

ETTINGTON CE PRIMARY SCHOOL



SPECIAL EDUCATION NEEDS & DISABILITY POLICY

(KINETON CLUSTER POLICY)

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SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

1. Principles of this Policy

The aims and objectives of implementing this policy are that every teacher, supported by senior leadership team, the governing body and support staff, is a teacher of every child or young person including those with Special Educational Needs and Disability. In our whole school approach we will:

- Create an environment and high quality provision that meets the special educational needs of each child.
- Ensure that the special educational needs of children are identified, assessed and provided for.
- Focus on inclusive practice and removing barriers to learning.
- Work collaboratively with all agencies (education, health and social care) involved with the child or young person.
- Enable all children to have full access to all elements of the school curriculum.
- Ensure that parents and carers participate as fully as possible in decision-making and supporting their child's education.
- Ensure that our children's views, wishes and feelings and those of their families are taken into consideration.
- Enable children and their parents to participate in decision-making.
- Have high expectations and aspirations for children and young people with SEN.
- Ensure that our children reach their full potential and become confident individuals living fulfilling lives and successfully prepare them for adulthood.

Definition of Special Educational Needs (SEN)

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 or mainstream post 16 institutions (*p.16 Code of Practice 2014*)

Identifying SEN

The benefits of early identification are widely recognised, where need is identified and then effective provision made at the earliest point. This improves long-term outcomes for the child.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

Pupils' current skills and levels of attainment are assessed on entry, building on information from previous settings and key stages where appropriate. All pupils have access to a broad and balanced curriculum. We set high expectations for every pupil, whatever their prior attainment. We use appropriate assessment to set targets which

are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. Our school provides a focus on outcomes for our children and this does not always equate to hours of provision or support.

Disabled children and young people

Some children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The role of the SENCo/Assistant SENCo

Our SENCo has an important role to play with the Senior Leadership Team and governing body, in determining the strategic development of SEN policy and provision in the school. The SENCo has day-to-day responsibility for the operation of the SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. The SENCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCo is aware of the provision in the Local Offer, as outlined by Warwickshire, and works with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.

The key responsibilities include:

- overseeing the day-to-day operation of the school’s SEN policy
- co-ordinating provision for children with SEN and advising on the graduated approach for SEN support
- advising on the deployment of the school’s delegated budget and other resources to meet pupils’ needs effectively
- liaising with parents of pupils with SEN with the class teacher
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Senior Leadership Team and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- ensuring that the school keeps the records of all pupils with SEN up to date.
- *The management and overseeing of SEN is undertaken by the SENCo.*
- *The day to day monitoring, assessment, provision and support are provided by the Assistant SENCo.*

HOW ARE WE GOING TO DO IT?

Identifying and providing for pupils who have special educational needs and/or additional needs

For some children, SEN can be identified at an early age. However, for other children difficulties become evident only as they develop. We are alert to emerging difficulties and respond early. We listen, value and understand when parents/carers express concerns about their child’s development. We also listen to and address any concerns raised by children themselves.

Where there are concerns, we assess to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.

We are alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but can have an impact on well-being and sometimes this can be severe. We ensure we make appropriate provision for a child's short-term needs in order to prevent problems escalating.

Slow progress and low attainment do not necessarily mean that a child has SEN and does not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it is not assumed that attainment in line with chronological age means that there is no learning difficulty or disability. We recognise that some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Identifying and assessing SEN for children whose first language is not English (EAL) requires particular care. We look carefully at all aspects of a child's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

When reviewing and managing special educational provision the **broad areas of need** and support outlined below are taken into account, and we review how well-equipped we are to provide support across these areas. These four broad areas give an overview of the range of needs. The purpose of identification is to work out what action we need to take, not to fit a pupil into a category. Children often have needs that cut across all these areas and their needs may change over time. Our detailed assessment of need aims to ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual is based on a full understanding of their particular strengths and needs and seeks to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment.

Broad Areas of Need

Communication and interaction.

