



# Tonwell St Mary's CE Primary School

## Special Educational Needs Policy

### **Genesis 1:27**

“So God created mankind in His own image, in the image of God He created them; male and female He created them.”

**Date Ratified: October 2016**  
**Reviewed: September 2017**  
**Review Date: September 2018**

## Introduction

Tonwell St Mary's CE Primary School is fully committed to the early identification of pupils with Special Educational Needs ("SEN") and to meeting their particular needs as soon as possible, including providing support and training for all staff working with SEN pupils.

The school follows the guidance from the SEN Code of Practice 2014 for identifying, assessing and supporting pupils with SEN, and their families.

In particular, we are committed to 'quality first teaching' and the graduated approach to learning, following a '**plan, assess, do, review**' structure. The class teacher is responsible for the progress of all pupils in their care, including those with SEN. This policy should be read in conjunction with the school's 'Graduated Response to meeting SEN' document, attached as Appendix 1.

The views and participation of our pupils and their families are vital and are supported throughout the process. This policy has been developed with the input of staff, governors and families.

## Contact Details

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### 1. Quality First Teaching

- 1.1 Teachers take account of all pupils' individual learning needs, preferred teaching styles and potential barriers to learning. They will make modifications to teaching approaches to support individuals or groups of pupils and thus enable them to participate effectively in curriculum activities.
- 1.2 The school aims to meet all pupils' SEN in the classroom. However, it may also be appropriate to withdraw a pupil or group of pupils on a regular basis to work with a teaching assistant, a specialist support teacher or with a specialist from an external agency. Such support will be under the direction of the class teacher. The focus of such support is on the outcomes agreed in consultation with the pupil and their family.

### 2. Definition of SEN

- 2.1 A pupil has SEN if he or she has:
  - 2.1.1 a significantly greater difficulty in learning (whether academic or otherwise, eg. social needs) than the majority of others of the same age; or
  - 2.1.2 a disability, as defined in Section 3.1 and 3.2 below, which requires special educational provision to be made, *over and above* either (i) adjustments to the way things are done or the physical features of the learning environment or (ii) auxiliary aids such as the provision of extra equipment or getting someone to do something for them; which special provision is additional to, or different from, that made generally for other pupils of the same age within our school.
- 2.2 A child under compulsory school age has SEN if they fall within the definition at 2.1.1 or 2.1.2 above, or would so do if special educational provision were not made for them.

### **3. Definition of disability**

- 3.1 A pupil is disabled if he or she has a physical or mental impairment which has a long-term (defined as a year or more) substantial adverse effect on their ability to carry out normal day-to-day activities.
- 3.2 This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions asthma, diabetes, epilepsy, and cancer.
- 3.3 Note that, where these impairments can be adequately compensated for in the manner set out in paragraph 2.1.2 above, they will not be classified as SEN.

### **4. Identification of pupils with SEN**

- 4.1 School-based identification of pupils with SEN is by regular classroom monitoring, teacher assessments and observations and regular Pupil Progress Meetings with a member of the Senior Leadership Team. If teachers, with the support of the SENCO, identify that a pupil has SEN the parents/carers will be informed and the pupil is recorded as having SEN on the provision map.
- 4.2 When pupils are identified as having needs which require specialist knowledge and input not available within the school, outside professionals and agencies will be drawn upon to support the pupil, the family and the school by providing this specialist advice and knowledge.

### **5. Identification of SEN prior to admission**

Where a child is known to have SEN prior to admission, information is sought as to a child's needs from their previous place of learning (or relevant agency), to inform teachers' planning. At the earliest appropriate opportunity, a meeting will be convened for all those concerned, to ensure that the child makes a smooth transition into the school. Such a meeting may include the SENCO, class teacher, parents, a representative of the previous setting, and any external agencies involved.

### **6. Learning Plans**

- 6.1 Learning Plans will be drawn up for all pupils identified as having SEN.
- 6.2 Plans will be produced collaboratively by the class teacher in co-operation with the SENCO, outside agencies (if these are involved), parents and the pupil concerned.
- 6.3 The Plans will identify styles of learning and support which are important to the pupil.
- 6.4 Plans will be provided to all adults working with SEN pupils.
- 6.5 Copies of the Plans will be displayed in school and provided to the pupil's family.

### **7. Education Health and Care Plan and Exceptional Needs Funding**

In a small number of cases, after a graduated approach of planning and implementation of SEN support, there may be a need to apply for a formal assessment of education, health and care needs, possibly leading to an Education Health and Care (EHC) plan. The school will meet all the requirements in an Education Health and Care (EHC) plan where one is prepared.

If a pupil's needs are considered 'exceptional', additional funding may be sought via the Cluster and District panel.

### **8. The role of the governing body**

The key responsibilities of the Governing Body in relation to SEN are to:

- 8.1 Appoint a named governor to monitor the provision for pupils with SEN within the school;
- 8.2 Admit pupils with SEN to the school in line with the school's agreed admissions policy;
- 8.3 Ensure that SEN provision is an integral part of the School Development Plan and that the Graduated Approach to meeting SEN is being followed;
- 8.4 Ensure they are informed on the school's SEN provision and on the deployment of funding, resources and personnel; and
- 8.5 Monitor the impact of provision for SEN pupils.

## **9. Records**

In most instances, it is the responsibility of class teachers to maintain records concerning SEN pupils. The class teacher will update the school's provision map and maintain each pupil's Learning Plan. The class teacher has a responsibility to keep evidence of the pupil's progress towards their targets.

Other than working documents kept in the classroom for use by staff, any records or information concerning a particular pupil are kept in their individual pupil file in a locked cabinet.

SEN pupil files are transferred to his or her new school, either when they leave primary education, or if there is an in year transfer, to another primary school.

## **10. Complaints procedures**

The school aims to work closely with parents and we hope that parents/carers who have any concerns or anxieties will, in the first instance, raise these with the class teacher. If any concern cannot be addressed by the class teacher, it should be escalated to the SENCO. Should there still be no satisfactory resolution of the concern, the Headteacher should be contacted.

The governors of the school do have arrangements for considering complaints formally. Copies of the Complaints procedure can be obtained from the school office.

Names of all current post holders referred to in this policy can be obtained from the school office.

### Graduated Response

