



Special Educational Needs and Disabilities Policy 2014

Kemble School provides a broad and balanced curriculum for all children. We value the contribution that every child and young person can make and welcome any diversity of culture, religion and intellectual style. We believe that each pupil has individual and unique needs. To achieve the five outcomes of Every Child Matters, some pupils may require more support than others, during their time at school. Children may be said to have SEN if they are not reaching their full potential due to behavioural, intellectual, physical, emotional or social reasons, or a lack of resources or provision to meet identified needs.

The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all, in order to continue to develop the inclusive ethos of the school. All children and young people with SEND are valued, respected and equal members of the school. It is recognised that children may have special educational needs throughout, or at any time, during their school career.

As such, provision for pupils with SEND is a matter for the school as a whole. All teachers are teachers of pupils with SEND. The governing body, Headteacher, SENCo and all other members of staff have important responsibilities.

Aims:

- To create an environment that meets the special educational needs of each child and enables them to work to their full potential.
- To identify children with special educational needs as early as possible and ensure that all their needs are met.
- To ensure that all children have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities and enables pupils with SEND to maximize their achievements.
- To encourage children to develop confidence and recognize value in their own contributions to their learning, giving them a high self-esteem.
- To encourage regular and effective communication between parents and school, that enables them to make an active contribution to the education of their child.
- To encourage children to express their views and be fully involved in their learning.
- To involve outside agencies when appropriate.

At Kemble School we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our children whatever their needs or abilities.

We therefore intend . . .

- To have regard to the Code of Practice on the identification and assessment of special educational needs.
- To work in partnership with the child, parent/carers, all staff, governors and outside agencies.
- That class teachers will use a range of differentiation to provide effective learning opportunities for all and interventions are matched to individual needs.
- To ensure that pupils with SEND, or from other vulnerable groups, are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
- Where a child is identified as having special educational needs an Individual Education Plan will be drawn up tailored to each individual child's needs. Realistic targets will be set and the plans will be reviewed regularly.
- To include the child within the class, wherever and whenever practicable.

- Endeavour to use all resources appropriately and efficiently.

Definition of Special Educational Needs and Disabilities

All children may have special educational needs at some time in their life. Each child is unique and there are wide spectrums of special educational needs that are frequently inter-related. The areas of need as defined by the new Code of Practice are

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical

Individual children may well have needs which span two or more areas e.g. learning and behavioural or sensory difficulties. The Code of Practice gives a definition of special educational needs as follows:

Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Roles and Responsibilities

1. The Governing Body

- SEND provision is considered as part of the School Development Plan.
- Ensures pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- They have regard to the requirements of the SEN Code of Practice.
- They are informed about SEND issues, so that they can fulfil their responsibilities in regard to SEND provision.
- The policy and the quality of SEND provision are regularly monitored.
- Ensure that they appoint a designated SEND governor.

2. The Head teacher

The Head teacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND. The Head teacher should keep the governing body fully informed and also work closely with the SENCo.

3. The SENCo

The SENCo in collaboration with the Head teacher and Governing Body plays a key role in determining the strategic development of the SEND policy and provision in the school, in order to raise the achievement of children with SEND.

Key responsibilities are:

- Overseeing the day to day operation of the school's SEND policy.
- Coordinating provision for children with Special Educational Needs.
- Liaising with and advising staff on assessment and strategies to support inclusion.
- Managing Teaching Assistants.
- Overseeing the records of all children with SEND.
- Coordinating the provision for pupils with SEND and vulnerable groups and the coordination of relevant intervention groups.

- Supporting class teachers in devising strategies to meet children's needs and helping to draw up child friendly Individual Education Plans (IEPs).
- Arranging and chairing all SEND review meetings and completing all necessary paperwork.
- Sourcing and maintaining a range of teaching resources to enable appropriate provision to be made.
- Contributing to the in-service training of staff.
- Reporting to the governing body and keeping them informed regularly of SEND provision and development.
- Attend appropriate training to support the role, to disseminate to staff and to use the school development plan to implement new developments.
- Work closely with the nominated Special Needs Governor.

4. The Teaching Staff

ALL teachers are teachers of children with Special Educational Needs, and actively seek to adapt the curriculum to meet their needs. All teachers are aware of the procedures for identifying, assessing and making provision for pupils with SEND, and are actively involved in the review process. All pupils who are identified with SEND on the Register require an Individual Education Plan (IEP) to be written each term. It is the responsibility of the Class teacher to write up the IEP with support from the SENCo and discuss it with the parents/carers. A copy of the IEP must then be kept and referred to regularly during planning to ensure progression.

- It is the responsibility of Class teachers to liaise with Teaching Assistants to ensure the needs of children are met.
- The class teacher should ensure that the SENCo is aware of any changes to any child's needs or circumstances if they are on the SEND Register.
- Class teachers should communicate any concerns with regard to those on the SEN register and should also discuss with the SENCo any proposed changes to the SEND Register when additional needs of other children arise.
- Class teachers remain responsible for giving general feedback to parents of pupils with SEND and other additional needs.

5. The Role of Parents of Pupils with SEND

'Partnership with parents plays a key role in promoting a culture of co-operation between parents, schools, LEAs and others. This is important in enabling children and young people with SEN to achieve their potential' (2:1 SEN Code of Practice 2002)

We actively encourage all of our parents to support their child through positive attitudes, giving user-friendly information and effective communication. However all staff should be aware of the pressures a parent may be under because of the child's needs. Parents should have access to information, advice and support during any assessment process.

