

SCHOOL POLICY FOR SEND (Special Educational Needs and Disability)

Co-ordinator:

R Spencer
(SENDCO)

Buddy: Mrs K Ferriday

Mrs D Cox

Date Adopted:

March 2019

Review by:

March 2020

How the Policy developed

Whole School review of previous policies.

How it relates to the School Development Plan

Within the School Development Plan the policy will be revised during the academic year 2019

Definition of Special Educational Needs**Children have a *Learning Difficulty* if they:-**

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have a disability which prevents or hinders him or her 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

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.

Identification

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 him or her. These are identified under four broad areas of need:

- Communication and Interaction
- Cognition and learning
- Social, emotional or mental health difficulties
- Sensory and/or physical needs.

At St Leonard's we are committed to the early identification and intervention of children who may have SEND. Preparation for those children who experience difficulty in their basic skills is a normal part of all lesson planning. Special educational provision is underpinned by high quality teaching. More detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum and tracking of pupil progress. We obtain information from parents/carers and any other records from the previous schools the children may have attended.

Children who have special educational needs are fully included into every aspect of school life whilst having their individual needs monitored closely using the 'Assess, Plan, Do, Review' approach. This is recommended in the SEND Code of Practice (2014).

Children are taught by their class teacher alongside their peers and may be supported by a teaching or special support assistant for some of their work. Information is shared with parents about the impact of the support and interventions provided enabling them to be involved in planning next steps. Where, despite relevant and purposeful action to identify, assess and meet the SEND of the pupil has not made expected progress, in consultation with parents/carers the school will consider requesting an Education, Health and Care assessment.

Graduated Approach

Assess

- In identifying a child as needing SEND support, the class or subject teacher, working with the SENDCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment and behaviour, including learning behaviours.
- Further advice and professional support is sought and implemented as is considered necessary for the individual needs of the children.

Plan

- Where it is decided to provide a pupil with SEND support, parents will be fully involved and consulted. Interventions and support strategies will be discussed with all concerned parties and an action plan put in place detailing outcomes and a review date.
- An Individual Education Plan (IEP) will be put together. This sets out any arrangements that are additional to and different from that which is offered through the school's curriculum.
- All staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required

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 or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Continuous assessment will also be through marking.
- The SENDCO will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

- The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.
- The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher will revise the support (IEP) in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.
- The IEP is continually under review to ensure that the appropriate targets set provide success for the child and progress is made. The parents/carers and children are always involved.

At each stage of the process pupils and parents will be informed and consulted.

In a very few cases it may be necessary for the school to consider, in consultation with the parents and any outside agencies involved, whether an Education, Health and Care Assessment may be necessary. We use the LA guidance to help make any such decisions. If, in rare cases, the child's needs are considered to be severe and complex, an Education, Health and Care Plan may be issued by the LA.

Provision

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.'

(Special educational needs and disability code of practice: 0 to 25 year (2014).

Purpose

- To welcome pupils with SEND and meet their needs in a positive manner so they achieve their best.
- To identify and assess children with SEND as early as possible by gathering information from parents and other agencies.
- To provide an inclusive education for all pupils with SEND and use our best endeavours to remove barriers to learning by providing high quality teaching differentiated for individual pupils.
- To identify and address pupils' needs through the graduated approach and the four part process of assess, plan, do, and review; ensuring that that there is careful monitoring and assessment of pupils throughout their time at the school.
- To work with parents to gain a better understanding of their child and involve them in all stages of their child's education.
- That where possible pupils participate and are involved in the process of information gathering and reviewing progress.
- To ensure funding is allocated to provide high quality provision for those with identified SEND.
- To make reasonable adjustments for disabled children to help alleviate any substantial disadvantage they experience because of their disability as set out in the equality act.
- To ensure that support agencies are used effectively.
- To encourage confidence and raise self- esteem by providing a caring and well organised environment so children with SEND can achieve their best.
- To ensure that SEND is reflected in school policies, planning, monitoring and record keeping.
- To develop existing skills of all staff in the identification, assessment of and provision for pupils with SEND and to provide training and support as appropriate.

