



Special Educational Needs and Disability (SEND) POLICY - Version 2.1

This is a policy which governing bodies and proprietors are required to have by law:
Category A - Statutory policy required by education legislation – Special Educational Needs.

Review Frequency: Annually and any changes to the information occurring during the year should be updated as soon as possible.

Next review on:

Approval: Full governing body.

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- Paper copy available in the staff room policy file.
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Document History:

| Version | Description | Date | By |
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| - | Original document: "2013 SEN SLS updated" from Helen Osborn. Adopted May 2013. | - | - |
| 0.1 | Formatting changes. Changed "Lower" to "Primary". | 22 January 2014 | Karla de Visser |
| 0.2 | Annual Review: Content changes in line with draft legislation 2014 | 26 June 2014 | SENDCO H. Osborn |
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| 1.1 | Updated Review Frequency in line with the <i>Statutory policies for schools</i> advice from the DfE. | 24 April 2015 | Karla de Visser |
| 1.2 | Incorporated updates from Helen Osborn. Updated Related Policies section. Changed SENCO to SENDCO. | 28 April 2015 | Karla de Visser |
| 1.3 | Annual Review: content changes in line with 2014 0-25 Code of Practice in 2014 Children and Families Act and in line with the school assessment policy. | 28 April 2015 | Helen Osborn |
| 2.0 | Approved by Governing Body on 19 May 2015. | 20 May 2015 | Karla de Visser |
| 2.1 | Annual review: Updated policy for school year 2016-17. Updated SENDCos: R. Sohanpal and N. Drinkwater (Trainee) on 31 st May 2016. Approved by Governing body on 12 July 2016 | 12 July 2016 | R. Sohanpal N. Drinkwater |

This policy is written in line with the requirements of:

Children and Families Act 2014 and associated regulations;

Special Educational Needs and Disability Code of Practice 0-25 years (DfE, 2014a);

Equality Act 2010;

Schools Admissions Code (DfE, 2012).

This policy should be read in conjunction with the following linked school policies: Assessment Policy, Behaviour Management Policy, Child Protection/Safeguarding Policy, EAL Policy, Equality information and Objectives Policy, PSHCE Policy, Teaching and Learning Policy.

Definition of SEN

By law, a child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her (**Children and Families Act, 2014, Part 3, S20 (1)**) and the educational provision that is required to meet the needs is 'special'. According to the Children and Families Act 2014, Part 3, S20 (2), a young person has such a difficulty if s/he experiences significantly greater difficulty in learning than the majority of 'same-age peers, or s/he has a disability which prevents him (or her) from making use of (educational) facilities 'of a kind generally provided for' same-age peers in mainstream educational institutions.

Children are identified as having Special Educational Needs if they have needs in one or more of the broad areas of need which are:

- Communication and interaction; SLCN (Speech, Language and Communication Needs)
- Cognition and learning; GLD/MLD/SpLD (General/Moderate/Specific Learning Difficulties)
- Social, emotional and mental health difficulties; SED/MHD
- Sensory and/or physical needs; SD/PD – for example: VI (Visual Impairment)

and is therefore prohibited from making sufficient progress.

Code of Practice 0-25 years 2014: section 6, Broad areas of need.

Any child may have special needs at some point during their education.

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010. This is defined as 'a physical or mental impairment which has a long-term or substantial adverse effect of their ability to carry out normal day-to-day activities'. According to the Code of Practice (DfE, 2014a: 5): 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This may include children and young people with long-term medical conditions for whom adjustments will be made as required by the Equality Act, 2010.

Introduction

At Shackleton Primary School we believe our children will thrive in an environment where they feel happy, safe, valued and respected. We aim to ensure they are motivated by learning and offered the best opportunities that we can provide. We hope their stay with us will prove to be happy and that, through sound teaching and a stimulating environment they can reach a high standard of personal achievement. We believe that ‘all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.’ (DfE, 2014: 92)

At Shackleton Primary School we conform to the requirements in the SEND Code of Practice (DfE, 2014). We use our best endeavours to ensure all children, including those with SEND get all the support they need. As required in the Code of Practice (DfE, 2014) we follow the Assess-Plan-Do-Review cycle for children with SEND. This ensures that all children with SEND are assessed according to their needs, a plan is written on ways to help the child achieve their potential. This plan is written with all members of staff that are working with the child, the child themselves and the family. This plan is then followed for a number of weeks, after which it will be reviewed; the review process includes staff, children and the families.

