We believe that every child has the right to access a broad and balanced curriculum and ensure commitment to inclusion for all. We have high expectations for all children and seek to support children and families to make the most of every learning opportunity.

Children may have SEN throughout, or at any time during their journey through school. The provision we provide enables every child to participate effectively in all curriculum and assessment activities, in addition to broader aspects of school life.

Aims

- To identify pupils with special educational needs as early as possible;
- To provide an environment that meets specific needs; where every child, irrespective of their needs, feels valued and respected;
- To ensure all pupils have equal access to a broad, balanced and differentiated curriculum;
- To place resources accurately and equitable through planned assessment of need;
- To enable pupils to develop confidence and self-esteem; and recognise and value the significance of their own contributions and achievements in their learning;
- To encourage children to be fully involved in their learning;
- To ensure everyone in school is kept fully informed and engaged in effective communication about specific needs for individuals with SEN;
- To ensure every child has an equal opportunity to participate in all aspects of school life, irrespective of, gender, religion or belief or special need;
- To ensure all staff keep up to date with relevant information and have adequate CPD to support children with SEN;
- To establish good home-school communication and to involve pupils and parents, wherever possible, in planning, target setting and evaluating their learning;
- To work alongside all agencies and professionals involved in delivery SEN support;
- To establish effective communication with schools and nurseries to ensure carefully planned and supported transition for children entering and leaving our school.

Roles and responsibilities

At Levens CE School the provision for pupils with special educational needs is the responsibility of all members of staff. Our SENCo, Sarabeth Pearce, has overall responsibility together with the Headteacher (Jane Farraday) to ensure school meets its statutory obligations and for the day to day operation of the SEN policy.

These responsibilities include:

- Oversee the day-to-day operation of the school's SEN policy;
- To monitor SEN provision and update the provision map regularly;
- To liaise with class teachers and teaching assistants in the identification and monitoring of pupils with SEN;
- To support and advise staff when they are writing and reviewing PLPs;
- To monitor PLPs and provide targeted support to individuals;
- To oversee the records of all children in school with SEN;
- To update the SEN register regularly;
- To liaise with parents and external agencies;
- To contribute and coordinate SEND CPD of staff in school;
- To work alongside the SEN Governor and produce written reports for governors;
- Attending meetings with multi-agencies for children with SEN including TAC and annual reviews for children with EHCPs.

Class teachers are responsible for:

- Regularly assessing abilities and progress in their class;
- Providing adequate support across the curriculum;
- Plan for pupils' full participation in learning, and in physical and practical activities;
- Planning for pupils to manage their behaviour, enabling them to participate effectively and safely in learning;
- Providing high quality teaching on a daily basis; differentiating the curriculum appropriately;
- Write measurable, appropriate and achievable PLP targets for SEN children in their class;
- Implement specific actions on PLP and review and evaluate impact;
- Work closely alongside parents.

Inclusion
We recognise that pupils have different educational and behavioral needs and aspirations, require different strategies for learning, learn at different rates and require a range of different teaching strategies and experiences. We have high aspirations and set challenging but realistic targets for all children, tracking their progress towards these goals. We also promote positive outcomes in the wider areas of personal and social development through the wider curriculum and school life.

Assessment, Identification and Review
The progress made by all pupils is regularly monitored and reviewed. We do not identify pupils as having SEN unless they are receiving additional or different provision from the differentiated approach in the classroom.

At Levens, the assessment of progress and attainment is an on-going process. Formal termly assessments are undertaken in English and maths and a thorough analysis of data is undertaken by the class teacher, head teacher and support staff through pupil progress meetings. This enables early identification of needs and immediate and effective intervention.

The New Code of Practice defines a child as having special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty if he or she:
- has a significantly greater difficulty in learning than the majority of children of the same age;
- has a disability which interferes with their ability to learn or access facilities in the same way most other children do;
- learns at a significantly different rate from their peers.

Children and young people may be identified as having one or more of the following difficulties:
1. communication and interaction;
2. cognition and learning;
3. social, emotional and mental health;
4. sensory and/or physical needs.

SEN register
Where a specific need has been identified, a PLP will be written by the classteacher in consultation with the SENCo. Learning tasks will clearly identify outcomes and will build in regular opportunities for review. Parents, and often children, will have opportunities to discuss targets and be invited to attend review meetings.

Where specialist support is requested additional assessments may be undertaken and any advice received will be included in the PLP.

EHCP

Pupils with an EHCP will, in addition to the on-going review of their progress and specific support through their PLP, be reviewed annually.

Transfer of pupils with SEN
The SENCo, headteacher and classteachers liaise with feeder nurseries, schools and secondary schools to ensure that effective arrangements are in place to support students before and at the time of transfer; and that all relevant information is shared.

Allocation of resources
The headteacher and the SENCo keep the governing body informed of the SEN funding and how it is used. The effectiveness and impact of resources for SEN is monitored as part of the on-going process of self-evaluation in school.

Access to the curriculum
Most children will have their needs met through normal classroom arrangements. At school we believe that all children should receive high quality daily teaching in the classroom. Teachers use a range of strategies to meet individual needs with the classroom setting. Lessons have clear objectives, work is differentiated appropriately. Learning is organised in different ways. Teaching assistants are deployed to support individuals or groups depending on needs. Assessment is used to inform next steps for learning.

Links with other agencies
If a pupil continues to make less than expected progress, despite the targeted intervention and support offered in school it may be necessary to ask for specialist support from outside agencies. This will be arranged by the SENCO and parents will be kept fully informed of any involvement of other agencies.

These may include:
- School nursing service;
- Educational psychologist;
- Specialist teachers – autism, Speech and language, behavioural support;
- Child and adolescent mental health services (CAMHS);
- Therapists;
- Action for children;
- Barnardos.

Partnership with parents
We work closely with parents throughout their child's education. Parents should in the first instance contact the class teacher in case of any concern or difficulty. School has an open door policy and ensure that families who have a child on the SEN register are met on a termly basis to set targets and review progress.

Complaints
The school's complaints procedure is published on the school website.

Success Criteria
1) There is an effective system for identifying, assessing and monitoring children with special educational needs.

2) Well defined, realistic and achievable targets are drawn up as part of the child's IEP (SMART targets).

3) Learning tasks are differentiated to match individual learning styles and abilities. These build on strengths and experiences.

4) Targets are reviewed regularly in order to recognise achievement.

5) Children have access to support appropriate to their needs (subject to availability of resources).

6) Resources are targeted accurately and equitably through planned assessment of need.

7) The greatest possible degree of partnership between parents, child, school, LA and external agencies has been promoted and facilitated.

8) Every child is accepted and their contribution to the school is valued.

9) All staff, parents and governors understand the SEN policy. Its implementation is monitored and regularly reviewed.

Policy Review
This policy was agreed by Curriculum and Staffing Committee on 02.11.17

This policy was agreed by the Governing Body on 14th December 2017

Signed: S Bishop

This policy is due for review in Autumn 2018