



**PAGANEL PRIMARY SCHOOL**  
**SPECIAL EDUCATIONAL NEEDS (SEN) POLICY**

*The information on procedure has been taken directly from Special Educational Needs and Disability code of practice: 0 to 25 years - June 2014*

*(The term parent is used throughout this policy and refers to both parent/carers)*

The aim of our Special Educational Needs Policy is to ensure that:

- We identify and assess children with SEN as early as possible.
- All procedures for identifying children with SEN are known and understood by everyone.
- We provide differentiation within a balanced and broadly based curriculum, in a way that supports children with SEN.
- Records relating to SEN follow the child through the school, which are clear, accurate and up to date.
- We raise staff awareness of and expertise with SEN through INSET.
- We work in partnership with parents.
- We maintain close links with the support services and other professionals and agencies.
- All children are given access to the curriculum at an appropriate level and that each child's learning and achievements are maximized at every stage of their primary school career.
- There is adequate resourcing for SEN.

### **Definition of Special Educational Needs**

A pupil is considered to have Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her i.e. they have a significantly greater difficulty in learning than the majority of others of the same age and/or have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision should be matched to the child's identified SEN. Children's SEN are generally thought of in the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

*Children with English as an additional language (EAL), should not be regarded as having SEN, although pupils with EAL may also have SEN.*

The Special Educational Needs and disability code of practice 2014 (SEND) focuses on meeting these needs in the classroom, and therefore as staff, we accept that the responsibility for meeting the educational needs of all children in our classroom lies with us,

### **Identification, Assessment and Provision**

Provision for children with special educational needs is a matter for Paganel Primary School as a whole. In addition to the governing body, the school's head teacher, the Inclusion Leader, all other members of staff have important day-to-day responsibilities.

At the heart of the work of every Paganel class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of all children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

In order to help children who have special educational needs, Paganel will adopt a graduated response that recognises there is a continuum of special educational needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. Staff will record the steps taken to meet the needs of individual children. The Inclusion Leader will have responsibility for ensuring that the records are kept and available as needed. If referring a child for a statutory assessment, Paganel Primary School will provide the Local Authority with a record of their work with the child including the arrangements and interventions they have already made.

### **Graduated response**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. In deciding whether to make special educational provision, the teacher and Inclusion Leader will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include high quality and accurate formative assessment, using effective tools and early assessment materials.

We will follow a cycle of intervention: assess, plan, do and review.

**Assess:**

In identifying a child as needing SEN support the class or subject teacher, working with the Inclusion Leader, should carry out a clear analysis of the pupil's needs.

**Plan:**

Where it is decided to provide a pupil with SEN support, the parents will be formally notified, although parents will have already been involved in forming the assessment of needs as outlined above. The teacher and the Inclusion Leader should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

**Do:**

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class the class teacher will still retain responsibility for the pupil.

**Review:**

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. Support will be revised in light of the pupil's progress and development.

**Requesting an Education, Health and Care needs assessment**

SEN support should be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN support.

## Useful contacts:

<http://www.birmingham.gov.uk/senar> Birmingham Local authority Special educational needs assessment and review service.

<http://www.birmingham.gov.uk/senparents>

The SEN Parent Partnership Service exists to provide advice and information to parents and pupils in Birmingham

[www.parentpartnership.org.uk](http://www.parentpartnership.org.uk)

The National Parent Partnership Network offers statutory services, such as the parental partnership services (PPS), which gives information, advice and support to parents and carers of children and young people with special educational needs.

[www.mencap.org.uk](http://www.mencap.org.uk)

Mencap, the national learning disability charity, has a support line on 0808 808 1111.

[www.cafamily.or.uk](http://www.cafamily.or.uk)

Contact a Family provides information and a range of free factsheets for families caring for a child with a disability. Call 0808 808 3555.

[www.ipsea.org.uk](http://www.ipsea.org.uk)

If you have a problem, call Independent Panel Special Education Advice on 0800 018 4016.

[www.parentsforinclusion.org](http://www.parentsforinclusion.org)

Parents for Inclusion supports parents of children with special educational needs who have concerns about their child's inclusion in school. You can call the helpline on 0800 652 3145.

<http://www.councilfordisabledchildren.org.uk/SENDsupport>

[www.oaasis.co.uk](http://www.oaasis.co.uk)

The Office for Advice, Assistance, Support and Information on Special Needs (OAASIS) can provide free booklets for parents of children with autistic spectrum disorders and other learning disabilities. Call the OAASIS helpline on 0800 197 3907.