

## Buttercup Primary School Special Educational Needs (SEN) Policy

Date	Review Date	Lead in School
Sept 2017	When required	Head teacher (SENCO)

### Rationale

At Buttercup we believe that... 'Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age: or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority

Special educational provision means:

- for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools, in the area.

It is the aim of this school to provide every child with the best education possible. Our objective in setting out the school's SEN policy is to make everyone aware that we want all pupils to benefit as fully as possible from the education provided within the school.

We cater for pupils who experience difficulties in:-

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical and medical conditions/disabilities

### Aims

- To identify pupils with SEN as early as possible and that their needs are met.
- To have in place systems whereby teachers are aware of such pupils.
- To provide all our children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual.
- To be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, Local Authority and outside agencies.

- To ensure all pupils make effective progress and realise their full potential.
- To ensure all pupils take a full and active part in school life.

### **Role of the Proprietor**

The Proprietor has:

- appointed a member of staff to be the Special Needs Co-ordinator;
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- to ensure that provision of SEN is of a high standard;
- to have regard to the Code of Practice when undertaking its responsibilities;
- to report annually to parents on the effectiveness of the school's SEN policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy

### **Role of the Headteacher**

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure that the daily management of SEN provision is effective;
- work closely with the SENCO and the teaching and support staff;
- keep the Governing Body informed of all matters relating to its responsibilities for the provision of SEN;
- inform parents when SEN provision has been made for their child
- monitor the effectiveness of this policy;
- annually report to the Proprietor on the success and development of this policy

### **Role of the Special Educational Needs Co-ordinator (SENCO)**

The SENCO will:

- work with the Headteacher to oversee the day to day provision for pupils with special educational needs within the school;
- lead the development of SEN throughout the school;
- provide guidance and support to all staff;
- support teaching assistants where their roles involve supporting children with SEN;
- maintain the school's SEN register which identifies all children with SEN, the stage of SEN they are at, and their specific special educational need
- prepare and keep up to date Education Health Care Plans (EHCPs);

- track the progress of children with SEN;
- organise training for school personnel;
- keep up to date with new developments and resources;
- liaise with parents;
- organise annual reviews for children with Statements;
- meet with outside agencies;
- work with feeder or transition schools;
- review and monitor;
- annually report to the Proprietor on the success and development of SEN across the school.

### **Role of Class Teachers**

Class teachers must:

- be aware of the school's policy for the identification and assessment of pupils with SEN and the provision it makes for them;
- deliver the individual programme for each SEN pupil as set out in their EHCP;
- develop EHCP's for SEN pupils by working closely with the SENCO and support staff;
- comply with all aspects of this policy
- undertake appropriate training;

### **Role and Rights of Parents**

We encourage parents:

- to work closely with the school in order to develop a partnership that will support SEN pupils.(See Partnership with Parents)
- to take part in the review of EHCPs;
- to attend annual reviews of children with Statements.

### **Role and Rights of Pupils**

We encourage pupils with special educational needs to understand their rights and to take part in:

- assessing their needs;
- devising their EHCP;
- setting learning targets;
- the annual review of their statement.

### **Admissions**

We will:

- treat all applications equally and we will not discriminate against pupils with special educational needs;
- admit those children with special educational needs but who do not have a statement;
- not refuse admission to children with special educational needs because we feel that we will be unable to provide the necessary support

## Curriculum

The school aims to provide for pupils: -

- a broad and balanced curriculum
- a curriculum which is differentiated to their needs
- a range of teaching strategies to meet their needs
- EHCP, which set a small number of targets, closely matched to the pupil's needs

## Range of Provision

The school aims to provide a variety of provision by way of:

- in-class support either individually or in small groups with Teaching Assistants;
- withdrawal support either individually or in small groups with specialist teachers or Teaching Assistants.

## Identification and Assessment

**Early Identification** - We feel it is vital that pupils with SEN are identified at an early stage. Every teacher in this school is responsible for identifying pupils with SEN.

We will inform parents at the earliest opportunity of the school's concerns and that the appropriate SEN provision has been made for their child.

**Assessment** - It is essential that all teachers in the school have the necessary observational skills to identify pupils with SEN at an early stage. Teacher observations, records from feeder schools and information from parents provide an overall picture of a child's problems and subsequent needs. We will also use on-going diagnostic assessments and standardised tests, with support from professionals such as Educational Psychologists where required.

## Graduated Response to Pupils' Needs

Once pupils have been identified as having SEN the school will intervene through either **Early Years Action, Early Years Action Plus, School Action or School Action Plus** as advocated in the Code of Practice (CoP).