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 is being said to them or 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 ASD, including Asperger's Syndrome and Autism, 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.

Cognition and learning.

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties.

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs.

Some children require special educational provision because they have a disability which 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 vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children with an MSI have a combination of vision and hearing difficulties.

Some with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

What is **NOT SEN** but may impact on progress and attainment;

- Disability (the Code of Practice outlines the “reasonable adjustment” duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child / Adopted Child
- Being a child of Serviceman/woman
- Behaviour (this is a underlying response to one of the four broad areas of need)

SEN support in our school

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.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014). (*p.16 COP*).

All children are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

We identify and address the SEN of the pupils after high quality first teaching that is differentiated and personalised for the pupil and the use of short term interventions to address the barriers to learning.

Our school:

- does its best to ensure that the necessary provision is made for any pupil who has special educational needs - this means doing everything it can to meet children and young people’s SEN - determining the policy and establishing the appropriate staffing and funding arrangements.
- makes sure all reasonable adjustments are made to ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have SEN.
- designates a teacher to be responsible for co-ordinating SEN provision; the SEN co-ordinator (SENCO).
- ensures parents/carers and the pupil are informed and involved when the school is making special educational provision for their children.
- and makes arrangements for the admission of disabled children.

A named member of the governing body has specific oversight of the school’s arrangements for SEN and disability. The governors, Head and SENCO regularly review how SEN expertise and resources are used to build the quality of whole-school provision as part of our approach to school improvement.

The quality of teaching for pupils with SEN, and the progress made by pupils, is a core part of our school's performance management arrangements and its approach to professional development for all teaching and support staff. School leaders and teaching staff, including the SENCo, identify any patterns in the identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching. The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils.

SEN Support

Our teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. We aim to:

- Deliver high quality teaching, differentiated for individual pupils.
- We will regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- In deciding whether to make special educational provision, the teacher and SENCo considers all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.
- For higher levels of need, we have arrangements in place to draw on more specialised assessments from external agencies and professionals.
- An early discussion with the pupil and their parents/carers will take place. We will develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps. We also tell parents/ carers about the cluster's and local authority's information, advice and support service. Consideration of whether special educational provision is required starts with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This helps determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.
- The outcomes considered include those needed to make successful transitions between phases of education and to prepare for adult life. The agreed actions may also include those taken to make sure the school meets its duty to ensure that pupils with SEN engage in school activities together with those who do not have SEN.
- A date for reviewing progress is agreed and the parent, pupil and teaching staff are clear about how they will help the pupil reach the expected outcomes and remove any barriers to learning. Where it is decided that a pupil does have SEN, the decision is recorded in the school records and the pupil's parents are formally informed that SEN Support is being made.
- Our arrangements for supporting children who are Looked After by the local authority and have SEN follow this policy and the LA's policy for Children Looked After.

Assess

In identifying a child as needing SEN support the class teacher, working with the SENCO, will 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, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. We will take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing.

This assessment should be reviewed regularly. This will help ensure that support and intervention are 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. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them if the parents agree.

Plan

Where it is decided to provide a pupil with SEN support, the parents **will** be formally notified, although parents will have already been involved in forming the assessment of needs. The teacher and the SENCO will agree in consultation with the parent 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 will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the school's information system.

The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge.

Parents/carers will be fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

Do

The class teacher will remain 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 teacher, they will still retain responsibility for the pupil. They will 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. The SENCO will support the teacher in 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, working with the SENCO, will revise the support 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.

Parents will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an EHC plan, the local authority **will** review that plan as a minimum every twelve months. Our school **will** co-operate with the local authority in the review process and, as part of the review.

Transition

SEN Support includes planning and preparation for the transitions between phases of education and preparation for adult life. To support transition, the school shares information and plans arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. We engage with secondary schools to help plan for these transitions.

Involving specialists

Where a pupil continues to make less than expected progress, despite evidence based support and interventions that are matched to the pupil's area of need, the school considers involving specialists. We may involve specialists at any point to advise us on early identification of SEN and effective support and interventions. We always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff. The pupil's parents are involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed is recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support.

