

Special Educational Needs and Disability Policy (SEND)

Special Educational Needs Co-ordinator (SENCo)

Mrs Angela O'Connor Assistant Headteacher
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Introduction

This policy was reviewed and updated in September 2018 and is in line with the SEND Code of Practice (DfE, 2015).

This school provides a broad and balanced curriculum for all children. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the school.

Teachers take account of each child's needs and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Some children may need additional help or different help from that given to other children of the same age.

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. Every teacher is a teacher of children with special educational needs.

Children with special educational needs have rights under the Equality Act (2010). We will assess each child as required, and make the appropriate provision, based on their identified needs.

Aims and objectives

The aims of the school in relation to pupils with SEND are:

- to raise the aspirations of and expectations for all pupils with SEND;
- to focus on desired outcomes for children with SEND.

The objectives of the school in relation to pupils with SEND are:

- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to ensure a high level of staff expertise to meet the needs of pupils, through well targeted CPD;
- to enable all children to have full access to all elements of the school curriculum through reasonable adjustments;
- to ensure that parents or carers are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process;
- to work in co-operation with the local authority and other external agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Roles and responsibilities

In our school, the role of the SENCO includes:

- leading the staff team in meeting the needs of children with SEN and disabilities
- acting as a consultant for school staff seeking support with SEND
- managing the short-, medium- and long-term implementation of the SEND Code of Practice and school SEND policy
- co-ordinating the associated administration
- being an effective teacher of children with SEND

The responsibilities of the SENCO include:

- managing the day-to-day operation of the policy;
- ensures that the school adheres to the relevant legislation regarding special educational needs and disability;
- co-ordinating the provision for and managing the responses to children's special needs;
- monitoring the progress of pupils with SEND;
- supporting and advising colleagues;
- overseeing the records of all children with special educational needs;
- acting as the link with parents and carers;
- acting as the link with external agencies and other support agencies;
- liaising with previous and subsequent schools and pre-school settings when children with SEND transfer between schools/settings
- monitoring and evaluating the special educational needs provision, and reports to the governing body;
- managing a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs;
- contributing to the professional development of all staff.

The role of the governing body/IEB

- The governing body/IEB has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.
- The governing body/IEB does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors/board members ensure that all teachers are aware of the importance of providing for these children. They consult the LA and other schools, when appropriate, and report annually to parents and carers on the success of the school's policy for children with special educational needs. The governing body/IEB ensures that parents or carers are notified of any decision by the school that SEN provision is to be made for their child.
- The governing body/IEB has identified a governor to have specific oversight of the school's provision for pupils with special educational needs.
- The SEN governor/board member ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

Equal opportunities and inclusion

- In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community and we have regard for the whole child, not just their educational needs. Through appropriate curricular provision, we respect the fact that children:
 - have different educational and behavioural needs and aspirations;
 - require different strategies for learning;
 - acquire, assimilate and communicate information at different rates;
 - need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;
- experience levels of understanding and rates of progress that bring feelings of success and achievement.

Assessments enable us to identify any pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the pupil's previous rate of progress
- fails to close the attainment gap between the pupil and their peers
- widens the attainment gap

It can also include progress in other areas, for instance where a pupil needs to make additional progress with wider development or social needs.

Teachers use a range of strategies to meet children's needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use formative and summative assessment to inform the next stage of learning.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times when it is more appropriate for the children to work in small groups, or in a one-to-one situation away from the classroom.

Special educational needs and disability

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives. Under the SEND Code of Practice 2015, children have a learning difficulty or disability if:

- they have significantly greater difficulty in learning than the majority of children of the same age;
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

The school keeps a register of children with special educational needs. Data from this register is shared with the local authority. The SEND Code of Practice (2015) sets out the following broad areas of need: communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical needs. The area(s) of need for each child are recorded on the school's SEN register.

Children may have needs in one or more of the above categories. Factors which are not SEN but which may impact on progress and attainment include:

- disability (may be separate to any educational needs)
- attendance and punctuality
- health and welfare
- having a first language other than English
- being in receipt of Pupil Premium Grant
- being a Looked After Child

All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.

