



# Statement of Educational Needs (SEN) Policy

Children have special educational needs if they have learning, emotional or behavioural difficulty outlined in their statement, which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- Have 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 same area of the local education authority;
- are under compulsory school age and fall within the definitions at a) or b) or would do so if social educational provision was not made for them.

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 LEA, other than special schools in the area;
- for children under two, educational provision of any kind.

From Education Act 1996 section 312

## SEN Policy Aims:

- To meet identified needs appropriately and as early as possible.
- To ensure that the culture, practice, management, and deployment of resources are designed to ensure that all children's needs are met.
- To establish a clear framework and a structured progression of additional provision, utilising resources and expertise available in and out of school to support children with additional educational needs.
- To work in partnership with parents and other professionals.

- To take into account the views of the child wherever possible.
- To regularly monitor and evaluate children's provision and progress.
- To provide quality of access to a broad and balanced curriculum.

SEN Code of Practice (COP) DFES 581/2001

## 1. Identification

The earlier the action is taken the more responsive a child is likely to be....' COP 5:11

Concerns about a child's development or progress can arise at any time in his or her school career. Early identification of difficulties gives the best chance of a positive outcome. In support of this:

- The school expects parents to provide relevant information, which will help ensure that possible needs are quickly identified.
- The schools admissions procedure gives the opportunity for providing such information on intake.
- Academic Review Days are held once a year and reports are produced twice a year; this is in addition to school staff being available to see parents by arrangement wherever necessary.

## 2. Resources and Expertise

'The culture, practice, management, and deployment of resources should be designed to ensure that all children's needs are met.' COP 1:6

Emphasis is placed on providing the teacher and support staff with skills and resources so that pupil's needs can be supported directly in classroom rather than on a withdrawal model, unless a specific programme needs to be delivered.

Time is allocated on a weekly basis for the tutor, teacher, and teaching assistants to meet and plan the week ahead. Regular staff meeting time is dedicated to SEN issues and the tutors liaises regularly with all staff to discuss school initiatives or individual children. The individual curriculum teachers are responsible for identifying and buying necessary equipment and materials, especially important as our students have statements and also for identifying the training needs of staff involved with specific children. The development of skills and expertise is an ongoing process and this is laid out in the Schools Development Plan.

Allocation of support staff is made on the basis of the need identified in each group. Resources for supporting learning needs are kept centrally and made freely available for use in class. The school itself is semi open plan down stairs with wheelchair access and one disabled toilet.

### 3. A Structured Progression of Additional Provision

'All teachers are teachers of children with special educational needs' COP 5:2

The majority of children's needs are met in the class in a variety of ways:

- By additional support from the teacher
- By additional individual or small group support from a teaching assistant
- By differentiating the work, or by providing alternative equipment or activities.

Where a more intensive or specialised input is needed, some children might have individual or small group sessions outside the class with either a teaching assistant, or visiting teacher or therapist.

- If after a reasonable period of time with additional support, the child's difficulties continue or worsen, then the school and the parent might discuss a referral for help and advice to a more specialist agency external to the school.
- If the nature and degree of a child's difficulties are felt to be such that the school cannot adequately meet his or her needs from within its own resources, then the school or the parent can request that the LA refer the child back to panel and consider additional funding, or provision of services.
- If a parent feels that there is cause for concern then straight away the child's tutor needs to be informed. Any concerns around progress or behaviour at school should be discussed with parents by the tutor or teacher as soon as possible. At this point the teacher and parent may complete a concerns checklist to try to clarify the situation.

### 4. Partnerships with Parents and other Professionals

'Parents hold key information and have a critical role to play in their children's education.' COP 2:2

'External support services play an important part in helping schools make provision for pupils with special educational needs.' COP 10:2

Parents are primary educators and their support, co-operation and participation are vital to success at school, especially where a child is having difficulties. Parents are encouraged to attend all meetings about their child, and they are invited to participate in suggesting and supporting targets for education plans (IEP's).



Cavendish has good links with a range of external support services, which are available to help children and their families. There are a number of providers, from the LEA or NHS, to voluntary organisations and charities. Most are available to all children.

Referrals to support agencies will only be made after discussion with, and with the consent of parents. External agencies are encouraged to make visits and to provide support within school wherever appropriate, and to develop a supportive relationship with all staff who work with the child.

If a parent is unhappy with the provision being made for their child they should in the first instance approach the child's tutor. If further discussion is needed, arrangements should be made to speak to the head teacher. If the matter is unresolved then the parents can consult with the LEA Parent Partnership Service or with the Disagreement Resolution Service.

