

SIDDINGTON C of E PRIMARY SCHOOL & KEMBLE PRIMARY SCHOOL



Special Educational Needs and Disability Policy

Members of staff responsible	Mrs Anne Newton & Mrs Carol Dougill
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Document Version Control

Issue Number	Issue Date	Summary of changes
1.0		New policy
1.1	November 16	Policies to read in conjunction with this policy Resources

Siddington C of E and Kemble Primary Schools

Special Educational Needs and Disability Policy

Definitions of Special Educational Needs (SEN) taken from Section 20 of the Children and Families Act 2014:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of 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 of a) or b) above or would do so if special educational provision was not made for them. 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.

Latest legislation (The Children and Families Act 2014) A new SEN Code of Practice accompanies this legislation. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Gloucestershire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. You can view Gloucestershire's range of services offered by local agencies including statutory entitlements on:

www.glosfamiliesdirectory.org.uk

Aims

At Siddington C of E and Kemble Primary School we aim to provide, encourage and develop:

A secure, safe and happy environment for children and their families within our schools

An atmosphere which values achievement, celebrates success and places importance on learning in all areas of the curriculum

A school where children can reflect, question and work together to learn

A sense of self-discipline, care and respect for others within the school and the wider community

A sense of pride in our school, and respect for everyone working in it

Every teacher is a teacher of every child including those with SEN. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act 2010.

We will aim to achieve this through:

- Identifying the children with special educational needs as early as possible and ensuring that all their needs are met.
- Regularly monitoring the progress children make
- Ensuring that the culture, management and development of resources are designated to meet the needs of all the children with SEN;
- Enabling all pupils with SEN to maximize their achievements through knowing and understanding their next steps to improve;
- Ensuring that all children have equal access to a broad, balanced and relevant curriculum which is differentiated to meet individual needs and abilities.
- Working in partnership with parents to help them to make active contributions to the education of their children;
- Making every effort to take into account the ascertainable views and wishes of the child about his/her current and future education;

Identifying Special Educational Needs

There are four broad categories of SEN as stated in the SEND Code of Practice 2014:

- communication and interaction
- cognition and learning social,
- emotional and mental health
- physical and sensory.

Pupils with SEN are identified by assessment routes which are part of the overall approach to monitoring progress of all pupils:

A graduated approach:

Quality First Teaching

1. The progress of every child is monitored after termly assessments and progress is discussed during pupil progress meetings. Where pupils are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCO /Deputy Head teacher/ and Head teacher and a plan of action is agreed. All of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress, is considered. This includes high quality and accurate formative assessment.
2. Behaviour and emotional well-being, physical and sensory difficulties and communication and interaction are similarly monitored.

a) Those pupils who fall outside age appropriate expectations will be identified as 'concerns' and will be made known to the SENCO by the class teacher.

b) Once a pupil has been identified as a 'concern,' they will be closely monitored by staff in order to gauge their level of difficulties and needs.

c) The child's class teacher will take steps to provide differentiated learning opportunities to aid the pupil's progress. This may include modifying teaching styles and using additional resources.

d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.

e) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.

f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school and will be invited to Structured Conversation Meetings.

g) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally, at Structured Conversation Meetings or during parent's evenings.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision reached will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so remove barriers to learning. Evidence of additional support and its impact will be recorded in a My Plan or My Plan+. Support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves analysing the pupil's needs using the class teacher's assessment, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and advice from any external support services will also be considered. Parental concerns and views will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will be ongoing to ensure that support and intervention recorded on a My Plan or My Plan+ is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external agencies are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted following discussion and written agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve focus group or one-to-one teaching away from classroom. Class teachers and the SENCO will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

The child's progress will be reviewed every 6 weeks. The review process will evaluate the impact and quality of the support and interventions and recorded on the My Plan or My Plan+. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Access to the curriculum, information and associated services

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and are differentiated appropriately. My Plans, targets and behaviour plans are considered by staff when planning lesson.

Children are supported in a way that acknowledges their entitlement to share the same learning experiences their peers enjoy. There are times though when, to maximize learning, children work in small groups or in a one-to-one situation outside the classroom.

The role of the class teacher

The class teacher remains responsible for implementing the support which is set out in the My Plan. He/she is also responsible for reviewing the outcomes of the Plan after six weeks and then discussing them with the pupil or his parents. Parents meet with the teacher for a minimum of three times a year although many informal discussions take place over the course of the year. The pupils discuss their outcomes termly.

The role of the SENCO

The SENCO supports the staff by suggesting additional interventions, assessing the impact of all support programmes, and keeping a record of SEND interventions being used across the school. The SENCO also conducts informal discussions with the pupils. The SENCO analyses the progress made by all children with SEND in order to notice and act upon any data which suggests that a child is slipping behind. After assessment of outcomes the SENCO, teacher or parents may suggest involving the expertise of an outside agency. The SENCO will refer the pupil to the appropriate agency.

Outside agencies

The school works closely with the following agencies whenever necessary: Educational Psychology Service, the Team for Communication and Interaction, the Team for Cognition and Learning and the Team for Physical Disabilities including Mobility, Visual and Hearing Support, the Speech and Language Therapy team, the Occupational therapist, School nurse, Counselling and Behaviour Support.

My Plan Plus

If, after this, the pupil is making little or no progress the SENCO, teacher and parent will meet to decide whether to move the pupil onto the next part of the Graduated Approach. Any outside agencies involved with the pupil will be asked to attend a 'Team around the Child' meeting (TAC meeting) and will discuss further outcomes and support. This stage is called 'My Plan Plus' and will proceed through the same cycle of assess – plan – do – and review. As before, parents are fully involved in all stages of the process.

EHCP

A minority of learners may need further support due to the severity of their needs. The final step in the Graduated Approach is to apply to the LEA for an Education and Healthcare Plan (EHCP). The application actually comes from the parents who are supported by the TAC and

who can use all the gathered evidence as part of their application. This statutory support can be partly funded by the local authority and usually takes the form of one to one support. Parents have the right to be involved in all decisions including those about funding. If issued, an EHCP can stay in place until the young person is 25 years old – it's primary focus being the support of the 'whole' person.

Further information about EHC Plans can be found via the SEND Local Offer:

www.glosfamiliesdirectory.org.uk or the Parent Partnership Service: www.glospps.org.uk

Education, Health and Care Plans [EHC Plan]

a. Following Statutory Assessment, an EHC Plan will be provided by Gloucestershire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Partnership with parents

- Parents are encouraged to contribute to their child's education through regular discussions with the class teacher about progress made.
- Parents are kept fully informed and their wishes are taken into account at all stages of the special educational needs process
- Copies of My Plans and reviewed Plans are regularly sent to parents.
- Parents with concerns can also consult the LEA funded Parent Partnership service which provides impartial help and advice.
- In some cases home/school diaries are used to encourage the links between school and parents.

Roles and Responsibilities

The Governing Body, in co-operation with the Head teacher:

- Determines the school's general policy and approach to provision for pupils with Special Educational Needs
- Agrees the appropriate staffing and funding arrangements
- Aims to secure the necessary provision for any pupil identified as having special educational needs.
- Monitors SEND provision and progress of SEND pupils

The Head teacher is responsible for:

- The overall management of the provision for Special Educational Needs
- Ensuring the Governing Body is fully informed about SEN support
- Informing the governing body about SEN funding
- Managing and supporting the school's SENCo

The SENCO is responsible for:

- managing the day-to-day operation of the policy
- coordinating the provision for, and managing the responses to, children's special needs
- supporting and advising colleagues; contributing to in-service training of staff
- discussing new SEN initiatives and children of concern
- maintaining the school's SEN register
- contributing to and managing the records of all children with special educational needs
- managing the school-based assessment and completing the documentation required by outside agencies and the LEA
- being the line manager for TAs responsible for EHCP pupils
- referring pupils to external agencies and acting as the link with external agencies and other support agencies
- attending the SENCO conference and SENCO cluster group meetings which enables the schools to build up a bank of joint resources and to share advice, training and developmental activities and expertise
- monitoring and evaluating the special educational needs provision and, with the Head teacher and SEN governor, reporting to the Governing Body
- writing and updating the SEN Self review document
- reviewing the impact of whole school interventions
- writing and reviewing the school Provision mapping documents

Resources

- there is an allocated budget to provide additional resources suitable for children with SEND
- the staff training needs of teachers and teaching assistants are identified through the School Development Plan, performance management and specific needs of individual pupils. TAs have regular meetings and attend appropriate courses. Training for teaching staff is ongoing. The SENCO attends local courses and conferences throughout the year.

Other documents to be read in conjunction with this policy.

- School Accessibility Plan
- Health and Safety Policy
- Behaviour Policy

- School Development Plan
- PSHE Policy

This policy will be reviewed annually

Review date: November 2017