**Bentley New Village Special Educational Needs Policy**

BENTLEY NEW VILLAGE PRIMARY SCHOOL

HEADTEACHER: kirsten mckechnie

2019-2021

**Support Plan Policy**

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| **PERSON RESPONSIBLE FOR POLICY: APPROVED: SLT & Governors** | **Rachel Emery** |
| **DATE: September 2019** |
| **SIGNED:** R.Emery | **ROLE: SENCO** |
| **TO BE REVIEWED:** | **SEPTEMBER 2021** |

**Aims**

At Bentley New Village School, we believe in providing every possible opportunity to develop the full potential of all children. At Bentley New Village we take on a person-centred approach to special educational needs ensuring the needs and views of the child are heard and listened to by all parties involved. Children will have the right to a broad and balanced curriculum including extra-curricular activities and full access to the National Curriculum. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child’s education. Our aim is that all children with special educational needs have quality provision to enable them to achieve and succeed.

**Purpose**

* To identify and monitor children’s individual needs from the earliest possible stage so that appropriate support and provision can be put into place.
* To ensure that Quality first teaching is inclusive in provision for children who have a special educational need ensuring that good progress is made.
* To involve all parties when reviewing the child’s special educational needs support plan to ensure the approach is person centred.
* To work closely with professional outside agencies to support the needs of special educational needs children.
* To meet regularly with the special educational needs governor to review current practise, attainment and make necessary amendments.

“Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, teachers and SENCOs and parents should collaborate on problem solving, planning support and teaching strategies for individual pupils.”

Code of Practice 2014, 6.5

**Areas of need:**

**The broad areas of need we assess children against:**

* Communication and interaction
* Cognition and learning
* Social, Emotional and Mental Health
* Speech, language and communication
* Physical impairment

For most children who are on our Special Educational Needs register will primarily be supported through quality first teaching from the class teacher and teaching assistant. The teacher may choose to provide additional support for the children by placing them on a support map, this is wave one of our register and children will remain on wave one for a year and progress closely monitored. If quality first teaching and additional provision has not had the desired effect, children may move onto wave two. This is when the child will have a Special educational needs support plan written half termly with the involvement of: The SENCO, class teacher, parents and any outside agency support involved for the child. This will then be monitored closely and reviewed every term.

**Support Map**

**Purpose**

A Support Map is a document specified for a child’s identified need as an intervention designed to support the child’s primary need.

**Special Educational Needs Support plan**

**Purpose**

A Special educational needs Support Plan is a document that is regularly monitored and reviewed by all invested parties. A Special educational needs Support Plan documents the primary needs and focus for that child for educational purposes.

**Planning, Assessment and Evidencing:**

A Special educational needs Support Plan provides a planning focus for the class teacher for the child. This learning is then supported by Quality First Teaching of the wider curriculum, using a bespoke school’s assessment system.

**Special Educational Needs Support Plan Reviews & Responsibility:**

A Special educational needs Support Plan is reviewed termly or half termly depending on the identified need.

**SENCO Role**

The SENCO will:

* Invite parents in for regular meetings to review Support plans
* Monitor on a half termly basis to ensure small steps of progress are being made
* Monitor the impact of the provision and intervention and make necessary changes
* Refer to outside professional agencies if required

**Teacher’s role**

* To identify initial concerns and involving the SENCO where necessary. (Appendix 1)
* To ensure that all staff working in the classroom are aware of special needs children and their targets they are working towards
* To meet, when requested by, the SENCO to Assess Plan Do Review (APDR) SEN Support plans
* To track wave 2 pupils accurately using our school’s bespoke APP system
* To offer a longer parents evening slot to parents of children who are on the Special Educational Needs register. Class teacher is to seek out relevant information from the SENCO in advance of the meeting
* To monitor targets. If the targets are met before the termly review, class teacher will seek a meeting with the SENCO to discuss new targets

**Teaching assistant’s role**

* To prepare learning materials with support from class teacher/ SENCO to enable children to meet targets from their Special Educational Needs support plan.
* Regularly meet with class teacher to feedback assessment notes.
* To be aware of children’s targets and meet with the class teacher regularly to discuss next steps.

**Parent’s role**

Parents are welcome to come and make appointments with the SENCO and class teacher to discuss their child’s progress. See below how to make an appointment.

At parents meetings, parents who have a child on the special educational needs register, will be offered a double slot to discuss any issues.

**Outer agencies**

The SENCO will refer children to the following agencies, if deemed necessary with parental consent:

* Speech and language
* Occupational therapy
* Educational psychologist
* Outreach

If the SENCO refers your child for outer agency support which requires a parental signature (speech and language and occupational therapy) and parents do not make contact. The SENCO will only refer twice.

**Appointments with the SENCO**

Please contact the office to make an appointment.

ALL DOCUMENTATION REFERRED TO CAN BE FOUND ON BENTLEY NEW VILLAGE’S TEACHER SHARED AREA UNDER INCLUSION 2017

APPENDIX 1

**Initial Concern Record**

Pupil Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ D.O.B: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date completed and signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Class:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Information required:** | **Tick if included** |
| Records from previous setting/school |  |
| Observational notes |  |
| Summative assessment data (where they are on the data dashboard) |  |
| Absence/exclusion data (if relevant) |  |
| Recorded examples of behaviour incidents (if relevant) |  |
| External agency records (if relevant) |  |
| Other: |  |

Area of concern:

Provision/strategies/resources already implemented as part of high quality teaching and impact:

Key notes from discussions with pupil/parents/carers/other stuff:

Outcomes of discussion based on above information e.g. further strategies to try/decision made to place pupil on SEN record?