6. Teaching Assistants

- Provide feedback to teachers about pupils' responses to tasks and strategies in the agreed format.
- Work with the SENCo and teaching staff to provide relevant interventions.
- Deliver the interventions effectively to ensure pupils make the best possible progress.
- Attend training, where appropriate, to provide the highest quality of intervention to ensure good progress for children in their care.

7. Pupil Participation

Pupils with SEND often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes including the setting of learning targets and contributing to IEPs.

Identification, Assessment and Review for Special Educational Need

Kemble School is committed to early identification of Special Educational Needs and adopts a graduated response to meeting SEND in line with the Code of Practice.

- Records from preschool settings are discussed with setting leaders before they start school and needs discussed and considered.
- Teacher Referral – Once in the school, if a class teacher has a particular concern about a child she/he will discuss their concerns with the SENCo.
- If a child is not making adequate progress and this is felt to be as a result of special educational need, the parents are informed and the child is placed on the SEND Register.
- If a pupil fails to make adequate progress, despite the additional support which the school gives at school action, then a child may move to School Action Plus, if they meet the given criteria, and outside agency support is requested.
- If the child still fails to make adequate progress and **meets the criteria for statutory assessment** then this will be requested from the local authority.
- Individual Education Plans (IEPs) will be written and reviewed regularly for all children who are identified with special educational needs and parents will be invited to reviews. If they are unable to attend then a copy of the new IEP will be sent home and the parents' views will be welcomed. Previous targets are reviewed and new targets are set.

The IEP will set up to three or four key individual targets for the child and will detail:

- the SEN stage that the child is at
- 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
- outcomes (to be recorded when IEP is reviewed)
- The **SMART** acronym is used in the selection of targets:
 - **S**pecific
 - **M**easurable
 - **A**chievable
 - **R**ealistic
 - **T**ime scaled
- For pupils who have statements of SEND, as well as the review of their IEP's, their progress and the support outlined in their statement will be reviewed annually and a report provided for the LEA.
- When pupils are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer. Advance planning in Year 5 will allow appropriate options to be considered. The SENCo will liaise with the SENCo of the secondary schools to ensure that effective arrangements are in place to support pupils at the time of transfer.

- **Transition:**
- When children on the SEND Register transfer to another school, the SENCo will meet with their SENCo and/or Learning Mentor, to discuss relevant issues.
- When a child transfers to another Primary school the SEND profiles and child protection concerns are passed on.
- The SENCo will make contact with the SENCo of that school if further information is needed.

Links with Other Schools and Facilities

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

- The school can apply for visits from the nominated Educational Psychologist.
- The school may seek advice from specialist advisory teaching services for children with stated needs, sensory impairment or physical difficulties.
- The SENCo liaises amongst others with agencies such as, ATS, EPS, Behaviour Support Team, Speech & Language Therapists, Occupational Therapy, Visual Impairment Service and the Language Impairment Service, to ensure that the school can best meet the needs of individual children.
- Multi-agency liaison meetings are held as appropriate to ensure effective collaboration in identifying and making provision for vulnerable pupils, and communication is maintained between times.
- Various liaison meetings take place involving class teachers, the SENCo and the SENCo of the local secondary school to ensure a smooth transition and transfer of records for the SEN children in Year 6, and with local pre-school providers as necessary.

Arrangements for monitoring and evaluation

- The success of the school's SEND Policy and provision is evaluated through school self-evaluation and reporting activities such as:
 - Achievement of targets and IEP Targets.
 - Progress in Pupil's work.
 - Pupil Progress Meetings to discuss Teacher assessments and test results.
 - Monitoring of classroom practice by the Head Teacher and SENCo
 - Analysis of pupil tracking data and test results for individual pupils, for cohorts and after time limited interventions.
 - Value-added data for pupils on the Inclusion Register.
 - The School Improvement Plan, which is used for planning and monitoring provision in the school.
 - Visits from LA personnel and Ofsted inspection arrangements.
 - Feedback from parents and staff, both formal and informal.

Links to other Policies

This policy should be read in conjunction with the following policies:

- Behaviour Policy
- Equal Opportunity Policy
- Disability Discrimination Policy
- Assessment Policy
- Teaching and Learning Policy
- E safety policy
- Safeguarding procedures

Policy agreed:

Signed : Chair of Governors.....

Policy Review Date :

Glossary of terms

- **SEND** - Special Educational Needs and Disabilities
- **School Action** – Interventions are devised that are additional to and different from those provided as part of the class teacher’ usual differentiated curriculum.
- **School Action Plus** – As above but advice is also sought from outside specialists such as Educational Psychologists, Speech and Language Therapists, Specialist Teachers from Specific Learning Difficulties Base or other areas.
- **Statutory Assessment** – A detailed assessment of the child’s needs carried out by the Local Authority in order to decide as to whether the child should have a Statement of Special Educational Need.
- **Statement of Special Educational Need** – A legal document which specifies the needs of the child and the provision required to meet those needs..
- **SENCo** – Special Educational Needs Coordinator
- **Individual Education Plan (short form: IEP)** – An Individualised Education Plan which sets out up to three or four individual targets to help meet the individual pupil needs and particular priorities. These should relate to key areas in communication in literacy, mathematics and aspects of behaviour or physical skills.
- **CAF** – Common Assessment Framework, which supports multi agency meetings and information sharing between agencies.
- **Provision Maps** – A plan of what interventions are provided in school to support children with additional needs.