



Burley Gate CE Primary School

Policy for Special Educational Needs and Disability (SEND)

Written 2016

Review Summer 2017

All teachers are teachers of Special Educational Needs and Disability (SEND). We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if the pupil does not make adequate progress even when teaching approaches are targeted at a pupil's identified area of weakness, then the pupil may be identified as having Special Educational Needs.

Some pupils find work difficult because their first language is not English. They do not have special educational needs unless they also have a learning difficulty. Their needs are explained in our access to language policy (English as a second language policy)

Guiding Principle

Our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning.

Purpose

At Burley Gate CE School we believe that each pupil has individual and unique needs and that some children require more support than others to address their needs. In order for all children to achieve their full potential, we must recognise individual need and plan accordingly. We acknowledge that a significant proportion of children will have SEND at some time in their school career. Some children may require help throughout their time in school, while others may need extra support for a short period to help them overcome more temporary needs. Through a supportive environment, we aim to give all children meaningful access to the National Curriculum and inclusion in all aspects of school life.

Headlines from the 2014 Code of Practice

- The Code of Practice (2014) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEN
- No more statements will be issued by the Local Authority (LA). Statements have been replaced by Education, Health and Care Plans (EHC Plans) which can be used to support children from birth to 25 years old.
- School Action and School Action Plus have been replaced by one school based category of need known as 'Special Educational Needs Support' (SENS). All children are closely monitored and their progress tracked each term. Those at SENS are additionally tracked by the SENCo.

The Code of Practice 2014 has identified four broad areas of need for schools to use to identify, manage and review what action is appropriate to provide children with appropriate special educational provision, in addition to Quality First Teaching (QFT) that all children will receive from their class teachers and teaching assistants.

Broad areas of need

Communication and interaction (such as autistic spectrum and language disorders)

Cognition and learning (such as dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay)

Social, emotional and mental health difficulties (such as ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties).

Sensory and/or physical needs (such as hearing or vision impaired)

We have children in all these categories of SEND, and some children may have difficulties in more than one category. This may include children with a diagnosis as well as those with learning profiles consistent with the diagnosis.

We strive to work closely with parents/carers and children to ensure that we take into account the child's own views and aspirations and the families' experience of, and hopes, for their child. Families are invited to be involved at every stage of planning and reviewing SEND provision for their child.

All children benefit from 'Quality First Teaching': this means that all teachers assess, plan and teach all children at the level which allows them to make progress with their learning. If required in addition we implement some focused interventions to target particular skills e.g. letters and sounds, toe by toe, power of two.

We have high expectations of all our children, tracking and monitoring of our SEND children is in line with our whole school practice.

Definition of Special Educational Needs and Disability

The 2014 Code of Practice states that:

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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Taken from 2014 SEN Code of Practice: 0 to 25 years; introduction xiii and xiv

Definition of disability

A disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out day-to-day activities. This effect must be substantial, long term and adverse.

SEND at Burley Gate CE Primary School

We aim to:

- value all the pupils in our school equally;
- enable every child to experience success;
- promote individual confidence and a positive attitude;
- offer high quality support to ensure that all needs are met;
- ensure that all children, whatever their Special Educational Needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant, differentiated and demonstrates coherence and progression in learning;
- give children with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate;
- identify, assess, record and regularly review children's progress and needs;
- seek the views of the child and take them into account;
- work collaboratively with parents, other professionals and support services;
- ensure that the responsibility held by all staff and governors for SEND is implemented and maintained.

We will meet these aims and specific purposes in relation to SEND children at Burley Gate CE Primary School by:

- (a) Providing a caring, stimulating environment where every child can gain confidence and self-esteem and regard themselves as an important part of school life.
- (b) Identifying children with Special Educational Needs as early as possible and ensure that all their needs are met.
- (c) Providing access for these children to the curriculum, particularly where they have difficulties with making progress in literacy and Numeracy i.e. National Literacy and Numeracy Strategy. To provide the appropriate method of teaching, group size and liaison with the teacher.
- (d) Monitoring the children's progress and review it regularly. To ensure that all learners have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities.
- (e) Ensuring parents are informed of their child's Special Needs and promote effective partnership to involve outside agencies when appropriate.
- (f) Referring to the various outside agencies when and wherever necessary.
- (g) Liaising with and ensuring the understanding and support of the child's parents and to work with them in a supportive and positive way.
- (h) Maximising the opportunities for students with SEND to join in with all the activities of the school.
- (i) Keeping a Special Needs file with details of every child on the Special Needs register.
- (j) Keeping the Special Needs governor informed as a channel to the whole body and to seek support as required.