Key Targets for the Period to the Date of the Policy review

- i. To further develop a progress monitoring system for children in vulnerable groups/disadvantage pupils
- ii. Review and audit staff training needs.
- iii. To continue the use of provision maps identifying More Able/Gifted and Talented learners.

| Tasks | Action Group | Timescale | Cost |
|---|---|--|---------------|
| <ul style="list-style-type: none"> Continue to develop and implement the use of provision maps throughout the school. | SENDCO Teaching staff | Ongoing | |
| <ul style="list-style-type: none"> Staff to identify disadvantaged pupils on the provision maps and show what they are doing for these pupils. | SENDCO Teaching staff, | Ongoing | |
| <ul style="list-style-type: none"> Ensure more able learners are continued to be identified and that the appropriate provision is provided. | SENDCO, Teaching staff, Gifted and Talented coordinators. | Ongoing but checked each term through the appropriate learning plan. | |
| <ul style="list-style-type: none"> To audit resources. | Mrs Cox with staff | By end of autumn term 2016 and then ongoing to keep all up to date after this | |
| <ul style="list-style-type: none"> Continue to update staff of any changes in the SEND framework. | SENDCO; Head | Ongoing | |
| <ul style="list-style-type: none"> Ensure any staff training needs are met through in-house or external training agencies. | SENDCO Head Teacher | Ongoing | Cost of cover |

Intentions

Individual pupil's needs, will be reviewed and revised and new pupil Individual Education Plans (IEP) will be developed on a termly basis.

- The SENDCO to meet with the SEND Governor in the Spring term to provide an overview of provision.
- The SENDCO to discuss issues as and when they arise and disseminate information to relevant staff.

We shall adopt a whole school approach to specific problems that may arise. The Co-ordinator and Head to meet to discuss issues after which staff will be informed of any SEND issues during the first half of each term.

We intend to liaise with each other providing an open forum for ideas related to the needs of pupils.

We intend to liaise in partnership with parents concerning their children's special needs on a termly or more frequent basis should the need arise.

We shall liaise with external agencies, and across the Key Stages when appropriate.

The SEND team, (Head Teacher, SENDCO, Mrs Cox) will attend relevant In-Service training to develop their expertise and disseminate to staff.

The SEND Co-ordinator is responsible for

- The day-to-day operation of the School's SEND policy.
- Advice to class teachers on pupils on SEND 1, SEND 2 as well as co-ordinating provision for children with special educational needs, statemented pupils and other children with specific needs.
- Maintenance of resources and budget management.
- Informing Head and Governors on SEND in school.
- Managing Learning Support Assistants (LSA)
- Time tabling support time for SEND pupils. (In conjunction with the Head Teacher).
- Instructing LSA on specific programmes for SEND pupils.
- Conducting the Annual Review for EHCP pupils.
- Along with the Buddy maintain record keeping, and updating the schools SEND Register.
- Contributing to the In-service training of staff.
- Liaising with external agencies including the Local Authority (LA) support and Educational Psychology services, health and social services, and voluntary bodies.

Aims and Objectives

We aim to provide information for parents/governors/teachers and support staff about our philosophy and practice in relation to SEND.

We aim to provide all children with a broad, balanced and relevant curriculum.

We aim to ensure that all pupils are fully integrated into every aspect of school life.

We hope to maximise their potential as learners, thus helping them to contribute to the social and cultural activities of the school.

We aim to increase the extent to which disabled pupils can participate in the school curriculum.

We aim to improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of the education provided.

We aim to continue to use IT to support the recording system through our own tracking system (a day to day system using our assessments of progress) and the central record system in the office (a register of children with Special Needs showing their needs and the stage of SEND they are at currently i.e. SEND Support or EHCP).

We aim to enable the needs of individuals to be assessed at an early stage. These needs will be monitored and addressed in line with Special Educational Needs Code of Practice.

