

SEN Policy

September 2019-20

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Whole School Approach:

All schools and academies in Coventry are expected to identify and support pupils with special educational needs to make the best possible progress. The intention of Stanton Bridge's local offer is to improve choice and transparency for families. Schools are supported to be as inclusive as possible and wherever possible, the needs of pupils with a Special Educational Need are met in a mainstream setting, where families want this to happen.

Stanton Bridge's Graduated Approach provides guidance on expectations of what should usually be available within school's resources. High quality first teaching and additional interventions are defined through our ongoing dialogue and monitoring across the school, contributing to our provision management approach. We regularly review and record what we offer EVERY child or young person in our care and what we offer additionally.

Our discussions with parents also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with **ALL** our learners.

If your child has Special Educational Needs (SEN) they will receive SEN support and they will have an SEN support plan.

There should be a continual cycle of assessing, planning, doing the plan, and reviewing the success of the plan- so that your child gets the support they need to reach their goals underpinning all our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

Process:

Assess: Staff will identify what the core problem(s) is and plan an appropriate strategy, taking into account how the child learns the best. They will monitor your child closely and (if required) complete some assessments to see how your child is learning and to identify the difficulties they are having. The questions that will be asked are:

- What are the child or young person's difficulties and strengths?
- What progress have they made? What helped? If they have not made progress, what stopped them?
- What does the child want to achieve?
- What are the most important areas to help them with?

Plan: The SENCO will devise an IEP (Individual Educational Plan) or IBP (Individual Behaviour Plan) along with the class teacher which will be reviewed once every term. They will plan what they want to achieve by the next review. In collaboration with the child's parents/guardians, it will be decided what outcomes would be desired for the child. The questions raised will be: How are we going to get there and exactly what support will be in place, who needs to do what, and who needs to know about the plan.

Do: The SENCO will agree on who is responsible for making sure the plan is done. He will ensure that your child's progress is monitored and will keep in touch between now and the next review, where deemed necessary and if required so as to secure the best outcome for the child. Otherwise, daily contact with the class teacher will be the main source of communication.

Review: An agreement between the school and family will be made regarding parents choice in attending meetings for review and setting of targets.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

If a child is still lagging behind in their abilities, an EHCP (Educational and Health Care Plan) is called for where the need and cost of support to ensure the child's planned **outcomes** are achieved, can no longer reasonably be met by the school from its own resources.

SEN Needs:

Children's SEN are categorised in the following four broad areas of need and support:

1. Communication and interaction

The following provision would be provided:

- Key TA/Learning mentor support
- Individualised Speech and Language programmes delivered by SENCO/Learning Mentor
- Initial contact to LAWSS or Educational Psychology Service
- Access to Speech and Language specialists
- Positive play skills in Key Stage 1 and 2 in the playground
- Structured school rules/routines (rewards: Good to be Green system)
- Individual visual timetable, visual images and stimuli within the indoor/ outdoor environment
- Calm and safe environment for calming down
- Access to specialist teachers in education
- Education Psychology Service
- Specialised programmes that develop co-ordination; gross and fine motor skills in conjunction with an Occupational Therapist
- Autism specific programme
- Individual work area
- Circles of Friends/ Buddy group/ Peer mentoring

2. Cognition and learning

The following provision would be provided:

- Senior Learning Mentor who supports children's social wellbeing and communicates with parents
- Support from a Speech and Language Therapist
- Support from an Educational Psychologist

3. Social, emotional, mental health and Well-being

The following provision would be provided:

- Whole school behaviour policy.
- Whole school/class rules, whole school/class rewards and sanctions systems

- Bubble time- self referral system. Pupils get opportunities to talk to a mentor about any issues they may be having.
- We have Well-being Champions who are trained to deliver resilience program to other pupils across the school. They also support and monitor pupils where there is a need.
- Focused assemblies.
- Workshops- internal and external.
- Signposting to relevant services.
- Cognitive Behaviour Therapy.
- Education Psychologist.
- Social, Emotional, Mental Health and Learning Team.
- Complex communication team.
- Mentor- learning walks.
- PHSCEE lessons.
- CAMHS.
- Staff have been trained on mental health and well-being awareness and given some strategies to manage certain behaviours.

4. Sensory and/or physical needs

The following provision would be provided:

- Differentiated teaching and learning resources.
- Access to specialist ICT hardware and software
- Advice/input from Sensory Support Service
- Access to CAMHS (Child and Mental Health Service) through an Early Help Assessment
- Educational Psychology Service
- Sports coaches to aid fine and gross motor skills through physical activities

(Reference: Stanton Bridge's Local Offer 2016)

As of Autumn 2018, we have 82 children or receiving some form of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need.

Consulting with children and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
IEP/IBP	Class teacher/ SENCo and Child	Once every half term/ when required during the term
Parents evenings	Class teacher/ child	Once a term
Drop in service	SENCo/teacher and Senior Learning Mentor	Once a term
Day to day	Class teacher	Daily
SDP	Head teacher and SLT	Termly
Letters	Class teacher and SENCo	When and where required

Staff development

We are committed to developing the ongoing expertise of our staff. We have current expertise in our school:

Staff deployment

Considerable thought, planning and preparations goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. The school has specifically allocated a member of staff who works with SEN pupils.

School Partnerships and Transitions

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and us to account.

Our academic assessment for children and young people with special educational needs is moderated through a range of sources including national bench marks.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include...

- Continuous staff training on new and any upcoming legislative

- Developing new staff in the use of resources for effective teaching

Relevant school policies underpinning this SEN Information Report include:

Behaviour Policy, E-Safety Policy, Teaching and Learning Policy, SEN Policy and Local Offer.

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- New Code of Conduct 2014

Date presented to/approved by Governing Body: September 2019

Next review date: September 2020