Guidelines and practicalities

- (a) Class teachers are initially responsible for identifying any pupil with specific educational, behavioural, emotional and physical needs.
- (b) Support is then sought from the SENCo.
- (c) The Code of Practice stages are rigidly adhered to (see below)
- (d) PPPs (Pupil Progress Plans) are written and reviewed termly. PPPs can be reviewed more frequently if required.
- (e) The SENCo will keep the file of relevant documents including PPPs. Class teachers will keep the copies of PPPs of their children and other relevant information. Children and Parent/Carers will be given a copy of their PPP targets. A duplicate set of PPP's will be stored in the office so that the Head will have to hand all the relevant details when the SENCo is not on site.
- (f) The SENCo will be available during non-contact times to meet parents asking for, or asked to, meet with the SENCo. Parents will be made aware of the Code of Practice.
- (g) Governors are kept informed as a whole body on an annual basis.
- (h) The main learning focus will be to raise literacy and numeracy attainment in those requiring support, so that national Government targets will be increasingly achievable.
- (i) The SENCo will keep abreast of current issues, approaches and trends by attending courses and meetings as appropriate, and will pass any relevant information on to other staff in school.

Roles and Responsibilities

Provision for children with Special Educational Needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class and to be aware that these needs may be presented in different learning situations. All staff are responsible for helping to meet an individual's Special Educational Needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The Governing Body, with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND.

The **Governing Body** has a specific responsibility:

- the necessary provision is made for any child with SEND;
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs
- they report to parents on the implementation of the school's SEND & Inclusion policy through the annual report to parents and/or the School Profile;
- they have regard to the requirements of the *SEND Code of Practice (2014)*;
- they are fully informed about SEND issues;
- they set up appropriate staffing and funding arrangements;
- they are involved in the development and monitoring of this policy;
- SEND is an integral part of the school development and improvement plan;
- the quality of SEND provision is regularly monitored.

The **Head teacher** has responsibility for:

- management of the school's provision for children with SEND;
- day-to-day management of all aspects of the school's work, including provision for pupils with SEND
- ensuring that pupils with SEND join in activities alongside other pupils as far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- keeping the Governing Body informed about SEND issues;
- ensuring that this policy and the effects of inclusion on the school as a whole are monitored and reported to governors;
- seeks out and shares best practice with the LA and other schools.
- monitoring and evaluating the progress of children with SEND.

The **SENCO** is responsible for:

- overseeing the day-to-day operation of this policy;

- coordinating the provision for pupils with SEND;
- ensuring that an agreed, consistent approach is adopted;
- liaising with and advising other staff;
- helping staff to identify children with SEND;
- carrying out more detailed assessments and observations of children presenting learning difficulties;
- supporting class teachers in devising strategies, writing PPP's, setting appropriate targets and advising on resources and materials;
- coordinating annual reviews for statemented pupils;
- liaising with parents of children with SEND;
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents;
- maintaining the school's SEND register and records;
- assisting in the monitoring and evaluation of progress of children with SEND through the use of existing school assessment information;
- coordinating appropriate in-service training of staff;
- liaising with SENCO's in other schools with regard to the smooth transition of children from one school to another;
- keeping informed of up-to-date information with regard to SEN.

The SENCO meets regularly with SENCOs from other schools which enable her to keep up to date with current initiatives locally and nationally and to seek out and share best practice.

Class teachers are responsible for:

- providing quality first teaching
- including children with SEND in the classroom and for providing an appropriately differentiated curriculum;
- alerting the SENCO to any initial concerns regarding individual children;
- writing, implementing and monitoring PPP's for children within their class identified as having a Special Educational Need and/or disability;
- giving feedback to parents of children with SEND in their class;
- the day-to-day management of learning support staff working with children within their class.

All teachers are teachers of children with SEND and do their best to adapt the curriculum to meet their need. All staff are involved in the development of the school's SEND policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEND.