The Special Educational Needs Policy at Shackleton Primary School is based on the acknowledgement that:

- All children have a right to a broad and balanced curriculum;
- All children have access through inclusion to the full National Curriculum in accordance to the revised Code of Practice (Part 3 of the Children and Families Act 2014);
- There must be differentiation in the curriculum to meet individual children’s needs;
- All children have equal value in teacher planning of educational provision, taking into account those who are identified with individual needs;
- Each child receives his/her full educational entitlement.

Co-ordination of Special Educational Needs is undertaken by:

- Rebecca Sohanpal, Lead SENDCo;
- Nicola Drinkwater, Trainee Upper Key Stage 2 SENDCo.

Aims and Objectives

The overall objectives of education for children with individual needs are broadly the same as those for all children. We believe that “Learning must be relevant and appropriate to a child’s needs at that time” (**Warnock Report 1978**) and our task is to find ways in which this can be achieved.

- To ensure that the special educational needs of children are identified, assessed and provided for based on early identification and a graduated response. (Asses, Plan, Do, Review)
- To create an environment that meets the special educational needs of each child and that they reach their full potential.
- To identify the roles and responsibilities of staff in providing for children’s special educational needs.
- To provide help and support from outside agencies including Speech and Language Therapists and counsellors.
- To enable all children to have full access to all elements of the school curriculum, that is a broad and balanced educational experience using the National Curriculum as the starting point for our planning for children of all levels.
- To make clear the expectations of all partners in the process including the use of external agencies.
- To ensure that parents or carers are able to play their part in supporting their child’s education. (Appendix 4)
- To ensure that our children have a voice in this process. (Appendix 5). To ensure we follow the requirements from the Code of Practice (DfE, 2014)

Educational Inclusion

All staff within our whole school approach:

- Work to ensure that all children have a positive self-image and develop self-esteem. We seek to praise the positive and find solutions to problems;
- Promote high expectation of achievement in all areas;
- Value a child's contributions and views about decision making processes, including the setting of targets and contributions to individual education plans and pastoral support programmes and reviews in ways appropriate to their stage of development;
- Set targets and monitor progress within a graduated response of action and intervention, ensuring that Individual Education Plan (IEP) and Class Provision Plan targets are relevant, realistic and time-bounded and define educational provision that is additional to or otherwise different from that generally made for children of the same age;
- Review class Provision Plans six times a year and Review IEPs three times a year linked to the school assessment timetable;
- Support inclusion through differentiation linked to teaching and learning methods adapted to match the needs of the child in order to address the special needs of specific children;
- Ensure that there are suitable learning challenges and approaches in all lessons to overcome potential barriers to learning;
- Use different learning styles, visual, auditory, kinaesthetic, individual and co-operative learning including ICT support;

- Help children to understand how they learn and how to take part in learning effectively and safely. This includes helping children to manage their emotions and their behaviour;
- Ensure that the learning task is appropriate;
- Ensure continuity and progression in children’s learning and that provision across the curriculum builds on the individual child’s needs;
- Collaborate with colleagues, parents and carers and agree on the level and kind of support required to meet individual needs;
- Examine classroom organisation, teaching methods, materials and resources including human resources (support staff, volunteers and parents) in meeting individual needs to ensure that sound provision is made across the curriculum. This also includes modification of the environment, peer groupings, quieter areas and/or opportunities for time out;
- Protect from discrimination by treating all children fairly;
- Work in partnership with outside agencies and parents /carers to support interventions on individual learning programmes;
- Build-up home-school co-operation by involving and informing parents/carers so that a spirit of partnership is nurtured between home and school. This co-operation includes regular reporting to parents during parents' evenings: sharing additional work support given through class Provision Plans; sharing IEPs and their reviews; sharing pastoral support programmes; sharing individual healthcare plans; drop-in sessions; home-link work; home visits.

Assessment and Identification

Early identification is vital.

On the school ‘Pupil Admission Application Form’ in addition to basic information there are questions about the child’s needs, medical conditions, likes and particular skills. Once the form is filled in, the head teacher talks with the parent /carer to ensure that all their concerns are understood. This conversation is held either through a home visit or at school or both.