Where assessment indicates that support from specialist services is required, we aim for the children to receive it as quickly as possible. Warwickshire's Local Offer sets out clearly what support is available from different services and how it may be accessed. Our school works closely with the local authority to agree the range of local services and clear arrangements for making appropriate requests.

Such specialist services include, but are not limited to:

- educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- specialist teachers or support services, including specialist teachers for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability.
- therapists (including speech and language therapists, occupational therapists and physiotherapists)

The SENCO and class teacher, together with the specialists, and the pupil's parents, consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

Involving parents and pupils in planning and reviewing progress

We provide an Annual Report for parents on their child's progress. Where a pupil is receiving SEN Support, we talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. This information is reflected on the Pupil Profile, which is updated each term. We meet parents formally at least three times each year. The Pupil Profile discussions are led by the class teacher, supported by the SENCO. It provides an opportunity for the parent to share their concerns and, together with the class teacher, agree their aspirations for the pupil. These discussions will allow sufficient time to explore the parents' views and to plan effectively. The views of the pupil are included in these discussions. This is through involving the pupil in all or part of the discussion itself, or gathering their views as part of the preparation. A record of the outcomes, action and support agreed through the discussion are kept and shared with all the appropriate school staff. This record is given to the pupil's parents. The school's management information system is updated as appropriate. If it is agreed by the school, parents and any agencies working with the pupil, that the pupil is now working in line with their peers and their learning can be met by high quality first teaching suitably differentiated and personalised, then the pupil can be removed from SEN Support records.

Requesting an Education, Health and Care needs assessment

SEN support is adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of SEN Support.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

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. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. Please visit our website for our policy details.

TRAINING AND RESOURCES

Most of the funding to support children with additional needs, including pupils with SEN and disabilities, are determined by the local authority's funding formula. This notional SEN budget is an amount of money delegated as part of the whole school budget to meet the needs of all pupils with SEN, at all but the most exceptional levels of need. It is not linked to individual pupils. We use these funds to meet the needs of pupils with SEN, as outlined in this policy. The local authority may need to provide additional top up funding in specific cases.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. The school's SENCO regularly attends cluster and network meetings in order to keep up to date with local and national developments in SEND.

STORING AND MANAGING INFORMATION

See school policy on Information Management

Use of data and record keeping

The provision made for pupils with SEN is recorded accurately and kept up to date. This includes details of additional or different provision made under SEN support. This forms part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps. We ensure that we have accurate information to evidence the SEN support that has been provided over the pupil's time in the school, as well as its impact. Our information systems monitor the progress and development of all pupils. Details of SEN, outcomes, teaching strategies and the involvement of specialists are recorded as part of this overall approach. As outlined in 'Involving parents and pupils in planning and reviewing progress' the school shares this information with parents. We share tracking data showing the pupil's progress and the Pupil Profile that enables parents to see the support that has been provided. In addition our **Provision maps** show all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. The use of our provision maps help the SENCO to maintain an overview of the programmes and interventions used with different groups of pupils and provide a basis for monitoring the levels of intervention, evaluating their impact on pupil progress, and adapting interventions or meeting training needs where needed. This ensures the most effective approaches are adopted widely across the school.

ACCESSIBILITY

Statutory Responsibilities

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.

COMPLIMENTS AND COMPLAINTS

If parents are unhappy with our SEN provision, details of how complaints can be made are in our school prospectus, which every parent has, and which is on our web site.

BULLYING and SEND

Please visit the website to view our school's Anti-Bullying policy.

Other policies and documents that should be read in conjunction with this SEND Policy are:

- SEN Information Report September 2015
- Pupils with Medical Conditions Policy October 2015

Review

The SEN governor, the Head teacher and SENCO will liaise to ensure optimum use of resources, will monitor the policy by the examination of children's progress, and ensure that this policy is reviewed annually.

Date of Next Review: October 2016