**Early Years Action** intervention can be triggered through concern that despite providing opportunities or using alternative approaches to learning pupils: -

- make little or no progress

- work at levels significantly below others of a similar age
- show persistent emotional / behavioural difficulties
- have sensory or physical problems which hinders progress
- experience communication or interaction difficulties, which require an individual specific intervention in order to achieve access to learning.

#### The SENCO will: -

- consult with parents
- advice and support the class teacher
- ensure relevant background information is in place

**Early Years Action Plus** - On review, advice and support will be sort from external agencies only if the child has shown no or limited progress.

**School Action** intervention can be triggered through concern that despite receiving differentiated teaching pupils:

- make little or no progress
- show difficulty developing literacy or numeracy skills
- present persistent emotional and behavioural difficulties
- have sensory or physical problems, which continue despite the use of specialist equipment
- have communication and/or interaction problems, which continue despite curriculum differentiation

#### The SENCO will consider an appropriate approach such as:

- providing different materials or equipment
- using extra staff to work closely with the pupil
- more effective strategies via staff development or training
- group support
- devising interventions and monitoring their effectiveness by providing extra adult time
- Local Authority support for advice on strategies and equipment or staff training

If, after reviewing, the pupil has not progressed then the pupil should move to **School Action Plus**, where an EHCP will be written this will record strategies for pupil progress by concentrating on three or four individual targets that closely match the pupil's needs

#### EHCP reviews should:

- take place termly or at least twice a year
- record the extent to which targets have been met
- set new targets, outline new strategies and the provision to be made

**School Action Plus** intervention can be triggered through concern that despite receiving differentiated teaching and additional support pupils: -

- have made little or no progress
- are working at National Curriculum levels well below that expected of a child of a similar age
- still face difficulties in developing literacy and numeracy skills
- present persistent emotional and behavioural difficulties
- have sensory or physical problems, which require additional specialist equipment and advice from specialists
- have communication or interaction problems which prevent the development of social relationships
- are having input from agencies and/or professionals external to the school.

**A Statutory Assessment** may be requested from the Local Authority if the child still remains a cause for concern and a Statement of Special Educational Need will be provided if the Local Authority feels that the child requires provision beyond what the school can offer.

#### **A Statement of Special Educational Need will:**

- outline details of the Local Authority's assessment of the child's special educational needs
- state the special educational provision which will be made to meet those needs
- identify the type of school which the Local Authority believes would be appropriate to make such provision
- identify either the school which it considers to be suitable or the school for which the parents have expressed a preference
- state where the special provision is to be provided otherwise than at school

#### **The Annual Review will:**

- assess the progress of the pupil in relation to the IEP targets
- review the provision made for the pupil
- consider ending, continuing or amending the existing Statement
- set new targets for the following year

**A transitional review**, that is when pupils leave the primary to the secondary phase, enables the receiving school to plan appropriate provision for the child.

#### **Partnerships**

We believe that a close partnership with **parents** will enable children to progress. Parents have a key role to play in the partnership between home and school as they have an exclusive overview of the provision needed for the child.

Pupils with SEN will benefit from the school's close working relationship with the numerous **external support agencies**, which offer advice and support.

We feel that the provision for SEN in this school will benefit from the close links we have with **other schools** by the sharing of good practice and in making the transition between phases as smooth as possible for the pupils.

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook / Teaching and Learning file
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such as annual report to parents and Headteacher reports to the Governing Body

### **Monitoring the Effectiveness of the Policy**

The effectiveness of this policy will be reviewed regularly, or when the need arises, and the necessary recommendations for improvement will be made to the Proprietor. A review of the SEN policy is undertaken as and when it will be required to, although the policy is a working document and is kept under constant review.

**Signed:**

**Headteacher: R. Begum**

**Date:**

**Proprietor: N. Rehman**

**Date:**

**ACTION PLAN FOR DISABILITY EQUALITY SCHEME**  
**May 2015– JULY 2018**



Activity/resources	Responsible	Timescale	Outcom
Collect views of pupils on disability register through pupil interviews	Head Teacher	By July 2015	MET
Send out/collect in questionnaires to parents	Head Teacher	By JULY 2015	MET
Revise new admissions pack to include questions for parents of children with disability	Head Teacher	By JULY 2015	MET
Collect views of disabled users of school with specific focus on reading letters and information sent home. Direct contact with known parents.	All staff	By SEPTEMBER 2016	MET
Keep staff updated in terms of information sharing, training and collection of their views;	All staff	Ongoing.	MET
Discussion with parents and pupils at Parent’s Evenings, EHCP reviews, etc.	All Teaching Staff	Ongoing	MET
Consideration of collected stakeholders’ views	Head Teacher and Principal	By April 2016	MET