Most children join our school from other educational establishments and may already have been identified as having special needs. In this case there is close liaison from both the SENDCO and class teacher with the previous school to exchange information and will include a transition plan for the child. Visits are arranged to ensure that transition is as smooth as possible.

On entry to Shackleton Primary School baseline assessments are used for all new pupils to identify areas of strength and weakness and the information gathered is analysed. All children’s progress is assessed and monitored in line with whole school assessment practices. Assessment is ongoing. The class teacher informs the parents or carers at the earliest opportunity to share concerns and enlist their active help and participation.

If progress, measured against teacher's monitoring systems and triggers for action (see appendix 2), is inadequate, concerns are discussed with parents /carers and SENDCO. Additional or different action is identified to enable the child to learn more effectively.

At Shackleton Primary School we record on a concern form any evidence of barriers to learning that may impede the child's rate of learning and ask the parents/carers to complete a questionnaire with us to ensure that we have understood as much as possible about the factors involved.

All additional support given is recorded on the class Provision Plan and we monitor the child's rate of progress closely. (See appendix 1 'Adequate Progress'). Full recognition is given to the fact that children do not all progress at the same rate consistently and account is taken of other issues, e.g. outside/home social or emotional disturbances.

At this stage the child's needs are classified as SEN (Special Educational Need), information from parents and carers is incorporated and appropriate support is planned based on the assessments made. The child's progress against the targets set is monitored in line with the school assessment timetable, three times each year. Where progress is made and becomes adequate no further additional support is required and the child will no longer be reported as having Special Educational Needs.

Where progress is not satisfactory further assessments, which may include outside agencies, are made and support increased so that progress does improve. At this higher level of support individual targets, strategies and resources are specified in more detail using an Individual Education Plan (IEP). Assessment of progress through termly reviews is done three times a year. These reviews include the child and parent /carer meeting with the class teacher and SENDCO as needed. They will include any updates from external agencies.

If the child continues to demonstrate a significant cause for concern a request for an Education Health and Care Assessment is made to the Local Authority. A range of written evidence showing how the school has implemented advice from outside agencies over a period of time and how the child has responded to the targets and strategies used is required to support this request. Following this Assessment the LA will put an Education Health and Care Plan in place. These will replace Statements of Educational Need following Statutory Assessment if the child's needs are found to require this level of support. The process is designed to be personalised to each individual and to include the child / young person and their family at the centre of both assessment and provision. Children with Statements already in place will gradually be moved onto Education Health and Care Plans as each annual review is done.

The progress of children with English as an Additional language (EAL) is closely monitored by the EAL leader and discussed with class teachers. The possible presence of a special educational learning needs has to be carefully analysed and separated out from the additional language needs. Parents or carers are involved in helping us with this analysis.

The Common Assessment Framework (CAF) may also be completed with parents or carers at any stage as an additional assessment of need tool. The form may be passed to external agencies if support is identified.

Monitoring Arrangements

Progress against the short term targets set in the class provision plan and in individual education plans (IEPs) are recorded by class teachers and the next step planned. Achievement levels are updated three times a year and interventions are recorded at the same time. Where an IEP is in place for children on an EHCP or with higher SEN needs there will be a review each term and the next steps planned.

The Special Educational Needs and Disability Coordinator (SENDCO) monitors all Provision Plans, IEPs and reviews each term.

For children identified with a special educational need the SENDCO ensures liaison with parents and other professionals as needed in order to gain more insight or provide further support and/or guidance for all practitioners in the setting of future targets and strategies to ensure progress.

School staff ensure that all relevant information regarding a child's Special Educational Needs is collected, recorded and updated.

When outside agencies are involved reports and records are kept in individual files that are accessible to all members of staff who work with the specific child.

The SENDCO keeps a central overview record of Provision Plans, IEPs and reviews, academic progress, Code of Practice levels and the involvement and reports of outside agencies.

The class teacher monitors progress for all children during the teacher's ongoing observation and assessment process.

Progress is monitored through the whole school assessment timetable each term and recorded using SIMS.

