

LION HOUSE SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

GENERAL STATEMENT

Lion House School recognises the rights of all children who may have special educational needs and follows the new SEND Code of Practice 2014 as advised by the Department of Education.

The school's Special Educational Needs Coordinator (SENCO) liaises closely with the class teachers in identifying or registering a child's special needs. External specialists are called upon when necessary.

AIMS

The aims of Lion House School are that:

- Children will develop both self-respect and respect for others, to enable them to participate in society and be responsible contributors to it
- Children will be able to fulfil their potential
- Teaching will be related to the way children learn
- Children will be introduced to a broad, varied and balanced curriculum and all children, regardless of ability, will have access to the curriculum and equal opportunities, irrespective of their race, gender, home background or impairment

DEFINITION OF SPECIAL NEEDS

There are four categories of special educational needs.

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical impairment

Lion House acknowledges that these four categories broadly identify areas of need but also recognises that the needs of the whole child should be considered.

The law states that a child has special educational needs if she/he has learning difficulties and needs special help. A child has learning difficulties if she/he finds it harder to access the curriculum, and therefore learn as effectively as children of a similar age.

A child is not regarded as having a learning difficulty solely because English is not his/her first language.

We recognise that children with particular abilities and aptitudes, and exceptionally able children, also have special needs that should be met.

PURPOSE

The purpose of this policy for special educational needs is to:

- To identify and provide for pupils who have special educational needs
- To work within the guidance provided in the SEND Code of Practice 2014
- Enable children with special educational needs to benefit as fully as possible from their education at Lion House School.
- To ensure access to the curriculum for all pupils
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- To provide a SENCO who will work with the SEN Inclusion Policy
- Provide support and advice for all staff working with special educational needs pupils so that :
 - a) children's individual and special needs are identified at the earliest possible stage
 - b) children are taught in a manner appropriate to their needs
- Give parents confidence that their child's needs are being met in a consistent way, with all the resources available to the school being fully utilised to achieve that end

IDENTIFYING

On entering Lion House School the parent/guardian is asked to complete a profile form which should help to highlight or identify any early concerns.

The key test for action will be that, following careful monitoring, it appears that the child's current rate of progress is inadequate, although there will not be an assumption that all children will progress at the same rate. The Early Years' Goals will be used to help identify areas of concern in the younger children.

SEN SUPPORT

When a teacher has concerns about a child the SENCO will become involved. The teacher will observe the child over a period of time and record these observations. These will then be passed onto the SENCO who will have the opportunity to observe the child for herself.

The observation sheet takes the form of:

- Assess
- Plan (at which point the parents will become involved)
- Do (at which point a PT (Personal Target) plan will be put in place)
- Review

When a child has been identified as having needs that cannot be met within the normal classroom differentiation, the class teacher will put strategies into place to address those needs. This will involve devising interventions that are additional to, or different from, those provided as part of the usual curriculum, but these interventions will still be rooted within the curriculum.

The SENCO works with the class teacher to assess the child's needs and also on planning, monitoring and reviewing the provision made to address the concerns about the child's progress.

The SENCO will seek additional new information from parents and, if necessary, from outside professionals in Health, Speech and Language, Occupational Therapy, Social Services or the

Educational Psychology services who may already be involved with the child. Parents will be encouraged to contribute their knowledge and understanding of their child and to raise any concerns they may have about their child's needs. The views of the child will also be taken into account wherever practicable. The SENCO will also ensure that the parents/guardians are kept fully informed and that they have copies of all agreed strategies. Further TAC meetings will be arranged as necessary

The class teacher with support from the SENCO will instigate a PT (Personal Target) plan. The class teacher will ensure that the PT plan is followed on a day to day basis. It should, as far as possible:

- a) be rooted in the curriculum the child is following with her/his peers
- b) make use of activities, programmes, materials and assessments available to the class teacher
- c) be implemented in the classroom setting

A review date will be set when the PT plan is drawn up, and regular reviews will follow, with at least three reviews of progress in a year. The child's parents/guardians will be present at all reviews and any decisions made will include their views, and will also consider the child's response to the provision made.

The outcome of the review may be:

- **the child no longer requires additional help** – if the child makes such significant progress within the framework of provision that it becomes apparent that she/he no longer requires extra support, the class teacher may decide that the child does not need any further SEN support. The SENCO will keep the child's name on the register until it is clear that there is no longer cause for concern
- **the child continues with SEN Support** – if progress is steady, the class teacher may decide gradually to increase the period between reviews whilst continuing with strategies to support the child, and careful monitoring to make sure that progress remains satisfactory
- **the child may require outside additional help – such as a SpLD teacher, Occupational Therapy or Speech and Language Therapy** if progress has not been made

SEN SUPPORT using outside agencies

This stage is characterized by the involvement of external support services that can help with advice, provide more specialist assessments, or provide support for particular activities. The decision to move to this stage must involve consultation with all the following: SENCO, class teacher, parents/guardians and the Principal. It will be based on evidence of a complex difficulty, which should be presented to a professional/agency outside the school.

