

Special Educational Needs and Disabilities (SEND) Policy



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Committee Responsible for the Policy	School Improvements
Name of Responsible Manager	Mrs Sylma Gordon, Special Education Needs Coordinator (SENCo) Mrs Heather Smith, Governor

References

- Equal opportunities Policy
- Learning, Teaching and Curriculum Policy
- Anti-Bullying Policy
- Complaints Procedure Policy
- Accessibility Plan
- Supporting Children at School with Medical Conditions 2014
- Section 20 Children and Families Act
- Special Educational Needs and Disability SEND Code of Practice 0 - 25 2014

Introduction

- i. This policy is a statement of the aims and strategies for providing for children with Special Educational Needs or Disabilities at Peel Common Nursery and Infant School. We aim to provide a caring, supportive and stimulating environment and maintain a focus on individual achievement, encouraging every child to reach their potential. As an inclusive community, we are committed to meeting the needs of all children by ensuring that each child has access to a broad, balanced and relevant curriculum related to their age, abilities and needs.
- ii. At our school, teaching and supporting pupils with SEND is a whole school responsibility requiring a whole school response. Meeting the needs of pupils with SEND requires partnership working between all those involved – Local Authority (LA), school, parents / carers, pupils and all other agencies.

Objectives

- To enable every child to experience success in their learning and achieve their highest possible standard
- To meet the needs of all our children by providing flexible and creative responses to individuals

- To ensure all children participate fully and effectively in lessons by teachers planning and implementing individual or group work that meets the needs of every child in their class
- To work alongside parents in partnership, valuing their role in their child's development and learning, and encouraging them to play an active part in their child's education. We aim to work closely with parents and children to ensure that we take account of their views and aspirations.
- Where appropriate, to work closely with external support agencies to help meet the needs of individual children
- To ensure that all staff have access to training and advice to support quality teaching and learning for all children
- To implement a graduated response to meeting the needs of pupils using the Assess, Plan, Do, Review process (Appendix 1)
- To share expertise and good practice across the school and locality
- In conjunction with the Medical Policy, make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions.

Admissions	
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The school follows Hampshire Education Authority Guidelines for admission into school. The school gathers information about a child with SEND from parents, from previous pre-schools and schools, and it liaises with relevant professionals. In line with the Equality Act 2010 we will not discriminate against disabled children in respect of admission for a reason related to their disability. We will use our best endeavours to provide effective educational provision. Refer to School Admissions Policy

Identifying SEND	
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We will act in accordance with the Special Educational Needs and Disabilities Code of Practice 2014, the Equality Act 2010 which provides statutory guidance on duties, policies and procedures relating to Part 3 of The Children and Families Act 2014 and in line with Hampshire County Council policy.

Defining SEND

The 2014 Code of Practice says that:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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. SEND Code of Practice 2014: 0 to 25 Years – Introduction xiii and xiv

How we identify and support pupils with SEND

All pupils' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities

differentiated for individual pupils. When a class teacher observes that a child is making less than expected progress, 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
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

Other considerations would include:

- Persistent emotional or behavioural difficulties which are not improved by appropriate behaviour management strategies
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour programme
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum
- Has physical needs that require additional specialist equipment or regular advice or visits by a specialist service
- Has a communication and / or interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

Identification and assessment of pupils with special educational needs

- i. All children will receive support through differentiation and quality first teaching but if a child does not make adequate progress, the school will do more to help. All staff are responsible for identifying children with special educational needs. The SENCo will work with staff to ensure that those pupils who may need additional or different provision are identified at an early stage. Children are identified using the Hampshire criteria.
- ii. The SEND Code of Practice recommends a step by step graduated response to special needs which includes the stages of Assess, Plan , Do, Review. This will be applied from there being an initial cause for concern through to a child needing SENDS and the child would then be recorded on the school SEND Register at this stage. Following assessment the child will receive support that is either additional to and/or different from the support that the school usually gives children through differentiation.
- iii. The SENCo will gather information from the pupil, parents, class teacher and teaching assistants and this will help the school to decide what provision may be needed. To help in this process we use internal early identification referral forms to record strengths, intervention strategies already tried and a child's response to these.
- iv. The help that is planned will be recorded on a provision map or in the teachers planning and may involve a 1:1 or small group intervention.