Arrangements for Co-ordination

- The SENDCO team manage the day to day operation of the SEN policy.
- The Lead SENDCO reports to and liaises with the Head teacher, the Special Educational Needs Governor and staff on all matters relating to Special Educational Needs.
- SENDCOs contribute to the professional development of all staff. The SEND team arrange and manage appropriate training for staff where necessary.
- Class teachers have allocated time to liaise with a SENDCO at the beginning of the school year and every term. The SENDCO provides teachers with advice and support throughout the year to identify children with SEN and develop appropriate targets and strategies on individual education plans.
- Children with Special Educational Needs are taught in various settings: in whole class and mixed ability groups as well as in differentiated groups in class, in small groups outside the class for specific targets on individual education plans, or given individual support as appropriate.
- Every class has its own Teaching Assistant and where the level of individual needs in a class is high a second TA is allocated for additional one to one or small group work

- We have a team of Mentors to work with individuals and groups of children with identified barriers to learning, including behaviour support at playtimes.
- Outside agencies including Local Education Authority Support Agencies, Health Service and Social Services are accessed by the SENDCO liaising closely with the Head Teacher and class teacher.
- The SEND team liaise closely with Shackleton's in-house Speech and Language therapist and offer support and advice to staff with therapies.
- The SENDCO, together with class teachers, liaises with feeder nursery and upper schools to provide information to ensure a successful transfer both between phases and into and out of our school when children move into and out of the area.
- Liaison with parents and carers. All staff members who work with a child with special educational needs work in partnership with the child's parents. The knowledge provided by this liaison enables school staff to build up an understanding of a child's individual needs and thereby to effectively build targets (see appendix 6). There are regular formal meetings with parents and also opportunities for informal discussion.
- SENDCOs, working with the Head teacher and staff, are closely involved in the strategic development of the Special Educational Needs policy and provision.
- All Staff act on the principle that everyone is directly responsible for meeting the needs of children and with an emphasis on monitoring the progress of children towards identified goals.
- Class teachers write a Provision Plan which is updated and evaluated each half term to show how the additional needs of children in their class are being met.
- Resources are allocated throughout the school. The SENDCO manages the budget set by the Governors for specific resources required to support particular needs. These may be recommended by outside agencies, required to give access to the curriculum or requested by staff working with the child.

The Role of the Governing Body

- Governors give due regard to the SEN and Disability Code of Practice 0-25, 2014, in carrying out duties towards all children with special educational needs.
- Governors take part in appropriate training and (in co-operation with the Head teacher) secure appropriate resources and monitor how funding, equipment and human resources are deployed.
- Governors are fully involved in developing and monitoring the school's SEN policy by identifying a specific SEN Governor and receiving regular reports on SEN.
- The Head teacher keeps the governing body fully informed and works closely with the SENDCO.
- Governors have arrangements to treat complaints from parents or carers of children with SEND, concerning the provision made at the school. See 'Complaints' section below and 'Resolution of Complaints Policy'.

Admission Arrangements

Shackleton Primary School's building is accessible to all children including those with physical special needs.

In line with the Special Educational Needs Disability Act, the school's inclusive policy caters for each need whenever possible.

Shackleton Primary School is a Mainstream School with no Special Needs Units.

Provision

Whole school assessment procedures ensure that all children's progress is regularly monitored. Local Authority Guidance for Special Educational Needs is used to inform identification, target setting and strategies for effective teaching and learning for children with SEN.

Outside agencies and specialist resources are accessed as appropriate to assess children and provide targets, strategies and recommended resources for individual education plans.

All children are offered access to a broad and balanced education within the National Curriculum differentiated to match the needs of individual children.

The Learning Mentors work with individuals and groups of children with identified barriers to learning.

Outside Agencies

Student Support Service (SSS) provides assessment advice and guidance for children with more complex needs. This team includes the Advisory Service for Autism and the Behaviour Support Team.

Common Assessment Framework (CAF) Is used to assess needs and access support. Regular review meetings, including the Team Around the Child (TAC) with parents/carers, help us to identify needs and locate appropriate support.

Child Development Centre and Speech and Language Therapy. Referrals may be made through the SENDCO as well as through GP services. Referrals for Occupational Therapy have to be made with the support of the 0-19 team.

Rachel Turpin, BSc, MRCSLT, MHCP. Independent Speech & Language Therapist. Funded through pupil premium for a high level of SLCN in school. Rachel provides in school therapy for children who present with speech and language difficulties. She also offers referrals to appropriate services and writes in depth reports to support EHCPs.

0-19 services have replaced the school nurse service.