Pupil participation

Pupils and young people with special educational needs often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes including the setting of learning targets and contributing to Individual Education Plans, discussions about choice of schools and transition processes.

Identification and assessment of pupils with Special Educational Needs and Disability

All pupils are entitled to a balanced and broad curriculum including the Foundation Stage and National Curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short-term support such as the Early Literacy Support, Additional Literacy Support, Further Literacy Support or Springboard mathematics programmes.

Some children will start school with recognised Special Educational Needs. In most cases this will be related to the early identification of a medical need or to a physical impairment. For these children provision for entry into school will normally be in place prior to admission. Other children may begin to display signs of learning difficulties as they progress through the school. The school's procedures for on-going assessment of pupil progress allows for the early identification and monitoring of concerns and for initial intervention to be implemented. The SEND Code of Practice (2014) sets out the procedures the school will follow to ensure that we support the needs of all our children.

The Governing Body will ensure that it makes appropriate provision for all pupils identified as having need of special educational provision. The Headteacher and the Governing body set targets and specific criteria for the success of the SEND policy.

The Governing Body reviews the policy and reports annually on the allocation of available resources and the success of the policy in meeting SEND.

Differentiation

Differentiation means teaching a pupil in ways and at levels which match their ways of learning. Pupils make progress at different rates. Not all pupils learn in the same way and need to be taught in different ways. All pupils will receive help through differentiation but if the pupil does not make adequate progress, the school will do more to help. All staff are responsible for identifying pupils with special educational needs. The SENCo will work with staff to ensure that those pupils who may need additional or different support are identified at an early stage. The progress made by all pupils is regularly monitored and reviewed (every half term). Pupils are only identified as having special educational needs if additional or different action is being taken.

Identifying children at SENS (SEN Support)

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils.

1. The progress of every child is monitored and discussed as necessary at regular pupil progress meetings held with all teaching staff. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENCo and a plan of action is agreed with the teacher and shared with parents.
2. Class teachers are continually aware of children's learning and development. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which is significantly slower than that of their peers starting from the same baseline.
 - Makes little or no progress even when teaching has been targeted identified areas of weakness
 - Consistently presents emotional or behavioural difficulties which are not reduced by behaviour management strategies usually used in school.
 - Sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
 - Communication and/or interaction difficulties, and continues to make little or no progress despite a differentiated curriculum.
 - Fails to match or better the child's previous rate of progress.
 - Fails to close the attainment gap between the child and their peers.
3. Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and strive to investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise a graduated response is implemented by school. This may result in the child being placed on the SEND register at SENS.

The SENCo or other bought in trained expertise staff may need to undertake a range of standardised tests with children. These assessments can be used to add and inform teachers' own understanding and assessments of a child.

Although the school can identify Special Educational Needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.

Working with Parents and Children

We aim to have good and informative relationships with all our parents. If a child is experiencing difficulties, parents will be informed either at parents' evening (autumn and spring term) or during informal meetings with the class teacher which can be held as required.

Moving to an EHC Plan (Education, Health and Care Plan)

Following consultation with families, school and other relevant outside agencies we may consider applying for an EHC plan Needs assessment if:

- The child has not made expected progress despite the school having taken relevant purposeful action to identify, assess and meet their SEND.
- The child has a disability which is lifelong and which means that they will always need support to learn.
- The child's achievements are so far below their peers that we think it likely that they may at some point benefit from special school provision.

Having a diagnosis (e.g. as ASD, ADHD or dyslexia) does not mean that a child needs a EHC plan.

If an application for an EHC plan is successful, a member of the Local Authority (LA) will call an Integrated Assessment Meeting (IAM) for parents, the child and the school, together with any health or social care professionals who are involved with the family. The meeting will record the child's strength, their dreams and aspirations as well as barriers they face. Following the meeting the LA will produce a EHC plan which will record the decisions made at the meeting. The EHC plan will be reviewed at least annually and school will invite families and outside agencies involved with the child. This is called an Annual Review meeting and the outcomes are recorded on an Annual Review return and sent to the Local Authority.

Looked after Children (LAC)

The school acknowledges the need to have high expectations for children in care, and to keep their progress under review. The school will strive to establish and maintain strong links with Carers. The school will seek to promote constructive transition.