If our assessments show that a child may have a learning difficulty, we use a range of strategies that make full use of all available classroom and school resources. The child's class teacher will offer interventions that are different from or additional to those provided as part of the school's usual working practices. The class teacher will keep parents/carers informed and draw upon them for additional information. The child's provision will form part of the Provision Map for that class, which is reviewed termly.

The Special Educational Needs Coordinator (SENCO), if not already involved, will become involved if the teacher and parents/carers feel that the child would benefit from further support. The SENCO will then take the lead in further assessments of the child's needs. If support is needed from outside services, we will consult parents/carers prior to any support being actioned. In most cases, children will be seen in school by external support services. This may lead to additional strategies or strategies that are different from those previously used.

If the child continues to demonstrate significant cause for concern, and/or has significant and complex needs, a request for statutory assessment will be made to the LA, subject to parental approval and with support from the school's attached Educational Psychologist.

The school works closely with a number of external specialists, including:

- educational psychologist
- speech and language therapists
- specialist teachers for pupils with autism, sensory impairments or physical disabilities
- occupational therapists
- Child and Adolescent Mental Health Services (CAMHS)

The nature of the support provided by external specialists varies, but may include:

- assessment
- advice to staff and/or parents
- 1:1 or group work
- provision of specialist equipment
- diagnosis
- monitoring progress

SEN Support

Children added to the school's register of pupils with SEND are considered to be receiving SEN support. For children with an Education, Health and Care Plan, procedures noted below in Education, Health and Care Plans apply in addition to this section.

If SEN Support is put in place for a child, a cycle of **Assess – Plan – Do – Review**, as set out in the 2015 SEND Code of Practice, is followed:

Assess

The class teacher and SENCo discuss the progress children are making and the difficulties they may be having. Children's needs may be assessed with reference to:

- Formal assessments and tests
- Progress measured against expected outcomes
- Standardised screening and assessment tools
- Observations of emotional and social development
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- An existing Education, Health and Care Plan
- Work sampling

Input may be sought from parents/carers at this stage, and concerns or advice from external specialists already working with children (e.g. Speech and Language therapists) may also be considered.

Plan

The class teacher and SENCo plan the support, programme or alterations to be put in place. This may include:

- Differentiated classwork
- Small-group or individual teaching for certain lessons, either from school staff or an external specialist
- A programme of work to target a specific area of difficulty
- Special arrangements at playtime/lunchtime
- Providing special equipment
- Training staff around the child in particular strategies, e.g. Makaton, Cued Articulation

At this point parents/carers are formally told that their child is receiving SEN Support. The programme of support will be agreed with parents/carers and, where appropriate, with the child. Progress will be discussed at parents' evenings held throughout the year.

Do

The SEN support is put in place and monitored by the class teacher. The SENCo may also oversee the support where applicable, e.g. where a child's needs are long-term and will be present throughout his or her time at the school.

Review

At termly pupil progress meetings, the SEN support is evaluated by the class teacher and the SENCo. Feedback from parents/carers and the children themselves, other school staff and/or external specialists may contribute to the evaluation. This is done by judging progress against short- or longer-term targets, which may be measured in academic progress or in other areas of the child's development. Any suitable adjustments are made, and next steps identified which will feed into the Assess stage of the next cycle. The effectiveness of the provision is evaluated at this point and changes may be made, including cessation of SEN support if the child no longer needs it.

Education, Health and Care Plans

For a child who is not making adequate progress, despite the provision put in place by the school on the advice of outside agencies, a request may be made to the Local Authority (LA) to make a statutory assessment in order to determine whether it is necessary to provide an Education, Health and Care Plan. This request can be made by the school or by parents. An EHCP may also be granted where a child has complex needs and provision must be put in place prior to the child starting school.

The school is required to submit evidence to the local authority who will then make a judgement about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgment will be made using the local authority's current *Criteria for an Education, Health and Care Needs Assessment*.

