

# A Policy for supporting children with Special Educational Needs and Disability



<b>SEND Policy - Document Status</b>			
<b>Date of Policy Creation</b>	September 2017	<b>Named Responsibility for SEND</b>	Hayley McNamee
<b>Date of Policy Adoption by Governing Body</b>	11 October 2017	<b>Governor responsible for SEND</b>	Carol Melhuish
<b>Next Review Date</b>	October 2018		

## **‘Love, Laugh, Learn’**

*Responsibility, Respect, Resourcefulness, Reciprocity (teamwork), Resilience*

### Special Educational Needs Policy

#### **Aim**

The aim of the Special Educational Needs policy is:

- To provide information for parents, governors, teachers and support staff about the school’s philosophy and practice in relation to Special Educational Needs.
- To clarify the roles and responsibilities of Learning Support Assistants, Special Educational Needs Co-ordinator (SENCo), Learning Support Advisory Teacher, Educational Psychologist and Governor with responsibility for Special Educational Needs.
- To formulate a way of working as a whole school.
- It also offers practical guidelines on key processes of identification, monitoring, and review in line with the graduated response outlined in the Code of Practice (2014).

#### **Principles**

The school’s Special Educational Needs policy is based on the following principles:

- That all teachers are teachers of children with Special Educational Needs and have a responsibility to meet those needs with the advice and support of the school co-ordinator and external specialist professionals as appropriate
- That all children are entitled to a broad, balanced and relevant curriculum, which includes the National Curriculum.
- That needs will be identified at an early stage and progress monitored using a graduated approach (re- Code of Practice, 2014)
- Those pupils with Special Educational Needs will be fully included into the life of the school, enabling them to maximise their potential as learners and to contribute to the social and cultural activities of the school.
- That school works in partnership with parents.
- That parents will be informed at an early stage of any concerns that school has regarding their child’s learning, and or behaviour.
- That parents will be fully informed of the strategies to support their child’s learning and development.
- That the development and management of Special Educational Needs is incorporated within the School Improvement Plan.
- That the views of the child be sought and taken into account when appropriate based on their level of maturity and particular need.

- In line with the Equality Act 2010, pupils with a disability will not be treated less favourably and reasonable steps will be taken to ensure access to the school locality and curriculum. (see Disability Equality Scheme)

### **Child Protection**

Children with special needs are more vulnerable to abuse and exploitation (see Child Protection Policy)

### **Definition**

Children have Special Educational Needs if they have a learning difficulty or disability which calls for Special Educational Provision to be made for them. Children have a learning difficulty or disability if:

- They have a 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 educational facilities of a kind generally provided for children of the same age in schools within the area of the LEA.
- Their behaviour impacts on their learning due to Aspergers Syndrome (ASD), autism, Attention Deficit Hyperactivity Disorder (ADHD), Developmental Coordination Disorder (DCD) (see Disability Equality Scheme for specific adjustments needed)

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Bilingual children have their fluency in English assessed on entry to school and the School's Multicultural Development Service support this if necessary.

### **Provision means: -**

That which is **additional to** or **different from** the educational provision made generally for children of their age.

### **Areas of Special Educational Need**

Special Educational Needs and provision can be considered as falling under four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and/or Physical

Many children have difficulties which fit clearly into one of these areas, some have needs which span two or more areas, for others the precise nature of their need may not be clear at the outset.

### **Resources**

The allocation of funding received for pupils who do not have an Education, Health and Care Plan (EHC plan) will be based on a graduated approach to their needs at the discretion of the governing body in collaboration with the Head teacher and Special Educational Needs Co-ordinator.

The school is allocated a specific allowance of money for Special Educational Needs. Most of it is used to provide additional hours for the Learning Support

Assistants and the purchase of Learning Support Advisory Teacher visits. On going staff development is also funded.

### **Management**

The Headteacher, SENCO and designated Governor will be responsible for management of Special Educational Needs provision.

Headteacher- Mrs Denise Garner

SENCO- Mrs Hayley McNamee

Designated Governor- Mrs Carol Melhuish

### **Roles and Responsibilities**

- The SENCO **will** be a qualified teacher working at the school.
- A newly appointed SENCO **must** achieve a National Award in Special Educational Needs Co-ordination within three years of appointment.
- National Award **must** be a postgraduate course accredited by a recognised higher education provider. The chosen course will equip the SENCO to fulfil the duties outlined in the Code. Any selected course should be at least equivalent to 60 credits at postgraduate study.
- The SENCO has an important role to play with the headteacher and governing body, in determining the strategic development of SEN policy and provision in the school. They will be most effective in that role if they are part of the school leadership team.
- The SENCO has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies.
- The SENCO should be aware of the provision in the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

#### **The key responsibilities of the SENCO include:**

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- liaising with the relevant Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN each term
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned

- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

The school will ensure that the SENCO has sufficient time and resources to carry out these functions.

This will include providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within a school.