- The provision map will only record that which is additional to, or different from, the differentiated curriculum.
- v. The class teacher will still provide 'Quality First Teaching' where they remain responsible for assessing, planning for and working with the child on a daily basis either individually or in a group. They will plan work at a level which enables the child to make progress in learning with agreed targets and outcomes recorded on an Individual Education Plan (IEP). This plan is reviewed regularly during every ½ term by the class teacher and support staff under the guidance of the SENCo, and by parents at least every term. When a child is placed at SENDS on the SEND register, the school may also provide an Inclusion Partnership Agreement (IPA).
 - vi. If a child does not make adequate progress when receiving SEND support, or if their needs are more complex the school may seek further advice and support from other specialists e.g. the Educational Psychologist, the Teacher Advisory Service, Speech and Language Therapist, the Primary Behaviour Support Team, Special School Outreach Services and a range of Health Services. We also liaise with other professionals as needed and local cluster groups. Liaison is organised through the SENCo or other members of the school staff. Voluntary services are also sometimes able to provide advice and support to families and school.

Education, Health and Care Plan (EHC Plan)

If a child's needs are not met by the SENDS category then with parent consultation and professional advice an application for an Education, Health and Care Plan (EHC plan) may be made to county. Generally we apply for an EHC plan if:

- A child has a disability which is life long and which means they will always need support to learn effectively
- A child's achievements are so far below their peers that they may benefit from special school provision

Children who can manage in mainstream schools, albeit with support, are less often assessed for EHC plans. Having a diagnosis (e.g. of ASD, ADHD, dyslexia) does not mean that a child needs an EHC plan.

If an application for an EHC plan is successful the governors will be legally responsible for ensuring that the provision is used effectively. The class teacher will continue to be responsible for working with the child and managing support staff and resources on a daily basis. The SENCo will be responsible for co-ordinating, monitoring and reviewing the child's progress through termly reviews and the annual review process. Further reviews can be called if necessary.

More information can be found on the SEN Information Report 2015

Exiting the SEND Register	
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Where children make good progress and no longer meet the SEND criteria, support will be gradually reduced until good quality first teaching, with appropriate differentiation, will ensure further progress and attainment. Parents will continue to be fully involved through informal and formal liaison and the child's progress and attainment will be monitored.

Transition and Transfer	
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When children change schools, the school will ensure that all SEND documents and information are transferred to the receiving school/new class and we will plan to liaise with future staff. Transition arrangements will be made to assist the child as appropriate; this can include additional visits to the new setting, social stories, a transition book created with the child. Enhanced transition arrangements are tailored to meet individual needs. Other professional agencies may provide support. We will apply the same process when children join our school.

Supporting Children at School with Medical Conditions	
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- i. The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. School leaders will consult with health and social care professionals, the parents and the child (at an age appropriate level) to ensure the medical conditions are effectively supported. When a child has a medical condition, the school nurse and or other health care professionals will liaise with school and the child's parents to provide an Individual Health Plan which will specify the type and level of support required to meet the medical needs of the child whilst at school.
- ii. Some children with medical conditions may also have SEN and may have an EHC plan which brings together health and social care needs as well as their special education provision.

Monitoring and Evaluation of SEND	
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- i. The SENCo will monitor and evaluate the progress of all children on the SEND register through Children Progress meetings and individual reviews. Assessments from external professionals will be taken into account along with school assessments. The SENCo will organise and minute Annual Reviews of EHC plans and Inclusion Partnership Agreements (IPAs) and she will liaise with parents, professionals and school staff.
- ii. The SENCo works closely with the Head teacher in linking SEND to the whole-school strategic plan. She works closely with staff ensuring that they are applying current criteria for identifying pupils with SEND. The SENCo gathers a range of data to measure the impact of all SEND

provision that is provided in class or in an intervention away from the classroom.

Training and Resources

- i. The school provides training to all staff both in school and from external providers. Specific training needs are identified from professional advice about individuals or groups of children, staff performance management meetings and regular discussions with the SENCo and Headteacher. Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.
- ii. The senior leadership team allocate expertise and experience to support the needs of the children within year groups. Each year we plan our provision, mapping out how we allocate human resources throughout the school; this is regularly reviewed and can change during the academic year in response to the changing needs within our school. The school subscribes to Service Level Agreements to secure the highest level of support from educational and health services e.g. Educational Psychology. The SENCo attends regular SENCo Circle meetings to keep up to date with local and national changes.
- iii. The Headteacher, governors and SENCo discuss SEN provision and its impact on children's outcomes.

Funding

We are provided with resources from the local authority to support those with additional needs, including those with SEND. This budget is included in whole school strategic planning to provide high quality appropriate support where needed. Where pupils require an exceptionally high level of support that incurs a greater expense, the school may submit an EHC plan request to the local authority to provide additional support to meet their needs.

Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole. In addition to the Governing Body, Headteacher and SENCo, all members of staff have important responsibilities.

a) The Governing Body

- in co-operation with the Headteacher, will determine the school's general policy and provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work
- will appoint a governor, **Mrs H Smith**, to take an interest in and closely monitor the school's work on behalf of children with SEND; Mrs Gordon (SENCo) will liaise at least termly with Mrs Smith to review this provision
- will report any significant changes or developments to SEND policy and practices to parents as appropriate

- will evaluate the effectiveness of the school's SEND provision through whole school performance data, governor liaison with staff, and through the Headteacher's report and SENCo's report to Governors

b) The Headteacher (Mrs L Spicer)

- has overall responsibility for the provision for children with SEND
- will keep the Governing Body fully informed and will work closely with the SENCo

c) The SENCo (Mrs S Gordon) is an experienced teacher and is part of the Senior Leadership Team. She has relevant Special Educational Needs and Disability qualifications. The SENCo:

- will work closely with the Headteacher, senior management team and teachers and LSAs and will be closely involved in the strategic development of the SEND policy and provision by maintaining the SEND Register, developing an Action Plan, managing the Provision Map and adjusting resources according to current needs
- has responsibility for day to day operation of the school's SEND policy and will co-ordinate provision for pupils with SEND
- will work closely with external agencies and plan and allocate support

Contact details: Mrs Sylma Gordon 01329 234878

d) Other Staff (Teaching and Support Staff)

- All are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- Teachers are fully involved in providing high quality teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving their understanding of strategies to identify and support vulnerable pupils
- Teachers are responsible for setting suitable learning challenges and facilitating effective SEND provision in response to pupils' diverse needs in order to remove potential barriers to learning. The process should include working with the SENCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessments and experience of the child as well as previous progress and attainment
- LSAs will liaise with the class teacher and SENCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response.

Storing and Managing Information	
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- i. We ensure secure systems for SEND record keeping and manage our documents in line with school and Hampshire County Council policy. We have a clear and explicit Code of Conduct policy in school which covers confidentiality. The policy applies to all staff employed at the school, to all visitors, parents, students and staff from external agencies.
- ii. School staff are clear that when there is a Child Protection or Safeguarding concern we are under a duty to inform one of the Child

Protection Liaison Officers in school, who may have to pass on information and involve other agencies.

Accessibility	
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In line with the SEN and Disability Act 2014 and the Equalities Act 2010 we have an Accessibility Plan to ensure disabled children or visitors to the school are not treated less favourably. See Accessibility Plan

Dealing with Complaints	
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If there is cause for concern or complaint regarding a child's SEND provision the parent or carer is encouraged in the first place to approach the child's teacher who will liaise with the SENCo and/or Headteacher. If these concerns are not resolved, then the complaint should be managed in accordance with the Complaints Procedure Policy.

Equal Opportunities	
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The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability. We promote self and mutual respect and a caring and non-judgemental attitude throughout the school.

Review	
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This policy is reviewed by the Governing Body annually (or sooner in the event of revised legislation or guidance)

Endorsed by the Governing Body on

Signed on behalf of the Governing Body (Chair)

Appendix 1

The Four-Part Cycle of SEND support in schools

The four elements of the approach are:

- Assess
- Plan
- Do
- Review

Assess

This involves the class or subject teacher who is concerned about the child's rate of progress working with the SENCO to get as clear a picture as possible of the child's needs. It should bring together all the assessment data, both current and previous, gathered from as many sources as possible, including from the parents and the child themselves. This assessment information should be reviewed regularly to ensure that support and intervention are properly matched to need, barriers to learning are identified and overcome and that a clear picture of the interventions put in place and their effect is developed. Professionals from other agencies can be involved with parental permission.

Plan

Parents must be informed when special educational provision is being made for their child. The teacher and the SENCO should agree in consultation with the parents and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support 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. This should also be recorded on the school's information system and the child's Provision Map.

Do

The class or subject teacher remains responsible for working with the child on a daily basis. Even where some interventions take place away from the main class, they still retain responsibility for the pupil. They should work with LSAs or specialist staff involved to plan and assess the impact of support and interventions and plan how their learning and their outcomes can be linked to and reinforced by classroom teaching. The SENCo should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses.

Review

The effectiveness of the support and interventions and their impact on the child's progress should be reviewed at the agreed date. The impact and quality of the support and interventions should be evaluated along with the pupil's and parents' views. This should feed back into the analysis of the pupil's needs. Parents should have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Appendix 2 Categories of Need

Under the SEND Code of Practice 2014 pupils identified as having a special educational need or disability will be considered within one or more of the following categories of need:

Cognition and Learning

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which show themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorders.

Communication and Interaction Needs

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what has been said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Sensory and / or Physical Needs

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and / or equipment to access their learning. Children with a MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.