study of EYFS assessments for early warning signs
- All children on the SEN register will be included on the class Intervention Plan which will be reviewed at least once a term.
- In school support assessment by Special Needs Co-ordinator. Plan with class teacher and discuss with parents (SEN Support)
- Support and advice from outside agencies where necessary (SEN Support)
- Application for statutory assessment of Special Educational Needs where it is considered additional provision is needed to support an individual child's progress (Education, Health and Care Plan - EHCP)

### **Monitoring progress**

- Special Needs Co-ordinator meets regularly with Class teachers and SEN Governor.
- Termly monitoring of Intervention Plans.
- Termly Pupil Progress meetings with Assessment leader.
- Monitoring test results, analysed and discussed with Classteachers and Headteacher.
- Liaison with Special Needs Assistants and ELSA through both formal and informal meetings.
- Liaison with outside agencies and Multi Professional Team (MPT) giving support to individual children/staff/parents

### **Review procedure for children giving cause for concern**

- Through discussion with Class teacher, assessing success of differentiated work and individual pupil programmes.
- Discussion with parents
- Identification of next step of action required (resources, support, individual programme).

### **Review procedure for children with an Education, Health and Care Plan (EHCP)**

- Formal meeting with all those involved (Class teacher, Headteacher, Special Needs Co-ordinator, Educational Psychologist, Support Teacher, Special Needs Assistant, parents, outside agencies) within 2 months of Education, Health and Care Plan being issued.
- Annual Review of the Statement to produce targets for next year (six monthly for children under 5 years old)
- Pupil invited to attend Annual reviews and give own views. This may be through a video they have created.
- Interim Annual Reviews if appropriate
- Termly review of progress through tracking analysis
- Half termly review of progress through Pupil Progress Meeting
- Termly Pupil Progress Meetings

### **Allocation of resources**

- Special Needs Co-ordinator is responsible for planning the allocation of resources throughout school.
- Priorities are identified through the School Development Plan and adjusted to meet the development and needs of the individual children.
- Pupil Progress meetings provide opportunities to identify groups and individuals in need of additional support and adjustments to provision are made accordingly

### **Inclusion arrangements**

- Wherever possible all children are fully included in their classroom and receive support there.
- Where appropriate, children are given enrichment tasks, withdrawn for small group support or individual tuition, or learning breaks.
- The Senior Midday Supervisor is kept closely informed of any child who needs special support during the lunch period. A designated midday supervisor may be assigned to such a child where necessary.

### **SEN Staff development**

- To encourage all staff to attend relevant courses
- Special Needs Co-ordinator to take a pro-active role seeking out training and targeting courses which will be particularly appropriate to individual staff
- In-Service training takes place within the school, organised as part of a rolling programme as identified in the School Development Plan.
- Full use is made of the expertise of advisory teachers and relevant bodies.

### **Partnership with parents**

- A high level of parental involvement is encouraged
- Parents are kept closely informed of their child's progress, initially through informal discussions with Class Teacher / Special Needs Co-ordinator
- Anxieties raised by parents are dealt with, firstly, by Class teacher and passed to Special Needs Co-ordinator where necessary
- Parents are involved in the planning for, and evaluation of, their child's progress.
- Intervention Plans are regularly shared and reviewed with parents and parents are encouraged to support their child's progress through suggested activities related to individual targets.

### **Links with other educational establishments / resource centres**

- SENCo will liaise with feeder pre-schools and nursery settings to ensure smooth transition into Reception.
- Special Needs Co-ordinator has a particular responsibility to liaise with feeder secondary schools, through meetings with staff prior to transfer and discussions regarding individual pupils after transfer, in order to manage effective transition into KS3.
- Local Special Schools provide Outreach support for individual children both to support their inclusion within Ongar Place and with transition to KS3.

### **Governing Body**

- The governors of Ongar Place School take an active role in assisting support for children with special educational needs through the school
- Governing body meetings regularly discuss provision in school for SEN.
- Governors report annually to parents on the effectiveness of the Special Needs Policy.
- Mrs Monique Grace is the school Governor assigned to Special Needs and Inclusion and meets termly with the Special Needs Co-ordinator to discuss progress.

This Policy has been updated following a consultation with stakeholders.

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Review Date: Autumn 2021

Author: SENCO

Policy: **Statutory**/Recommended

To be read in conjunction with the following policies: Teaching and Learning, Safeguarding, Behaviour and Complaints.