The stages of assessment we shall adopt are:

SEND SUPPORT 1 (Including Early Years): The provision by the school of interventions that are additional to and or different from those provided as part of the school's usual differentiated curriculum and strategies.

- Class or subject teacher identify or register a child's SEND and consulting the school's SEND co-ordinator (the teacher responsible for SEND provision in the school), take initial action.
- The school's SEND co-ordinator (SENDCO) takes the responsibility for gathering information and for co-ordinating the child's special educational provision; working with the child's teacher to draw up an Individual Education Plan (IEP) which sets out SMART targets for the child.

SEND SUPPORT 2 (Including Early Years) Additional provision to that at SEND SUPPORT 1 based on advice from external support services and required as a result of a child

- Making little or no progress over a long period.
- Continuing to work at a NC level substantially below that expected of children of a similar age.
- Continuing to have difficulty in developing English and Mathematical skills.
- Having mental, emotional or severe behavioural difficulties that interfere with the child's own or class group's learning.
- Having sensory or physical needs requiring specialist equipment or specialist input.
- Having communication or interaction difficulties that impede the development of social relationships or cause substantial barriers to learning.

REFERRAL FOR STATUTORY ASSESSMENT EHCP (Education Health Care Plan)

For a very few pupils, the help given in school through SEND SUPPORT 2 may not be sufficient to enable pupils to make adequate progress. The school, in consultation with parents and external agencies then asks the LA to initiate a Statutory Assessment.

The LA will consider the need for a statutory assessment and if appropriate, make a multi-disciplinary assessment and then, if appropriate, draw up an EHCP and arrange, monitor and review provision thereafter.

We aim to keep manageable records on pupils to inform staff of progress and difficulties.

We aim to address the special needs of our More able and Gifted and Talented children (**please refer to separate Gifted and Talented Policy**) as well as those who are less able, asking for specialist advice if necessary.

Principles of Teaching and Learning

All teachers are teachers of children with SEND and have a responsibility to meet the needs of children with SEND, following the advice of external professionals and/or the school SEND co-ordinator where such advice has been sought.

Every pupil will receive access to the full National Curriculum and high quality teaching in the first instance. They will be integrated into every aspect of school life. (We will give regard to all equality policies).

In school, we may teach SEND children as individuals, in pairs, in small groups, or integrated within the whole class taking an active role within that class; which of these is appropriate, will depend entirely upon the learning focus. We believe that it is good practice to have a number of flexible groupings dependent upon the activity concerned.

Equal Access and Outcome

All pupils will have full access to a balanced broad based curriculum. Children with SEND will be integrated into every aspect of school life. We believe every child deserves this

Resources may need to be tailored to suit particular children e.g. large cubes to be used in maths for children with manipulative or special problems. Worksheets may need to be enlarged for children with sight difficulties. Signing has been and may be used with pupils with Communication difficulties. To facilitate integration the school has been modified to accommodate pupils and parents with physical difficulties. (See both the Accessibility policy and the Disability Equality Scheme).

We intend to provide equal opportunities of outcome. This may mean giving extra individual attention, making sure home background and culture are positively represented in the classroom and being especially positive about pupil's achievements. (See all equality policies).

Health and Safety

We will be aware of standards of health and safety at all times, including relevant educational visits outside the school premises.

Children with specific medical problems are identified as soon as they enter school. Their needs are discussed with the parents, head teacher, class teacher and all staff if necessary e.g. diabetic child, epileptic child. Relevant training will be given as required.

We will at all times try to adapt equipment and apparatus to suit the needs of individual children. At all times the safety of children will be paramount.

St Leonard's follows Shropshire's Health and Safety Policy guidelines.

Implementation

1. All members of staff will receive a copy of the SEND policy.
2. The Head teacher and the SENDCO after consultation will make any change to the policy.
3. The policy will be discussed at a staff meeting where any necessary amendments can be made.
4. The Governing Body of the School will be presented with the policy.
5. It will be the responsibility of the Head Teacher, a named Governor, the SENDCO, the teaching staff and the LSA's to implement this policy throughout the school.