Premises and Environment	Carry out premises audit with attention to: lighting, signage, fire alarms, acoustic environment, floor coverings, heating and ventilation, accessible and clean toileting, washing and changing facilities; accessibility of outside areas.	Head Teacher and Building Administrator	By MAY 2016
	Consider as part of the audit, ways to physically improve the building for improved access and provision of and improvements to doorways; the provision of furniture and apparatus.	Head Teacher, Building Administrator & proprietor	By MAY 2015
	Plan for and act on the recommendations from the audit, as far as possible and reasonable within the school’s budget. (Further actions to be developed following audit).	Head Teacher, Building Administrator & proprietor	MAY 2015 – July 2018


	Activity	Responsible	Timescale
Policies and initiatives	Behaviour Policy Review	All Staff and SLT	January 2016
	Include information and key documents on school website/learning platform	Head Teacher	July 2017 then ongoing
	Consider and improve the accessibility of text based information provided to the school community – books, letters home, newsletters, website, etc; look at ways of reducing communication barriers for those with visual impairment or dyslexia	All Staff	From January 2016



	Include aspects of Disability Equality in school assemblies and worship	All Staff	ONGOING	1
	Increase awareness of and positive attitudes towards disability through the curriculum	All teachers	Ongoing	1
	Conduct audit of the physical environment of the school and make recommendations for any necessary actions	Head Teacher and Premises Administrator	February 2015	1
	Review the accessibility of written information to those with a disability and implement any necessary actions for improvement	Head Teacher	Spring Term, 2017	1
	Review of other linked policies: SEN, Health and Safety, Equal Opportunities, Ant-bullying, PSHE and Citizenship, Curriculum, Learning and Teaching, Transfer of Medical information; Write impact statements	Staff and Proprietors	Sept 2016	1
	Ensure staff are fully briefed and up to date with DES and that it is added to induction training of new staff	Head Teacher	By end of Summer Term, 2015, then ongoing as and when necessary	1

	Activity	Responsible	Timescale	
Access to the Curriculum	<ul style="list-style-type: none"> <li> Remind staff of Quality First Teaching and National Curriculum Inclusion Statement.</li> <li> Run staff meeting on "Reasonable Adjustments"</li> </ul>	Head Teacher	Spring Term 2015	
	Share good practice relating to disability issues and data	All staff	Summer Term 2015	1 V
	Monitoring of teachers' planning will include careful consideration of differentiation and 'reasonable adjustments' made	Head Teacher	Termly, from January 2015	M
	Review of resources and ICT provision with consideration to suitability and development of pupils on DR	Head Teacher & All Staff	May 2015 ongoing	M
	Audit of staff training needs	Head Teacher & All Staff	January 2015, then ongoing	M

### Assessment:

	Activity	Responsible	Timescale	
Using Data to develop	Devise Disability Register. (Pupils and staff)	Head Teacher	September 2016	M
	Add Disability Register to Assessment	Head Teacher	JULY 2016	M
	Establish method of collecting data on assessment Manager to analyse <ul style="list-style-type: none"> <li> Attendance</li> </ul>	Head Teacher	JULY 2017	M

	Year	Timeline	Cost	Sta
<b>Compliance</b>				
Compliance with the Equality Act 2010 (visiting/subst teachers in Registers). Passed on 1 and All Staff	1	Ongoing	kept up to	
<b>Admissions</b>				
Ensure the wording of all school documentation and	Ongoing	When documents		SMT

