



## Queenswood School

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### **SPECIAL EDUCATION NEEDS POLICY**

Members of Staff Responsible:  
Mrs Julie Tanner (Head Teacher)  
Miss Olivia Baldwin (SENCO)  
Last Updated: 6 September 2022  
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#### **VISION STATEMENT**

We believe that every child should enjoy their education and be happy, healthy and safe at school. We will value our children for their individuality, culture and heritage. We are committed to providing a learning environment of excellence with high standards. Children will learn how to learn as well as acquire knowledge. They will have the opportunity to achieve their full potential in their academic, creative, emotional and social, physical, moral and spiritual development. Learning will be recognised and celebrated by children and adults.

The learning experience and environment will be creative, challenging, exciting, stimulating, relevant and forward thinking. All children will be enabled to access the full curriculum and all opportunities provided throughout the school. Our school will always be a caring place where children and adults make a valuable contribution and are inspired to be creative, think for themselves and feel confident to meet new challenges.

All members of the school community will be valued equally. Our children will respect themselves and others and have an understanding of their role in school and the wider community. We believe in early intervention; through assessment and monitoring matching provision with need for all children. We believe effective partnerships between children, staff, and parents and the wider community are central to the success of our children.

#### **OBJECTIVES**

- 1) To work within the guidance in the SEND Code of Practice (January 2015).
- 2) To identify, at the earliest possible opportunity, barriers to learning and participation for children with SEND.
- 3) To ensure that every pupil experiences success in their learning and achieves to the highest possible standard by providing quality first teaching across the school and curriculum.
- 4) To identify, target and meet children's individual needs enabling them to participate in lessons fully and effectively.
- 5) To make every effort to ensure that every pupil experiences success in their learning and achieves their full potential.
- 6) To have high expectations and set suitable targets for all children

- 7) To involve children by listening to their views and reviewing their work alongside them, particularly when evaluating their progress and setting new targets.
- 8) To work in partnerships with parents and encourage parents to be actively involved in all aspects of their child's education.
- 9) To liaise with parents regarding their child's learning programmes.
- 10) To work closely with external support agencies, where appropriate, to support quality teaching and learning for all children.

All children have individual needs but a percentage have special educational needs (SEN). We will endeavour to meet individual needs, with a differentiated curriculum as appropriate, enabling all children to succeed as learners through achieving the above objectives.

## **IDENTIFICATION, ASSESSMENT AND REVIEW ARRANGEMENTS**

**The 2014 SEND code of practice separates SEN into four areas:**

1. Communicating and Interaction, including:
  - SCLN (Speech, Language and Communication Needs)
  - ASD (Autistic Spectrum Disorder)
2. Cognition and Learning; when children learn at a slower pace than their peers, even with appropriate differentiation, including:
  - MLD (Moderate Learning Difficulties)
  - SLD (Severe Learning Difficulties – where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication)
  - SpLD (Specific Learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and developmental co-ordination disorder)
3. Social, Emotional and Mental Health difficulties (SEMH), including:
  - Wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging, disruptive behaviour. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.
  - ADD (Attention Deficit Disorder)
  - ADHD (Attention Deficit Hyperactive Disorder)
  - Attachment Disorder
4. Sensory and/or physical needs
  - Visual Impairment (VI)
  - Hearing Impairment (HI)
  - Multi-Sensory Impairment (MSI)
  - Physical Disability (PD)

All pupils receive Quality First Teaching (QFT) and a differentiated curriculum. (The school reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils. Those pupils who fail to make the expected progress despite Quality First Teaching and with access to a differentiated curriculum, are initially identified by class teachers but

also directly by the Head teacher/SENCo. The school has a system whereby any member of staff can raise concerns/issues with the class teacher, SENCo or Head about a child with a potential SEN or other barrier to learning.

Pupils with SEN may be identified by parents, school staff, outside agencies including Health and Children's Services professionals. In school we use a range of assessment data e.g. relevant family/medical history, Foundation Stage Profiles, Teacher Assessments, Screening Tests, reading/spelling phonological awareness tests; behaviour observations etc. Children who fail to make expected progress on the basis of accumulated evidence are placed on an Inclusion Register. Families are consulted before this decision is made and where appropriate an Individual Education Plan (IEP) is written and shared with parents.

### **GRADUATED RESPONSE**

In order to support children who, have special educational needs, a graduated response which recognises that there is a continuum of special educational needs is in place.

### **All Pupils**

The schools works to make Quality First Teaching with high expectations available to all pupils at all times to ensure fewer pupils requiring SEN support.