Continuity and progression

- Teaching Staff to raise any concerns and seek advice from SENDCO.
- Children at SEND 2 or above to be assessed at least once a year by the LSAT.
- IEPs for children on the SEND register to be reviewed and revised with the SENDCO on a termly basis.
- All records to be passed to the next Class Teacher for the beginning of the next academic year.
- A child whose SEND problems are overcome can be removed from the SEND register. The class teacher will take care to monitor this child to ensure that progress is maintained.

If a child fails to achieve the steps outlined in their IEP then outside agencies may become involved in their assessment. Future IEPs may be implemented using ideas given by these support services.

Resourcing

Practical Resources for SEND pupils are located in the Learning Support room in KS2 on a sign out, sign in basis. Equipment may be borrowed from other areas of the school when appropriate. Some resources are on KS1 in the learning area by the computer suite.

Reporting

Parents are kept informed of children's progress at regular Parents' Evenings. However, class teachers and the Head Teacher are always available to see parents whenever the need arises. This is usually by appointment, after school finishes at 3.15pm.

Parents of all children receive a written report in the Spring term.

Children with EHCP's will have these reviewed annually and the appropriate Agencies will be invited to play a role at this meeting.

Other children who are being monitored by the school at SEND SUPPORT 1 and SEND SUPPORT 2 will have their records/IEPs reviewed at least once a term by the class teacher who will ensure children and parents sign the appropriate paper work.

Children will comment on their IEP targets. (where this is not possible an adult may scribe.)

During each school year a meeting is held at which the Head Teacher, the SENDCO and any other agency representatives who have been invited to attend, monitor progress.

The Head Teacher will deal with any problems that may occur in the first instance.

Summary

We believe that through our SEND policy we will meet the needs of all children.

“Every child is special to someone in some way. Every child also has needs. Every classroom has a range of very different children in it whose needs will vary considerably. It is part of the teacher’s job to identify those needs, to access their precise nature, and to provide the kinds of learning opportunities that will satisfy those needs.”

Quotation from “Special children.....Special Needs” by Barrie Wade and Maggie Moore

Appendix 1

Judging Achievement and Progress

In the context of this policy progress for individual pupils should always be judged against the following criteria.

- Prior attainment and should be seen as progress over a period of time
- Information held in accurate records, against consistent assessment and on the basis of moderated assessment
- The analysis of whatever data is available e.g. Teacher Assessment, photographic/video evidence, P Scales etc.
- The results of discussions with staff
- Known information and data regarding an individual pupil.

On a school basis the progress for groups of pupils and wider groups should take account of the following information.

- Known external data where that data reflects the school in its proper situation e.g. Raise on line, data dashboards.
- The results of the SENDCO and Co-ordinators monitoring progress against targets which are challenging but realistic.
- Data produced by the schools own internal data analysis
- Comparison with other schools both at LA and National levels using “similar” schools and other comparisons.
- Comparisons arising from prior attainment or category of need.

It also has to be acknowledged that progress is not always linear or straight forward and can be erratic with regard to amount, time and degree of progress.

Adequate progress will be deemed to be the following either as a whole or in some form of combination.

- A closing of the attainment gap between the child and their peers.
- The prevention of such a gap growing wider.
- Progress is similar to that of peers starting from the same attainment baseline, but is less than that of the majority of the child’s peers.
- Matches or betters the child’s previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates improvement in self-help, social or personal skills.
- Demonstrates improvements in the child’s behaviour.

The following will be deemed to be suitable means for measuring progress

Baseline assessment

- Involving a range of professionals
- The clear identification of individual needs
- Statements of need and provision

Precise learning objectives

- Using “P” Scales, National Curriculum targets and Teacher Assessments.
- Clear challenging targets
- Individual Educational Plans (I.E.P’s)