## **5. The Views of the Child**

'Children with special educational needs have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education.' COP 3:2

Children are encouraged to evaluate their work and behaviour at school. They are involved in setting their own targets and in assessing how far they have achieved them. Where appropriate they can sign their I.E.P. Parents and teachers should encourage them to adopt a pro-active rather than a passive attitude to their difficulties and to see themselves as participants in the process of addressing their needs appropriately.

## **6. Monitoring and Evaluating and Assessing Progress**

' A school's system for observing and assessing the progress of individual children should provide information about areas where a child is not progressing satisfactorily' COP 5:39

'Assessments should not be regarded as a single event but rather as a continuing process' COP 5:11

Assessment is an ongoing process for all children and can range from informal personal observations to highly specialised and specifically designed tests carried out by trained professionals.

Assessments routinely used at Cavendish School include:

- Initial assessment is undertaken to provide a baseline bench mark in literacy, numeracy, R.A, S.A, as well as a student's attitude to work, interaction with peers and staff as well as their concentration.
- End of Key Stage 3 tests (SATs) internally marked at present.

- End of Key Stage 4 external exams- entry level, GCSE and vocational qualifications.
- Twice-yearly literacy and numeracy assessments.
- Termly work sampling
- Weekly - staff completes student IEP targets and profile reports in both curriculum and pastoral areas.
- Termly review IEP targets.
- End of year exams in all subject areas.

Monitoring mainly takes the form of informal observation and work sampling. However literacy and numeracy levels are formally assessed at least twice a year. A non-verbal reasoning test is also administered, as well as specific dyslexia tests to highlight any discrepancies between attainments and underlying ability. The results are collated and the children's progress monitored by the tutor. Where there is evidence that current rates of progress are inadequate, then the decision will be made to take additional action to enable the pupil to progress more effectively.

All children have an IEP, which includes any additional support provided. The IEP sets targets and evaluates and records their progress. A child's individual records are maintained by the tutor and kept securely in Central Files. These files are made up of three folders, a) IEP's, BMR's, Academic Reviews, Reports, and incident slips, b) Annual Reviews, Statement of Special Educational Need, c) Confidential information. These records are shared with pupils and parents and full participation is encouraged. Information concerning Child Protection issues are kept by the head teacher in a secure location. All records are checked and maintained by the tutor and passed to the next school should a child leave.

### **Equality of Access to the Curriculum.**

'Children with special educational needs should be offered a curriculum that is broad, balanced and relevant, including an appropriate curriculum for the foundation stage and the National Curriculum.' COP

Ways should be found of making sure all children can participate in the curriculum, either by differentiation of the task, the presentation, the expectation, the support given or by providing an appropriate and relevant alternative. This includes formal and academic tasks, PE lessons, more practical areas of the curriculum and off-site activities.

### **Roles and Responsibilities.**

'Provision for pupils with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher and all other members of staff have important day-to-day responsibilities.'

COP 1:32



Statutory responsibility for children with special educational needs lies with the governing body. Making appropriate provision towards meeting their needs is a whole school responsibility and most of a child's provision will be organised by the class teacher and delivered within the classroom setting.

### The role of all staff at Cavendish School

The main responsibilities of all staff are:

- Overseeing the day-to-day operation of the school's SEN provision.
- Coordinating provision for children with SEN.
- Providing and organising individual and small group support for children with SEN.
- Liaising with and advising fellow teachers.
- Meeting with, consulting and supporting parents.
- Collaborating with curriculum coordinators so that the learning for all children is given equal priority.
- Managing and deploying classroom support.
- Overseeing, maintaining and updating the records of all children.
- Contribute to the professional development of staff by sharing knowledge and good practice.
- Liaising with external agencies including LA's, support and educational psychology services, health and social services and voluntary bodies.

### **Qualities in staff**

Teachers and LSA's are required to be innovative and dynamic. They need to be able to display excellent classroom practice, with drive and determination to shape their classroom curriculum subject or area. They need to be able to develop each child's potential and be committed to prepare students for adult life and the next stage in their educational provision.

This policy should be read in conjunction with following policies:

- SEN Support Policy
- Purpose, Ethos & Values
- Child Protection Policy
- Every Child Matters Aims and Policy
- Equal Opportunities and Related Policies
- Rewards & Sanction Policy
- Pupil Attendance Policy

# Cavendish School

Sara Craggs  
Head Teacher

Patricia Shaw  
SENCo

Policy Reviewed: September 2013  
Review Date: September 2014