English as an Additional Language (EAL)

- Children with EAL are not regarded as having a learning difficulty solely on the basis of their home language being other than English.
- The school will be welcoming to a pupil arriving with EAL, and to their parents or carers. Steps will be taken to provide written information in translation where possible.
- High expectations will be maintained for all pupils with EAL although the school does recognise that moving country and culture may provide barriers to learning initially.

Pupil Progress Plans (PPP's)

For children with significant SEND (Special Educational Needs and Disability register / EHC Plans), strategies employed to enable a child to progress will be recorded within an individual education plan (PPP). The PPP should include information about:

- the short term targets set for the child;
- the teaching strategies to be used;
- the provision to be put in place;
- when the plan is to be reviewed;
- success criteria;
- outcomes.

The PPP should focus on 3 targets chosen from those related to the key areas of communication, literacy, mathematics, behaviour, motor skills and social skills to match the child's needs. The PPP will be discussed with the parents/carers and, where appropriate, with the child. PPP's will be reviewed at least twice a year and more frequently when appropriate.

Monitoring and Evaluation

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the SENCO and subject coordinators;
- analysis of pupil tracking data and test results for individual pupils and for cohorts;
- value-added data for pupils on the SEND register;
- monitoring of procedures and practice by the designated SEND governors;
- school self-evaluation;
- the governor's annual report to parents;
- the school improvement and development plan;
- monitoring by LA personnel and Ofsted inspection arrangements;
- feedback from parents/carers and staff.

Links with other mainstream schools and special schools

Advanced planning for pupils in Year 6 is essential to allow appropriate options to be considered. The SENCO will liaise with the SENCOs of the secondary schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

Resources

The school has purchased a variety of resources to support children with Special Educational Needs. These are kept on the designated shelf in the resources room and include:

- games to develop literacy skills;
- photocopiable materials to support literacy development;
- Pindora's Box materials – to support the development of motor skills;
- 'whizzer' and 'balance board' – to support the development of motor skills;
- books and information pertaining to dyslexia, dyscalculia, dyspraxia, ADHD, autistic spectrum disorders, etc;
- pencil grips;
- Numicon resources;
- coloured overlays;
- software programs – Communicate in Print ;
- intervention programs – Toe by Toe, Power of 2, Springboard, Catch-up Reading.

These are available for use in the classroom or with individuals or small groups. All resources should be returned after use.

Complaints

Should a parent/carer be unhappy with any aspect of provision for their child they should discuss it with the classteacher and/or the SENCO/Headteacher. In the event of a formal complaint, parents/carers should write to the school Governing Body. The LA Parent Partnership Service is available to offer advice.

Relationship to other policies

This policy should be read in conjunction with all other school policies including policies relating to the delivery of the school curriculum, assessment and the Disability Equality Scheme.

Policy Reviewed:

Approved by Governing Body Curriculum Committee for recommendation to Full Governing Body:

Appendix 1

The following legislation and guidance is also relevant to this policy:

Education Act 1996	<i>This legislation is amended by the SEN and Disability Act 2001. The SEN Code incorporates references to relevant sections of the Act.</i>
School Standards and Framework Act 1998	<i>Section 42 requires that governing body's annual report includes information on the implementation of the SEN policy.</i>
SEN and Disability Act 2001	<i>Amends both the Education Act 1996 and the Disability Discrimination Act 1995</i>
Special educational needs and disability code of practice: 0 to 25 years	<i>July 2014</i>
SEN Toolkit	<i>2001</i>
Inclusive schooling – pupils with special educational needs	<i>2001</i>
The Education (SEN) (England) Regulations 2001	<i>Annex A of SEN Code sets out what must be included in the SEN policy</i>
The Education (SEN) (Information) (England) Regulations 1999	<i>1999</i>
The Special Educational Needs (Provision of information by Local Authorities) (England) Regulations 2001	<i>2001 Sets out LAs' duties to publish information on funding, SEN policy and specific action being taken on SEN issues.</i>
Disability Discrimination Act 1995	<i>As amended by the SEN and Disability Act 2001</i>
Draft Disability Rights Code of Practice	<i>Draft for consultation available on the DRC website at www.drc-gb.org. Code expected to come into force from September 2002</i>