

## Special Educational Needs and Disabilities (SEND) Policy

### 1 Introduction

- 1.1 This policy was reviewed and updated in September 2018. It is in line with the SEND Code of Practice.
- 1.2 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.
- 1.3 These requirements are likely to arise as a consequence of a child having special educational needs. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional or different help from that given to other children of the same age.
- 1.4 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.

### 2 Aims and Objectives

- 2.1 The aims of this policy 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 enable all children to have full access to all elements of the school curriculum;
  - to ensure that parents are able to play their part in supporting their child's education;
  - to ensure that our children have a voice in this process.

### 3 Educational Inclusion

- 3.1 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. 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.

### 3.2 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 available senses and 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.

## 4 Special Educational Needs

### 4.1 Monitoring children's progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCO to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject. The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour.

### 4.2 Identification, Assessment and Provision of Special Educational Needs

Provision for children with special educational needs is a matter for the school as a whole. In addition to the Governing Body, the school's Headteacher, the SENDCO and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility. The school is committed to early identification of special educational needs and adopts a graduated response to meeting special educational need in line with the Code of Practice 2014. A range of evidence is collected through the usual assessment and monitoring arrangements. If this suggests that the learner is not making the expected progress, the class teacher will consult with the SENDCO in order to decide whether additional and / or different provision is necessary.

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special educational need, this information may be transferred through

the Early Years setting, in the form of a Support Plan or an Education, Health and Care Plan.

#### **4.3 Nature of Intervention**

The SENDCO and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. All pupils will receive Quality First Teaching. Actions may include:

- different learning materials or special equipment
- some group or individual support; extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- staff development and training to introduce more effective strategies.
- access to LA support services for one-off or occasional advice on strategies or equipment.

There is no need for pupils to be registered or identified as having special educational needs unless the school is taking additional or different action. Pupils who have disabilities but no special needs will be recorded on the school's medical register.

Provision/action that is additional to or different from that available to all learners will be recorded in a Support Plan (was IEP). This will be written by the SENDCO and class teacher in consultation with pupils, parents, carers and external agencies.

The Support Plan will set educational targets for the pupil, and where necessary Health and Social Care targets and will detail:

- the short-term targets set for, or by, the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- the child's views about school
- People involved
- outcomes (to be recorded when Plan is reviewed).

The Plan will only record that which is additional to, or different from, the differentiated curriculum and will focus upon targets that match the child's needs and have been discussed with the child and the parents.

The Plan will be reviewed as required for each individual pupil and parents' views on their child's progress will be sought. Wherever possible, the child will also take part in the review process and be involved in setting the targets.

A request for support from external services is likely to follow a decision taken by the SENDCO and colleagues, in consultation with parents.

Sometimes external support services, will usually see the child so that they can advise teachers on new targets and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting Plan for the child will set out fresh strategies for supporting the child's progress.

These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the Support Plan continues to be the responsibility of the class teacher.

#### **4.4 School Request for an Education, Health and Care Plan**

Where a request for an EHC Plan is made by the school to an LA or the local Health Trust, the child will have demonstrated significant cause for concern. The authorities will need information about the child's progress over time, and will also need documentation in relation to the child's special educational needs and disabilities and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through the relevant Support Plan.

This information may include:

- individual records for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- National Curriculum levels attainments in English and Mathematics
- educational and other assessments, for example from an advisory specialist
- support teacher or an educational psychologist
- views of the parents and of the child
- involvement of other professionals such as health, social services or education welfare service.

#### **4.5 Statutory Assessment of Special Educational Needs and Disabilities**

Statutory assessment involves consideration by the LA and Health Trust, working co-operatively with parents, the school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary.

