



Ashill SEN Policy

At Ashill Primary School we are committed to ensuring that all of our children learn successfully. We recognise that it is the responsibility of all staff to ensure that all children, including those with Special Educational Needs (SEN), receive an education which enables them to:

- Achieve their best;
- Become confident individuals living fulfilling lives; and
- Make successful transitions through the primary phase.

According to The Special Educational Needs (SEN) Code of Practice 2014 a child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or compulsory school age or a young person has a learning difficulty or disability if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them (Clause 20 Children and Families Bill).

At Ashill we use a cycle of assess, plan, do and review in order to meet the needs of children with SEN (see SEN Identification Diagram). This process allows us to follow a rigorous and systematic approach to the assessment and identification of children with SEN. At every step of this cycle we work with the parents/carers and the child in order to use our best endeavours to meet their needs. We communicate regularly with parents/carers to ensure they are fully involved in decisions regarding the best way to help their child achieve.

Should you have any concerns or complaints regarding the SEN provision for your child then you should contact the class teacher in the first instance. Thereafter further advice should be sought from the SENCO.

This SEN Policy should be read in conjunction with the SEN Information Report and the School Offer. Further information regarding Ashill's SEN provision is contained within the SEN Information Report and the School Offer which are available on our school website <http://www.ashillschool.org.uk/>. The SEN Policy and the SEN Information Report will be reviewed annually and the SEN Report will be updated termly. Any additional questions regarding SEN should be directed to the SENCO (Claire Eastwood) or the SEN Governor. If you require further information about the Local Authority's SEN Offer then please visit <https://www.somersetchoices.org.uk/>

Roles and Responsibilities

All staff are teachers of all children including those with SEN and therefore have a vital role to play in the education of children with SEN.

Teaching Assistants	<ul style="list-style-type: none"> • To deliver high quality support • To implement and deliver interventions and support for children with SEN • To work with the class teacher and SENCO to plan and assess the impact of interventions • To work with the class teacher to deliver high quality, differentiated teaching • To undertake appropriate training to meet the needs of children within the school
Class Teachers	<ul style="list-style-type: none"> • To provide high quality, differentiated teaching • To work with the SENCO to provide early identification of SEN • To assess and monitor the progress of all children including those with SEN • To liaise with parents/carers • To plan and review interventions and support for children with SEN in collaboration with the SENCO and parents
SENCO	<ul style="list-style-type: none"> • To oversee the operation of the SEN Policy • To co-ordinate SEN provision • To advise on a graduated approach to providing SEN Support • To provide professional guidance to colleagues • To liaise with external agencies • To ensure that the records of children with SEN are up to date • To liaise with parents/carers • To work to ensure a smooth transition from class to class and transition to and from other settings • To work with the Head Teacher and Governing Body in determining the strategic development of SEN Policy and provision • To carry out assessments and observations in order to identify SEN
Head Teacher	<ul style="list-style-type: none"> • To regularly review the progress of children with SEN at termly pupil progress meetings • To monitor the quality of teaching for all pupils including those with SEN • To work with the SENCO to determine the strategic development of SEN Policy and provision
SEN Governor	<ul style="list-style-type: none"> • To ensure that information regarding the implementation of the schools SEN Policy is published annually in the form of the SEN Information Report • To meet on a termly basis with the SENCO to discuss SEN provision • To work with the SENCO to determine the strategic development of SEN Policy and provision

ACCESSIBILITY	Fully wheelchair accessible	<i>No</i>	
	Auditory/Visual Enhancements	<i>None</i>	
	Other Adaptions	<i>None</i>	
	Accessibility Plan	<i>Under development- planned to be consulted on in the Autumn Term 2016</i>	
SCHOOL OFFER	Are you currently able to deliver your core offer consistently across all areas of your school? <i>Yes, our provision maps show the range of support we are able to offer.</i>		
POLICIES	Are the school's policies available on its website for	SEN	YES
		SAFEGUARDING	YES
		BEHAVIOUR	YES
		EQUALITY & DIVERSITY	YES
	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?		YES
RANGE OF PROVISION	Areas of Strength <i>As we work closely with the other schools in the trust, we have access to additional resources and experience which we can use to support our children in the best possible way. Small year groups within the Key Stage classes allow teaching and learning experiences to be individually tailored to the learning needs of each pupil. As children remain in the same class for several years, staff fully understand the needs of each pupil and support is easily adapted to individual requirements.</i>		
	Specialist Facilities/Equipment <i>None</i>		
	Input from Therapists/Advisory Teachers/other Specialist Support Services <i>We access services depending on the needs of the children.</i>		
	Support Services https://www.somersetchoices.org.uk/ <i>Learning Support Service (LSS), Educational Psychology Service (EPS), Integrated Therapy Services http://www.sompar.nhs.uk/what-we-do/children-and-young-people (Speech and Language Therapy, Occupational Therapy, Physiotherapy, CAMHS) GP, Paediatrician, Social Services, Area Early Years SENCO, Sensory, Physical & Medical Support Services, The Autism & Communication Service.</i>		
INCLUSION	How do you promote inclusion within the school? <i>All children have access to High Quality First Teaching and are included in all lessons with adjustments made depending on need.</i>		
PARENT SUPPORT & INVOLVEMENT	How do you involve and support the parents/carers of children with SEND? <i>Parents/Carers are involved at every step of the SEN process. Parents/carers are invited to discuss their child's needs from the start of the process and they are kept informed of the outcomes of any assessments and the progress being made.</i>		
	How do you communicate with parents/carers? <i>We have parents evening twice a year and send home a written report once a year. We also hold IEP Reviews, Annual Reviews and staff are available before and after school to meet with parents.</i>		
CHILDREN & YOUNG PEOPLE INVOLVEMENT	How do you involve and support children and young people with SEND? <i>Initially as part of the assessment process children and young people are included in discussion about themselves, this information helps to identify the child's perception of what helps, what's good for them and what the school can do to enhance their experience at school. Once identified as having SEND children and young people are involved in writing and reviewing their Individual Education Plan (IEP) three times a year and as part of any intervention a snapshot of their feelings before and after is captured but the adult they are working with.</i>		
TRANSITION	How do you support children through transition? <i>Two transition sessions are held for new Reception pupils and Year 2 pupils to work with staff and pupils in Key Stage 1 and 2 respectively. New Reception pupils are invited to attend 3 assemblies taken by different members of the teaching staff. Parent consultations are mid Autumn Term</i>		

	<i>Early liaison with senior school to plan transition. Timely handover of information regarding children with SEN. Additional visits to school are organised if thought necessary. Preparation of children for transition to secondary school begins at the earliest opportunity to ensure both parents/carers and children are well supported. A 'roadshow' is held by local senior school at each feeder primary school - provides information and support for transition. Children can attend an open evening and visit the senior school during the working day prior to making their choice of school. Senior school employ a transition worker to support pupils.</i>
OTHER INFORMATION	<i>Visit our website to view our School Offer, SEN Report. Alternatively you can request printed copies of all of these documents through the School Office.</i>
COMPLETED BY	Claire Eastwood
DATE	July 2017
REVIEW DATE	Autumn Term 2017 to come in line with the policies of the Redstart Learning Partnership