policies continues to make provision for possible disabled pupils and is therefore not unintentionally discriminatory		are reviewed		Who staff
<b>Accessibility to Buildings</b>				
Consider the fire evacuation procedures in light of any necessary changes	Ongoing	ongoing		BS, MM
Enhancement of environment for disabled pupils and staff – disabled toilet facilities on ground floor (done), step free access to upstairs rooms (done)	1	During Building		SMT
Ensure that where possible vehicles purchased for transport are fitted with wide doorways and railings. Consider other beneficial fixtures and fittings which could be installed when a new minibus is ordered	2	May 2019		SMT
Develop a Buttercup Primary School PUBLIC ACCESS statement which will set out a school policy towards accessibility projects	3	May 2015- 2018		SMT
Accommodate Art classes in ground floor rooms when necessary	When necessary	When necessary		Who Staff
<b>Access to the Curriculum</b>				
Maintain a strong focus on the need to differentiate work for all pupils	Ongoing	Ongoing		Teaching Staff
Provision of Large computer monitors, interactive whiteboards, and sound systems in classrooms and great hall to meet the learning needs of all pupils done	1	September 2016		SMT sale m
Investigate the school's internal and external methods of assessment to identify improvements which could be made to allow greater access to the test materials and the test experience for a wider ability range of pupils  Assess suitability of exam timings, location of rooms, staffing, groupings, presentation/layout of 'home-made' assessment materials	1-2	Ongoing Ofsted consultant hired	£450 per day	SLT
Establishing structures of provision for pupils with special educational needs	Ongoing	As necessary		SMT
Increase the awareness to teaching staff of the situation of some pupils – and offer staff practical solutions to be aware of to help pupils overcome their learning difficulties – both within and outside the classroom. Look for training opportunities within Learning Support with a view to appointing a SENCO	Ongoing	Termly	£	Who Staff
Plan for an alternative 'off games' programme so that all pupils have access to a physical activity. Review	1	September 2015		SMT PE

access to physical education and games programmes to allow all pupils to participate, where possible, in sport swimming (done)				(TB)
Use of interactive whiteboard and other technology (including PCs, laptops, mobile devices etc) to improve the access to the curriculum for those who require it (done)	Ongoing	SEPTEMBER 2016	£8000	SMT
<b>Policies</b>				
As policies are updated consideration should be made for all pupils in the school. Particular attention should be paid to the following; Discipline; Anti-Bullying; Trips; Extra-Curricular and Curriculum Policies	1 Ongoing	ONGOING		SMT Who Staff
<b>Medical</b>				
Assess child's health needs and identify resources required to meet those needs prior to school commencement	Ongoing	As necessary		Who Staff
Training for teachers on special needs and in first aid – i.e.: Staff inset on hearing difficulties and speech development. (ethcat training done)	1-3 Ongoing	September 2018, Ongoing		Ey LBT LA train g
Formulate a care plan for the child with known health care needs prior to school commencement	As necessar y	As necessary		
Provide opportunity for updating health information and reviewing plans to meet the changing health needs of the individual child	Ongoing	Ongoing		SMT Staff Pare s
Identify the need for staff training when a child's health care needs are complex	Ongoing			SMT Who staff Pare s
<b>Recreation Activities, Hobbies, etc.</b>				
Ensure that trips out of school for pupils (such as for residential trips or excursions,) are planned with the abilities for all pupils in mind to ensure inclusion as far as possible	Ongoing	Ongoing December 2015		
<b>Access to Written Information</b>				
Provider larger print handouts to pupils where necessary including information and worksheets	Ongoing	Ongoing		Who Staff
Provide pupils with recorded versions of set texts in	Ongoing	Ongoing		Who

English Classes and when learning languages				Staff
Provide information to pupils in a format which meets their needs	Ongoing	Ongoing		Who Staff
Where required, provide school newsletters in an alternative form, eg audio	As required	As required		SMT Adm staff

## Senda Policy - Initial Equality Impact Assessment

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed																			
PE	To outline the aims, content, and delivery of the curriculum for PE which is used throughout the whole school.																					
This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers																			
	✓	✓	✓																			
<b>Question</b>	<b>Equality Groups</b>																					
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			o
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y
	✓			✓			✓			✓			✓			✓			✓			✓
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			o
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y
	✓			✓			✓			✓			✓			✓			✓			✓
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			o
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y
	✓			✓			✓			✓			✓			✓			✓			✓
<b>Conclusion</b>	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assesm																					
Preliminary EIA completed by							Date		Preliminary EIA approved by													
R BEGUM							July 17		Nadeem Rehman													

## Appendix A – Definitions of Disability

A person has a disability if he or she has a physical or mental impairment that is:

- substantial
- long term and
- has an adverse effect on his or her ability to carry out normal everyday activities

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day to day activities is adverse, substantial and long term.

The definition can include a wide range of impairments such as

- dyslexia
- autism
- speech and language impairments
- ADHD

An impairment does not in itself mean a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered. Activities such as:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects
- speech, hearing and eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement.











Yours sincerely

Headteacher

Child's Name: \_\_\_\_\_ Class : \_\_\_\_\_

Identified condition:

\_\_\_\_\_

1) Does your child's condition affect them at school? YES/NO  
If Yes please provide details -

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2) What does the school do to support your child with their condition?

\_\_\_\_\_

\_\_\_\_\_

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3) What else could the school do to improve the support your child receives?

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4) Please provide any additional information you feel may be useful:

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*Continue on reverse if you need more space. Thank-you for your time.*