A child will be brought to the LA's attention as possibly requiring an assessment through a request by the school, from a parent or a referral by another agency. Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for a statutory assessment of the child's SEND

The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an EHC Plan. This may include:

- the pupil's name, address and date of birth
- details of all of the pupil's special needs
- identify the special educational provision necessary to meet the pupil's special educational needs
- identify the type of provision to be made
- include relevant non-educational needs of the child
- include information on non-educational provision

All children with an EHC Plan will have short-term targets set for them that have been established after consultation with parents, children and other professionals and will include targets identified in the statement of educational need.

#### **4.6 Transfer to Another Phase**

When pupils with special educational needs or disabilities are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer.

Advanced planning for pupils in Year 5 will allow appropriate options to be considered. The SENDCO will liaise with the SENDCO of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

#### **4.7 External Support Services**

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND.

- The school receives regular visits from the Educational Psychologist for the area.
- In addition the school may seek advice from specialist advisory teaching services for children with sensory impairment or physical difficulties.
- The Speech and Language therapy Service contributes to the reviews of children with speech and language difficulties

### **5 The Role of the Governing Body**

**5.1** The Governing Body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs.

**5.2** The Governing Body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors 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 on the success of the school's policy for children with special educational needs. The Governing Body ensures that parents are notified of a decision by the school that SEN provision is being made for their child.

**5.3** The Governing Body has identified a Governor to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the SENDCO. The SENDCO ensures that all those who

teach a pupil with a statement of special educational needs are aware of the nature of the statement.

- 5.4 The SEND Governor ensures that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

## **6 Allocation of Resources**

- 6.1 The SENDCO is responsible for the operational management of the specified and agreed resourcing for SEND provision within the school.
- 6.2 The Head Teacher informs the Governing Body of how the funding allocated to support special educational needs has been employed.

## **7 Assessment**

- 7.1 Early identification is vital. The class teacher informs the parents at the earliest opportunity to alert them to concerns and enlist their active help and participation.
- 7.2 The class teacher and the SENDCO assess and monitor the children's progress in line with existing school practices. This is an on-going process and is recorded on 'Cause for Concern' proformas within school.
- 7.3 The SENDCO works closely with parents and teachers to plan an appropriate programme of support.
- 7.4 The assessment of children reflects, as far as possible, their participation in the whole curriculum of the school. The class teacher and the SENDCO can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.
- 7.5 The LA seeks a range of advice before making a formal statement. The needs of the child are considered to be paramount in this.

## **8 Access to the Curriculum**

- 8.1 All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:
- understand the relevance and purpose of learning activities;
  - experience levels of understanding and rates of progress that bring feelings of success and achievement.
- 8.2 Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives; we differentiate work appropriately, and we use assessment to inform the next stage of learning.
- 8.3 Support Plans, which employ a small-steps approach, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success.
- 8.4 We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times, though,

when to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

## **9 Partnership with Parents**

- 9.1** Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.
- 9.2** The named Special Educational Needs and Disabilities Co-ordinator is Mrs Pattison. (Mrs A Gargan in her absence) A member of the Governing body, Mrs. Kate Wimbury takes a special interest in SEND, but the Governing Body as a whole is responsible for making provision for pupils with SEND.
- 9.3** The Governing Body has agreed with the LA admissions criteria which do not discriminate against pupils with special educational needs or disabilities, and its admissions policy has due regard for the guidance in the Code of Practice.

## **10 Pupil Participation**

- 10.1** 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. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.
- 10.2** Children are involved at an appropriate level in discussing targets in their Support Plans and their views are sought for review meetings. Children are encouraged to make judgements about their own performance against their targets. We recognise success here as we do in any other aspect of school life.

## **11 Monitoring and evaluation**

- 11.1** The SENDCO monitors the movement of children within the SEND system in school. The SENDCO provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- 11.2** The SENDCO is involved in supporting teachers involved in drawing up Support Plans for children. The SENDCO and teachers hold regular meetings to review the work of the school in this area.
- 11.3** The Governing Body will review this policy on a regular basis and considers any amendments in the light of the annual review findings.

**Signed:**



**Chair of Governors**

**Reviewed in February 2019**

**Next Review February 2020**