The parents of any child who is referred for assessment for an EHCP will be kept fully informed of the progress of the referral. They will be directed towards independent sources of support. Planning, provision, monitoring and review processes will continue as before while awaiting the outcome of the request.

An Education, Health and Care Plan (EHCP) is a legally binding document setting out a child's needs and what must be done to meet those needs.

A child who has an EHCP will continue to have arrangements as for other children receiving SEN Support, and additional support that is provided using the funds made available through the EHCP.

The progress of children with an will be reviewed termly by the class teacher and SENCo in addition to the statutory annual review (or six month review for children under the age of five). The Annual Review, chaired by the SENCo, is to review the appropriateness of the provision and to recommend to the local authority whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

Allocation of resources

The SENCO works with the Headteacher to manage the resourcing for special needs provision within the school, including the provision for children with EHCPs.

The Headteacher informs the governing body/IEB of how the funding allocated to support special educational needs has been employed.

Partnership with parents and carers

The school works closely with parents and carers in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents and carers. The home-school agreement is central to this. Parents and carers have much to contribute to our support for children with special educational needs.

The school website contains details of our policy for special educational needs, and the arrangements made for these children in our school.

We have regular meetings each term to share the progress of special needs children with their parents/carers. We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Pupil participation

In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. Children are involved at an appropriate level in setting targets and in the termly review meetings. Children are encouraged to make judgements about their own performance and to contribute their views to annual reviews for children with an EHCP.

Monitoring and review

The SENCO monitors the progress of children within the SEN system in school and updates the register as necessary. The SENCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCO is involved in supporting teachers involved in determining desired outcomes for children. The SENCO and Headteacher hold regular meetings to review the work of the school in this area.

The governing body reviews this policy every year and considers any amendments in the light of the review findings. The SENCO reports the outcome of the review to the full governing body.

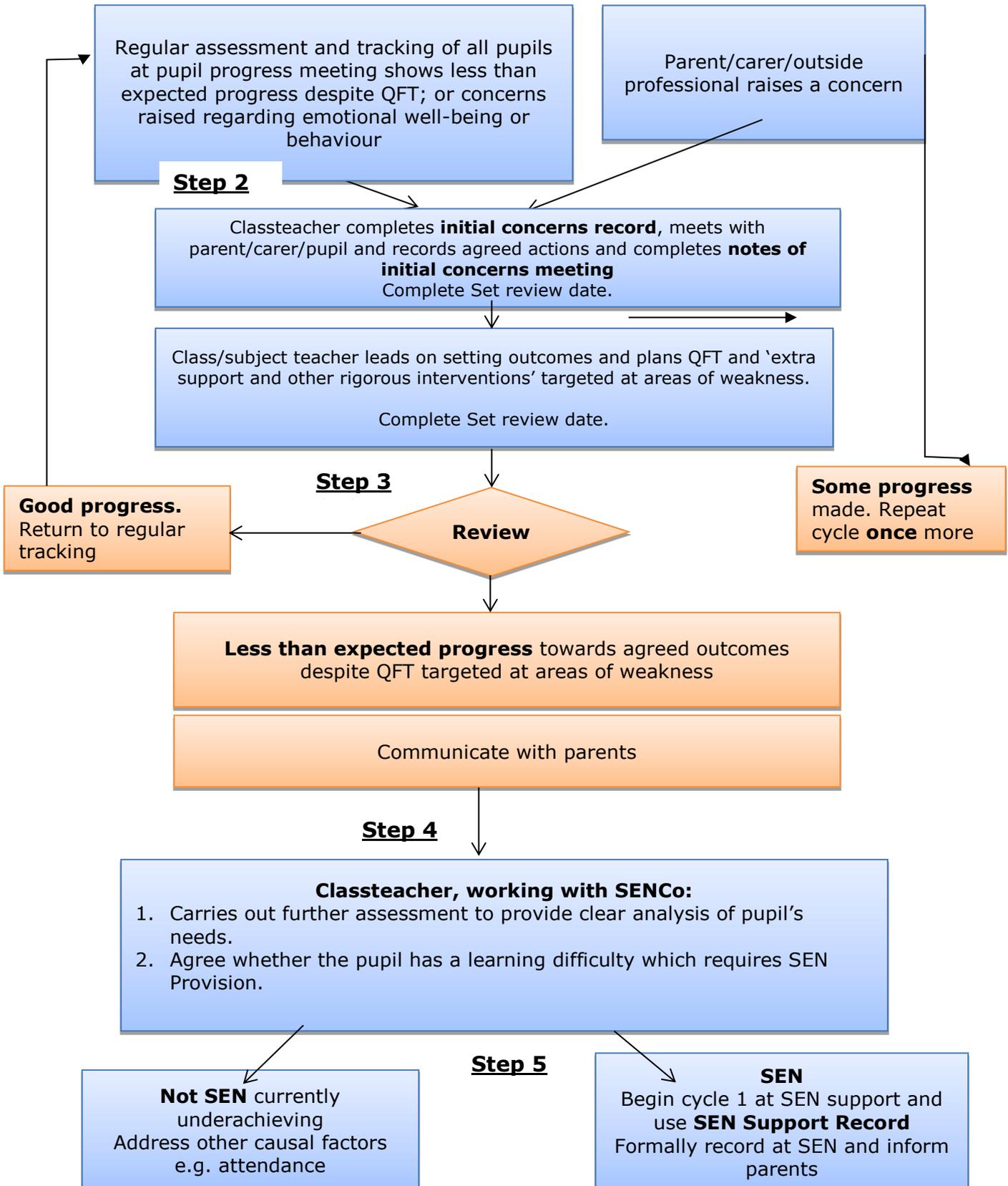
Signed:

Date:



SEN Support Identification Process

Step 1



Appendix 2

Initial Concerns Record

Completed by class teacher on _____

Pupil information

This form will be shared with all professionals & parents/carers involved with pupil

Name:		DoB:	Year group:	Class teacher:	
Attendance % (less than 95%):		(Please circle as appropriate)			Exclusions:
Punctuality:		CLA	Pupil Premium		
EAL Stage	Home language	Medical information			Specialist services - Health – Education - Social Services
Concerns:					

Achievement data

FS Profile scores																		
Year																		
Attainment	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M	R	W	M
NC/P levels																		

Baseline information – provide detail where there is an area of relative strength or difficulty

Language (please circle as appropriate)

Speech sounds Expressive Receptive Social and functional

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Literacy – Are needs related to: (please circle as appropriate)

Phonic phase – reading Phonic phase – spelling HFW – reading HFW – spelling
 Comprehension Book band level Letter formation Other

Is example of free writing attached? (please circle) **Yes / No**

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Numeracy (please circle as appropriate)

Shape / Space / Measure Using & applying Calculation Data Handling Number Other

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Behaviour for learning (please circle as appropriate)

Concentration Co-operation Independence Engagement
 Confidence Self-esteem Organisation Self-control

Other

Age appropriate behaviours

Recorded examples of behaviour concerns attached? (please circle) **Yes / No**

Differentiation in place over time

What action has already been taken through curriculum differentiation to address the pupil’s needs, i.e. modification to teaching approaches, classroom organisation, behaviour management strategies, or through provision of ancillary equipment and aids already in place, with outcomes?

Differentiation	Impact – progress and inclusion
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Additional observations – (Please circle as appropriate) This could include:

Parents (pupil’s behaviour at home)

Support staff

Previous class teacher(s)

Lunchtime supervisors

Note any key issues raised:

List individual assessments completed to support identification of need, including behaviour plans Include standardised assessments (reading/spelling age as well as criterion-referenced assessments)

Test	Date	Outcome

Have you spoken to the parents? (please circle) **Yes / No**

Parents’ and pupils’ perspective on pupil’s strengths/additional needs

Summarise information from discussions

Parents/carers Have concerns been shared with parents/carers to date?
Pupil
Peers

Home setting:

Desired outcomes: