

SIDDINGTON C of E PRIMARY SCHOOL & KEMBLE PRIMARY SCHOOL



Special Educational Needs and Disability Policy

Members of staff responsible	Mrs Emma James
Governor responsible	Mrs T. Munro-Warwick
Date approved at Local Governing Body	
Frequency of policy review	Annually
Date next review due	June 19
Statutory policy	Yes

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
1.2	September 17	Term Teaching Partners now used. Page numbers added
1.3	June 18	Policy updated with statutory areas & vision

Please look at the SEND Information report on the website for additional information about the provision that we can provide.

In this policy where it states 'in our schools' it means Kemble Primary and Siddington C of E Primary Schools.

Our vision is – 'To have fun, do our very best, and look after everyone in a caring, Christian, community'.

Siddington, as a church school, focuses on caring for everyone. This is taught by Jesus through the parable of The Good Samaritan (Luke 10). By caring for everyone in our community, considering an individual's needs, everyone is then enabled to have fun and to do their very best.'

In both schools children and staff will use our values of Respect, Compassion, Courage, Truthfulness, Forgiveness and Thankfulness to show how we put our vision into action.

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

A child or young person has SEND 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 ensure every child has:

- 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 SEND. 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.
- Ensuring children with SEND have Quality First Teaching (teachers teaching SEND pupils unless they are undertaking an intervention)
- 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 SEND;
- Enabling all pupils with SEND 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

Children's needs and requirements fall into four broad areas, but individual children may well have needs which span two or more areas. For example, a child with general learning difficulties may also have communication difficulties or a sensory impairment.

- **Communication and interaction:** Speech, Language and Communication needs Autistic Spectrum Disorder including Asperger's and Autism
- **Cognition and Learning:** Learning difficulties Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia
- **Social, emotional and mental health difficulties:** (e.g. anxiety, depression). Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder
- **Sensory and/or physical:** Hearing Impairment Visual impairment Physical disability Multi-sensory impairment Pupils with SEND 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 continuously tracked and monitored across the curriculum 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 and SMT 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, but may require different assessment processes.

Process of identification

- 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 SEND 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 SEND register. Any concerns will be discussed with parents informally, at Structured Conversation Meetings or during parent's evenings.

Implementation of support

Assess

This involves analysing the pupil's needs using the class teacher's assessment, details of previous progress and attainment, details of progress through additional group or individual interventions, 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.

All appropriate staff will be informed of the pupil's individual needs and any particular teaching strategies/approaches that are currently being used.

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 partners 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 term. (6 times a year). 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, but these are carefully timetabled to ensure the child continues to feel fully engaged with their peers and 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 maintaining the SEN register and the concerns register, developing and maintaining a provision map for interventions across the school, identifying additional interventions and assessing the impact of all support programmes 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 and work with them to maximise the support for the pupil.

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 Pathway. 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 will 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 found via the SEND Local Offer:

www.gloshomesdirectory.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.

Supporting children with medical conditions

Where children with SEN also have medical needs, their provision is planned and delivered in a co-ordinated way. School has regard for the statutory guidance supporting pupils at school with medical conditions (DfE, 2014).

Partnership with parents

We work closely with children with SEN and their parents to agree outcomes and how we will all work towards these, and then to review progress.

- Parents are invited to structured conversations on a termly basis – SEN profiles, MyPlan or MyPlan+ documents are evaluated with parents and recommendations for new targets discussed alongside suggestions for supporting their child in the home setting
- Parent evening meetings
- Interim parents meetings as needed
- Scheduled phone calls and

- In some cases home/school diaries are used to encourage the links between school and parents.

The voice of the child

All children are encouraged to participate in discussions about their learning and to feel that their views are valued right from the start of their education. When appropriate, children participate in review meetings and are encouraged to share their wishes and feelings with families and staff. We believe that it is important to recognise success and achievements as part of the review process as well as addressing any difficulties.

Transfer arrangements

The SENCo, class teachers and Headteacher liaise over the internal transfer of children with SEN. Transition between classes is considered carefully in order to meet a child's particular needs, and children visit their new class before transfer. When children transfer to other schools, they have the opportunity to visit their new school. The SENCo and class teacher liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEN information is gathered together and records transferred to the new teacher or school.

For children with Education, Health and Care Plans, the child's statement is amended in the light of recommendations of the annual review in the year of transfer to ensure that time is available to make necessary transfer arrangements re/needs and provision. The SENCo of the receiving school is invited to the final annual review in primary schools of children with statements or Education, Health and Care Plans where the particular school has been named.

Roles and Responsibilities

The Local 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 SEND support
- Informing the governing body about SEND 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 mapping for, and managing the responses to, children's special needs
- Supporting and advising colleagues; contributing to in-service training of staff
- Discussing new SEND initiatives and children of concern

- Maintaining the school's SEND 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 TPs 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 SEND governor, reporting to the Governing Body
- Reviewing the impact of whole school interventions
- Writing and reviewing the schools Intervention tracking documents

Resources

- there is an allocated budget to provide additional resources suitable for children with SEND
- the staff training needs of teachers and teaching partners are identified through the School Development Plan, performance management and specific needs of individual pupils. TPs 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
- SEND Information Report on the website
- Health and Safety Policy
- Behaviour Management and Anti Bullying Policy
- School Development Plan
- Child Protection and Safeguarding Policy
- Curriculum Policy
- Well- Being Policy