#### **The Class teacher is responsible for:-**

- Identifying children with Special Educational Needs.
- Assessing children's needs and plan an Individual Provision Map (SEN Support)
- Liaising closely with Learning Support Assistants through effective communication and a weekly plan
- Planning and delivering a differentiated curriculum according to the needs of the children in their care
- Monitoring progress
- Discussing children's progress with parents
- Keeping the Special Educational Needs Co-ordinator informed each half term through the thorough review of IPM's.

#### **The role of the Learning Support Assistants:**

- To work as part of a team, supporting children with Special Educational Needs in school.
- To help the child with Special Educational Needs benefit from all the activities undertaken by the other children in the class, depending upon the difficulties experienced by the child.
- To support the physical needs of the child (medicines, toilet visits, changing etc.)
- To support the delivery of the curriculum as requested by the teacher
- To respond to tasks which they have supported in a way that informs future planning
- To have opportunities to contribute to planning under the direction of the class teacher or SENCO.
- To assist in producing support materials for the benefit of children with Special Educational Needs.
- To ensure a consistency of approach and methodology between the experiences offered by the class teacher
- To support children within the class room – only occasionally will it be necessary to withdraw a child
- To report any concerns they have about the children, their progress or their work to the class teacher, Special Educational Needs Co-ordinator or Head teacher as soon as possible.
- To monitor behaviour both inside school and as necessary outside school at playtime.

- To support the child as a member of a collaborative group and to help develop social and organisational skills
- There will be occasions when it is necessary for the Learning Support Assistant to attend CPD – time will be negotiated in lieu or time paid.

#### **The role of the Governing Body:**

- To ensure that provision is made for pupils who have SEN.
- To ensure that the needs of pupils with SEN are made known to all who are likely to teach them.
- To ensure that teachers are aware of the importance of identifying, and providing for, those children with SEN.
- To ensure that a pupil with SEN joins with all pupils in the activities of the school together, so far as is reasonably practical.
- To monitor the efficient use of resources.
- To report to parents on the implementation of the school's policy for pupils with SEN.
- To have regard to the Code of Practice when carrying out its duties to pupils with SEN.
- To ensure that parents are notified of the decision of any extra provision being made for their child.

#### **The Role of the Designated Governor:**

- To meet once a term with the SENCO to discuss SEN arrangements.
- To monitor the SEN provision in the school.
- To represent the governors when liaising with external agencies and official visitors.
- To monitor the training of staff on SEN issues and take part in the regular review of the SEN policy.
- To be the responsible person for any parents to contact if dissatisfied with any aspect of SEN provision that is not resolved after discussion with the Headteacher. Then to bring the matter to the governors' attention, if necessary.

Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.

The quality of SEN provision is continually monitored, evaluated and reviewed.

SEN provision is an integral part of the School Improvement Plan.

#### **Admission Arrangements**

- The admission arrangements for those pupils with Special Educational Needs but without an Education, Health and Care Plan (EHC Plan) are the same as for all pupils.
- Pupils who have an EHC Plan are placed by the LEA, which makes every effort to comply with pupil and parental preferences.

- We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs.
- All children with Special Educational Needs play a full part in the daily life of the school and are encouraged to join in all activities.

### **Identifying needs in school**

The identification of SEN is built into the overall school approach to monitoring the progress and development for all children. Where children are falling behind or making inadequate progress given their age and starting point, they should be given extra support. At this early stage, teachers may suspect that a child has SEN. While informally gathering evidence, teaching support is put into place and the child's response to this is noted. Where a child continues to make inadequate progress despite high quality teaching targeted at their areas of weakness, the class teacher and SENCO will assess whether the child has a significant learning difficulty. Where this is the case, there is an agreement about the SEN support that is required to support the child.

### **The Graduated Approach- Assess, Plan, Do, Review**

Once a potential special educational need has been identified four types of action should be taken to put effective support in place. These actions form part of a cycle through which earlier decisions and actions are revisited, refined and revised with the growing understanding of the child's needs and of what supports the individual in making good progress and securing good outcomes. This is known as the graduated approach; it draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children.

#### **Assess**

Before identifying a child as needing SEN support the class teacher, working with the SENCO should establish a clear analysis of the child's needs. This should draw on the teacher's assessment and experience of the child, as well as information regarding progress, attainment and behaviour. It should also draw on the child's development in comparison to their peers, the views and experience of parents and the child's own views. This assessment should regularly be reviewed to ensure that support is matched to need and that a clear picture of the interventions put in place and their effect is developed. In some cases, outside professionals may already be involved with a child or the child may need to be referred via school with parental consent.

#### **Plan**

Where it is decided to provide a child with SEN Support, the parents must be notified. The teacher, SENCO, parents and child should agree the support and interventions to be put into place as well as the expected impact on progress, development or behaviour, along with a clear date for review. All staff who work with the child will be made aware of the child's needs, the support provided and the teaching strategies or approaches that are required. This will be recorded on an Individual Provision Map (IPM) and will be reviewed on a half termly basis by the class teacher and the SENCO.

#### **Do**

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility by working closely with the learning support assistants and specialist staff to plan and assess the impact of interventions. A weekly plan is implemented for children with one-to-one support. Individual Provision Maps (IPMs) are adhered to and progress towards the targets set is monitored.