The SEND Advice Service (formerly Parent Partnership Service) offers free confidential information, advice and support to children, young people and parents of children who have, or may have, Special Educational Needs and Disabilities (SEND).

Bridge Counselling. In consultation with the parents / carers pupil premium money is used to support children with counselling needs. The service is confidential to the child.

Therapeutic Art. In consultation with the parents / carers pupil premium money is used to support vulnerable children through art based group work and a welcoming place to talk about issues that may be concerning them in and outside of school.

The SENDCO acts as a point of contact between all agencies that are involved in providing the provision for pupils with individual needs.

Monitoring and Review

- Liaison between the Head teacher, SENDCO and class teachers.
- The Head teacher's termly report to Governors.
- SENDCO's annual report to Governors.

Arrangements for Dealing with Complaints

- Complaints from a pupil or parent relating to the assessment of special educational need, provision or support are dealt with in line with the School's Complaints procedure.
- The first step is to raise the issue with the SENDCO, either through the class teacher or directly. There is a direct telephone line to the SEN department.
- Complaints about the SENDCO should be raised with the Head Teacher.
- Complaints relating to the process of issuing Education Health and Care Plans are discussed with the Local Authority SEND Officer. Where appropriate parents are advised to contact the Local Authority SEND Advice Service.

Appendix 1 - ADEQUATE PROGRESS

Adequate progress might be progress that:

- Closes the attainment gap between the child and their peers;
- Prevents the gap from growing wider;
- Is similar to that of peers starting from the same attainment baseline, but less than the majority of peers;
- Matches or betters the child's previous rate of progress;
- Ensures access to the full curriculum;
- Demonstrates an improvement in self-help, social and personal skills;
- Demonstrates improvements in the child's behaviour;
- Is likely to lead to accreditation;
- Is likely to lead to participation in further education, training or employment.

Appendix 2 – TRIGGERS FOR IDENTIFYING A SPECIAL EDUCATIONAL NEED

- Makes little or no progress even when teaching approaches are targeted;
- Shows signs of difficulty in developing literacy or mathematical skills which impacts on other areas of learning;
- Presents persistent emotional or social difficulties which are not helped by the behaviour management techniques usually employed;
- Has sensory or physical problems and continues to make little or no progress despite specialist equipment;
- Has communication and/or interaction difficulties and continues to make little or no progress despite provision of a differentiated curriculum.

Appendix 3 - TRIGGERS FOR INVOLVING OUTSIDE AGENCIES

- Continues to make little or no progress in specific areas over a long period;
- Continues working at National Curriculum levels substantially below that expected of children of a similar age;
- Continues to have difficulty in developing literacy and numeracy skills;
- Has emotional or behavioural difficulties which regularly interfere with the child's own learning or that of the class group despite having an individualised behaviour management programme;
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service;
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

Appendix 4 - PARTNERSHIP WITH PARENTS

At Shackleton Primary School we:

- Acknowledge and draw on parental knowledge and expertise in relation to their child;
- Focus on the child's strengths as well as areas of additional need;
- Recognise the personal and emotional investment of parents and be aware of their feelings;
- Ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed in plenty of time for meetings;
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints;
- Respect the differing needs parents themselves may have, e.g. a disability or communication or linguistic barriers;
- Recognise the need for flexibility in the timing and structure of meetings.

We ask Parents to:

- Communicate regularly with us, and alert us to any concerns they have about their child's learning or provision;
- Sign and adhere to a home – school agreement that sets out expectations of both parties.
- Ensure that attendance at school is as close to 100% as possible.

Appendix 5 - CHILD PARTICIPATION

At Shackleton Primary School we:

- Provide the child with clear information about the purpose of any assessment, additional support or IEP;
- Engage the child with their learning including contributing to target setting;
- Help the child to understand and agree the outcomes of any additional support;
- Explain clearly what additional support or assessment arrangements are being made and how the children can contribute to them;
- Consult the children who need individual support to ensure that it is provided in a timely and sensitive way and enable them to participate fully in learning;
- Help the child to understand the role and contribution of other professionals;
- Draw upon the experiences of any local child support services if appropriate;
- Ensure that the child has access to a designated member of staff which whom they can discuss any difficulties or concerns;
- Be aware that many children may already be in contact with other professionals e.g. child health, mental health or social services.