The trigger for this stage is that the child:

- continues to make little or no progress in specific areas over a long period
- continues working on the curriculum at a level substantially below that expected of children of a similar age
- has sensory or physical needs, and requires additional equipment or regular visits for direct intervention or advice by practitioners from a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

REQUESTS FOR STATUTORY ASSESSMENT – (EHC plan)

For a very few children there may be a need for further action. If SEN support is not sufficiently effective for the progress of the child, it may be necessary to request a multi-disciplinary assessment. The local authority will then decide if a statutory assessment should be made. Consideration will be given to the school's evidence of the child's attainments, what support has been given, what progress has been made recently and whether this is reasonable. Evidence from an educational psychologist may be included. The child's and parents'/guardians' views and any evidence from other agencies will also be considered.

If the local Education Services agree to a statutory assessment the process will begin. If they decide that a statutory assessment is not required, they will inform the school and possibly give further advice.

The maximum time for the whole assessment process is to be completed within 20 weeks. Reports will be written by the following

- school
- educational psychologist
- doctor
- social services and any other agency which may have been involved with the child

Parents/guardians are also invited to give their views about their child's needs.

The Senco will arrange TAC meetings (Team Around Children) for all professionals and the parents who work with the child to plan the next steps. A Lead Professional will take the meetings.

After the assessment process is completed the local authority will decide whether the child needs an EHC (Education, Health and Care) plan. If the local authority decides this is the correct course of action to take, it will draft a plan and send it to the parents.

If **no** EHC plan is made the reasons will be given and all details of the report passed on. With parents'/guardians' agreements these reasons and details may be used in school to help formulate further P.T plans.

If an EHC plan is issued it will contain:

- the child's personal details
- all of the child's learning difficulties and disabilities
- all the support required and how it may be provided
- where the child will be supported e.g. mainstream, special school etc
- non-educational needs and provisions and how these will be provided

The EHC plan is subject to review. There is an annual review involving parents and all staff/professionals concerned. A report of the annual review will be made by the Principal and sent to the local authority. Parents/guardians must be present at the review meetings.

SPECIAL NEEDS REGISTER

The SENCO maintains a record of all children at Lion House who have been identified as having special educational needs. This also includes children who have English as an additional language and who may require support. This record gives information about the assessments, year groups and progress through the stages.

The role of the SENCO involves:

- ensuring all practitioners in the setting understand their responsibilities to children with SEN and the setting's approach to identifying and meeting SEN
- leading the early identification and interventions
- advising and supporting colleagues

- assisting with the paperwork
- developing PT plans
- ensuring parents are closely involved throughout and that their insights inform action taken by the setting.
- carrying out reviews, including the annual reviews, for children with PT or EHC plans
- liaising with professionals or agencies beyond the setting

The Principal will pass on to the SENCO any relevant information, should a child enter Lion House School with previously identified special educational needs.

FUNDING

Support within the classroom structure is included in the fees per term. Support from external professionals (including charges for assessments/reports) and special individual (i.e. out-of-class) tuition will be charged to the parents/guardians.

PARTNERSHIP WITH PARENTS

Lion House aims to build a good working relationship with all parents/guardians. This will involve openness on both sides. The school understands that children who see school and home working together are more likely to make progress. Parents' expertise and knowledge of their child will be valued and taken into consideration and their consent will be sought at all times.

COMPLAINTS OR CONCERNS

If a parent/guardian has a complaint or concern with regard to their child with special educational needs, they should first discuss this with the SENCO and class teacher. If justified, changes may be necessary. They may also refer to the Complaints Procedure.

LINKS WITH OTHER AGENCIES

The SENCO is the person who enables the staff of Lion House to work with, and maintain contact with, those professionals and voluntary bodies who work with the children with special educational needs.

Lion House School will also make contact with other agencies wherever we feel they can contribute.

This Statement will be reviewed annually

Reviewed Autumn/Spring Term 2014/15	Rosie Moss SENCO	Update of Lion House policy following new Code of Practice Sept 2014
Next review Autumn Term 2015	Rosie Moss SENCO	Reviewed Oct. 2015
Next review Autumn Term 2016	Rosie Moss SENCO	Reviewed Jan 2017
Next review Jan 2018	Rosie Moss SENCO	Reviewed June 2017

LION HOUSE SCHOOL SPECIAL EDUCATIONAL NEEDS PROCEDURE

SEN SUPPORT