### **Additional Needs**

Where pupils have been identified as having additional needs, the school will take action to remove barriers to learning and put effective provision in place. This will take the form of a four-part cycle of assess, plan, do, review, in order to gain deeper understanding of the child's needs and of what will support them to make good progress.

### **Early Action**

Some children have additional needs, for example HI or dyslexic tendencies, which can be met through Quality First Teaching. These pupils are recorded at Early Action on the school Inclusion Register in order to recognise that adjustments need to be made in the classroom for them to reach their full potential. Some of these pupils will require a one-page profile to detail their needs and strategies to respond to them. These are made available to all members of staff working with these pupils and will be discussed and developed at termly family/teacher consultation meetings and reviewed annually to aid transition to the next year group or school.

Pupils who may possibly have SEND will also be recorded on the Inclusion Register at Early Action. Targeted support will be planned and put in place for them and class provision maps identify what, in addition to QFT, is being provided to secure good outcomes.

Some support may include:

- Different learning materials or special equipment e.g. memory aids, coloured overlays
- Some group or individual support in the classroom e.g. precision teaching
- Extra adult time to support pupils with learning or memory strategies with a focus on eventually being able to use them independently
- Staff development and training to introduce more effective strategies e.g. training linked to dyslexia, autism, Speech and Language, precision teaching

The impact of the support provided at Early Action will be evaluated termly, and if there is further concern, assessments should be carried out to identify precise gaps in pupils' learning and development to clarify barriers to learning and determine if the child has a special need. The class teacher and SENCo will consider all the information gathered from assessments and observations of the pupil's learning behaviours in the context of national data and expectations. Pupils will only be identified as having SEN if they do not make adequate progress once they have had appropriate interventions/adjustments and high quality personalised teaching. Parents will be invited to contribute to discussions regarding their child's needs and support at Family/Teacher consultation meetings.

### **SEN Support**

There are four stages to SEN support:

- **Assess** A child's needs must be assessed so they can get the right support. This process should involve parents, teachers, and potentially experts such as an educational psychologist or health professional.
- **Plan** The school will agree on how the child will benefit from the support that is put in place. Families must be notified wherever it is decided that a pupil is to be provided with SEN support.
- **Do** The school will put the support in place. This is likely to involve the child's teacher, the SENCO or specialist teaching staff who will work with the child or be involved with tracking their progress. The class or subject teacher should remain responsible for working with the child on a daily basis and retains responsibility for that pupil's learning.
- **Review** A date for reviewing the child's support should be agreed at the time of making the plan. Parents along with the child's teachers will decide together whether the support is having the desired impact and what, if any, changes should be made.

Following a review, pupils who fail to make expected progress on the basis of accumulated evidence are placed on the SEN Register and categorized as requiring SEN support. Parents are consulted before this decision is made. The pupil will also be placed on our school Inclusion Register.

At this stage additional interventions, a profile that looks at the four broad areas of need and shows the pupils strengths and needs or an Individual Education Plan (IEP) may be drawn up in consultation with families and child enabling the setting of individual targets, intended outcomes and the strategies put in place to achieve these. The IEP formats in use allows for close monitoring of progress towards short-term outcomes, agreed with child and families. Targets are reviewed termly and enable teachers to assess what the pupils can do and what they need to do next and to evaluate the effectiveness of the provision.

### **Special Educational Needs or Disability**

If a child is formally identified as having SEND by an external agency, with the agreement of families, they are placed on the Inclusion Register.

Agencies include:

- The Educational Psychology Service
- Complex Needs Service: Disabled Children's Team and the Specialist Inclusion Team

- Paediatric Therapy Service (Speech and Language, Occupational Therapy, Physiotherapy)
- The SEN Team
- The School Nurse
- Education Welfare Service
- SENDIASS (parental support service)
- Children and Adolescent Mental Health Service
- Virtual Schools; to determine the arrangements for supporting children who are looked after by the local authority and have SEND.

### **CURRICULUM ACCESS AND INTEGRATION**

Every child is included, where practical, in all opportunities offered by the school, both curricular and extra-curricular as an integral part of the school community. Differentiation, adult support and adaptations to the curriculum will be provided as appropriate. Withdrawal from lessons is kept to a minimum.

### **KEY ROLES**

The Head teacher is the responsible person for special education provision. The SENCo is the person responsible for the day-to-day running of the SEN policy. The SENCo is involved at the strategic planning level.

This policy is monitored, reviewed and updated regularly.