### **Review**

The effectiveness of the support and the impact on the child's progress should be reviewed in line with the agreed date on the Individual Provision Map (IPM). The impact of the support provided, along with the views of the child and their parents, feeds back into the analysis of the child's needs. Support can then be revised. When a child continues to make little or no progress, despite well founded support that is matched to the child's area of need, the class teacher or SENCO will involve specialists from outside agencies. Parents will always be involved in making this decision.

### **Specialists from outside agencies**

Where assessment indicates that support from specialist services is required it is important that children receive it as quickly as possible. The support from various agencies can include:

- Providing advice on teaching and learning
- Specialised target setting on IPMs
- Staff training
- Support with interventions
- Strategies to manage challenging circumstances
- Specialised assessments and intervention plans
- Ways to modify the curriculum to meet specific needs

### **School request for an Education, Health and Care Plan (EHC Plan)**

If, after taking action to meet the difficulties of the child, the child's needs remain so substantial that they cannot be met effectively within the resources available to our school, the Head teacher may request an assessment of education, health and care needs following the guidelines in the Code of Practice (2014) and according to LEA criteria /guidelines.

For children who are issued with an EHC Plan, a review will be held annually.

### **Personal Budgets**

Parents can request the local authority to prepare a personal budget for their child with an EHC Plan either when the plan is being issued or during the statutory review process. Personal budgets reflect the holistic nature of a EHC Plan and the plan sets out the details of the needs and outcomes to be met by the budget. Education funding for a personal budget should be drawn from the local authority's high-needs block. School continues to make provision from our own budget where a child has an EHC Plan.

### **Special Educational Needs Partnerships**

#### **Partnership with Parents**

*“Parents have statutory rights to contribute to the decision making process about their child’s education including in relation to assessments of SEN, provision for SEN and the way that support is provided for SEN”. (Code of Practice , 2014)*

Parents are informed at all stages of the proposed interventions designed to support their child’s learning and actively encouraged to participate by sharing information and agreeing targets. They meet regularly with the class teacher and the SENCO to review the progress made towards each target.

### Pupil Participation

Children are encouraged to participate and give their opinions about the difficulties they face and the strategies which support them best. They will be made aware of their targets on their Individual Provision Map and how they can contribute to successfully meeting these.

### Partnerships with Special Educational Needs Support Services

The school works closely with all agencies involved in supporting pupils. See Appendix for details of personnel.

### Partnership with Other Schools

Cross phase liaison with the Junior school takes place during the Summer Term to enable a smooth transition to KS2. The SENCO’s from both schools meet to discuss each child’s provision. When children with Special Educational Needs leave, their records are passed on to the receiving school.

### Complaints Procedures

Any parent dissatisfied with any aspect of Special Educational Needs provision should first seek to discuss it with the head teacher. An appointment can be arranged promptly through the school office. If concerns remain the Governor with responsibility for Special Educational Needs will bring the matter to the Governors’ attention if necessary.

### Success Criteria

The school’s success in meeting the Special Educational Needs of its pupils will be measured using the following performance indicators:-

- Baseline assessments
- Pupil progress in reading, writing, spelling and mathematics.
- Success in meeting targets on Individual Provision Maps
- Performance in national and school assessments.
- Removal from the Special Educational Needs support register
- Individual children’s self esteem
- Parental satisfaction.
- Pupil acknowledgement of progress.

### Review

- The SEN policy is subject to a regular cycle of monitoring, evaluation and review. It has due regard to the Code of Practice (2014).
- The SEN policy should also be read alongside the following policies
  - child protection

- accessibility
- disability equality scheme
- behaviour
- equal opportunities
- The Headteacher includes a section on SEN in all of her reports to the Governors.

### **On-going Developments**

- Early identification – Nursery provision
- Liaison with Governor responsible for Special Educational Needs
- Liaison with feeder school – Wrockwardine Wood Juniors
- Continued CPD for teaching and support staff on Special Educational Needs issues.

### **Appendix – Personnel**

Designated teacher for Children in Care – HT Mrs Garner

Child Protection- Designated Persons – HT Mrs Garner

DH Mrs Guest

KS1 Leader Mrs Prinold

EYFS Leader- Linzi Garner

Learning Mentor- Sue Teale

Special Educational Needs Co-ordinator – Mrs McNamee

Designated Governor for Children in Care and SEN – Mrs Carol Melhuish

### **Special Educational Needs Support Service**

Educational Psychologist

Learning Support Advisory Teachers

Behavioural Support Team

Speech and Language Therapists

Occupational Therapist

Educational Welfare Officer

Sensory Inclusion Services

Child and Family Services

Health Visitor

School Nurse

Social Workers

Parent Partnership

### **APPENDIX**

- Individual Provision Map Master (IPM)
- 1:1 Weekly planning sheet
- Pre-SEN support Master
- SEN Parental Consent form
- Sensory child diagram
- SEN checklists when a teacher suspects barriers to learning in specific areas of need.