Bosmere Community Primary School

SEN POLICY

SEN POLICY FOR BOSMERE COMMUNITY PRIMARY SCHOOL

Introduction

The SENCO at Bosmere Primary School is Sara Thorpe. The Governor responsible for SEN is Sue Osborn. Together they ensure that our Special Educational Needs policy works within the guidelines of the Code of Practice 2014

At Bosmere Primary School, we endeavour to achieve maximum inclusion for all children whilst meeting their individual needs.
All teachers will provide adapted learning opportunities for the children within the school and provide materials appropriate to children's interests and abilities. This will ensure that all children have a full access to the school curriculum.
We focus on individual progress as the main indicator of success.
Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up.
Other pupils will have special educational needs which **may** lead to lower-attainment (though not necessarily to under-achievement). It is our responsibility to ensure that pupils with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate

assessment of need and carefully planned programmes of support, which address the causes of any difficulty, are essential ingredients of success for these pupils.

Aims and Objectives of this Policy

The aims of our special educational needs policy and practice in this school are:

- To create an environment that meets the needs of every child in order that they can achieve their learning potential and engage in all school activities
- Through reasonable adjustments, enable all children to have full access to all elements of the curriculum access
- To secure high levels of progress for all
- To meet individual needs through a wide range of provision
- To request, monitor and respond to pupils, parent/carers views to build high levels of interest and participation
- To map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.

- To ensure a high level of staff expertise to meet pupil needs, through well targeted continuing professional development.
- To work in cooperative and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. All teachers are teachers of children with special educational needs. The governing body, Headteacher, SENCO and all other members of staff have important responsibilities in ensuring all pupils make progress. All teachers are teachers of children with special educational needs.

Children's needs should be identified and met as early as possible through:

- the analysis of data
- classroom-based assessment and monitoring arrangements; a system of assessment, planning, action and review.

- following up parental concerns
- tracking individual children's progress over time,
- liaison with feeder pre-school settings on transfer
- information from previous schools
- information from other services
- involving an external agency where it is needed

Curriculum Access and Provision

Where children are identified as having special educational needs, the school provides for these additional needs in a variety of ways and might use a combination of these approaches to address targets identified for individual pupils.

- teachers adapt learning tasks as part of quality first teaching
- different levels of support within class
- small group withdrawal
- individual class support / individual withdrawal
- further differentiation of resources

Monitoring and Evaluation

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not making the expected rate of progress. Teachers consult with the SENCO to consider what support or provision may be required for the children identified.

The monitoring and evaluation of the effectiveness of our provision for children with special educational needs is carried out in the following ways:

- classroom observation
- ongoing assessment of progress made by intervention groups
- work sampling
- scrutiny of planning.
- pupil progress meetings (ATMs)
- informal feedback from all staff.
- discussions with pupils when setting new targets for support plans or reviewing existing targets
- pupil progress tracking using assessment data (whole-school processes)
- monitoring targets, evaluating the impact of targets on pupils' progress.
- regular meetings about pupils' progress
- head teacher's report to parents and governors

Additional SEN Support

Pupils will be identified as requiring additional SEN support when it is clear that their needs require intervention which is "additional to" or "different from" the well-adapted curriculum offered to all pupils in the school.
Strategies employed to enable the child to make progress will be recorded within an individual support plan.

Support plans

- identify short term targets for the child
- specify the teaching strategies to be used
- detail the provision to be put in place
- include a record of that which is *additional to* or *different from* the adapted curriculum plan which is in place as part of provision for all children.
- have information accessible to all those involved in their implementation – pupils should have an understanding and ownership of the targets.
- use informed assessment and will include the input of outside agencies, as necessary
- will be monitored and evaluated regularly, any notes or amendments added
- reviewed at least termly by the class teacher in consultation with the SENCO, there will be an agreed “where to next?”

Our support plans will state what the learner is going to learn, and will be clear about what the pupil should be able to do at the end of the given period as a result of the support in place. Targets for a support plan will be arrived at through discussion between teacher and SENCO, with parents/carers and pupil, and with any other professionals that may be involved. A support plan will be used as a planning, teaching and reviewing tool which enables us to focus on particular areas of development for pupils with special educational needs. They will be seen as working

document which can be constantly refined and amended.
As a school, we will follow the graduated response process to support children through their SEND journey, seeking advice from other agencies as outlined within the three stages.
On rare occasions, where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

Education Health and Care Plan

Pupils with a statement of educational needs or an Education Health and Care Plan will have access to all arrangements for pupils on the SEN register (above) and, in addition to this, will have an Annual Review of their Education, Health and Care Plan.

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Management of SEN within our school

The head teacher and the governing body have delegated the responsibility for the ongoing implementation of this policy to the Special Educational Needs Coordinator (SENCO). The SENCO is responsible for reporting regularly to the head and the governor with responsibility for SEN on the ongoing effectiveness of this policy.

All staff in school have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all learners and a positive and sensitive attitude is shown towards all pupils at all times.

Partnership with Parents/Carers

The school aims to work in partnership with parents and carers. We aim to work effectively with all other agencies supporting children and their parents, giving parents and carers opportunities to play an active and valued role in their child's education. We encourage parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing. As a school, we aim to instil confidence that the school will listen and act appropriately, providing all information in an accessible way.
The school website contains details about our SEN provision within the SEN Information Report
Parents and carers are also made aware of the Parent Partnership services available.

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. Pupils are involved in monitoring and reviewing their

progress through the use of targets. We endeavour to involve all pupils by encouraging them to:

- state their views about their education and learning
- identify their own needs and learn about learning
- share in individual target setting across the curriculum so that they know what their targets are and why they have them,
- self-review their progress and set new targets
- monitor their success at achieving targets

Effective Transition

We will ensure early and timely planning for transfer to a pupil's next phase of education. We will offer transition meetings to all pupils and parents. All those with Education, Health and Care Plans will have next phase destinations and transition arrangements discussed at planned review meetings. Phase transfer reviews will be organised in a timely manner to prepare for transition thoroughly.
Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

Use of outside agencies

Outside agencies may become involved if a child continues to make little or no progress despite

considerable input and adaptations. The external specialist may act in an advisory capacity, providing additional specialist assessment, or be directly involved with teaching the child.
Details of the range of outside agencies available can be found in the local authority's local offer http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page

Admission Arrangements

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision *(see Admission policy for the school, as agreed with the Local Authority)*

Complaints

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by head teacher. The governor with specific responsibility for SEN, Sue Osborn, may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

<u>This policy will be reviewed annually by the governing body</u>

October 2026