

Little Stoke Primary School

Special Educational Needs and Disability Policy



Designated Person responsible for managing provision for children and young people with SEND – Mrs Sue Anstey - SENDCo.

Scott Howes - Headteacher

Steve Wells - SEND Governor

Date - October 2016/October 2017
Review – October 2018

1 - COMPLIANCE

This Policy complies with the statutory requirement laid out in the SEN Code of Practice 0 – 25

YEARS (July 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEN Code of Practice 0 – 25 Years (July 2014) Schools SEND Information Report
- Regulations (2014)
- Statutory Guidance on supporting students at school with medical conditions April 2014. Safeguarding Policy
- Teachers Standards 2012

This Policy has been created to ensure compliance with the Department of Education's SEND Reforms, which address measures outlined in the Children and Families Bill in Spring 2014 and which have subsequently become the Children and Families Act 2014. The act includes changes to the support and services children and young people with special educational needs and disabilities will receive. These changes come into force on 1 September 2014.

At Little Stoke Primary School, a significant proportion of students require additional support to address one or more barrier to learning. These barriers primarily comprise:

- A special educational need or disability (SEND);
- Limited knowledge of English/English as an additional language
- (EAL); Social, emotional and mental health needs;
- Problems with personal organisation.

Sometimes, students need to be supported for a short period of time to help them overcome a particular, transitory difficulty. Other students need continuous support throughout their whole time at school.

In compliance with the new SEND Code of Practice and SENDDD Reforms, there is a graduated approach to the identification, provision and support for all students deemed to require special educational provision to be made for them at Little Stoke School. All students identified as needing additional provision will be placed on the SEND Register under one single SEND category (this replaces the categories of School Action and School Action Plus). Their provision will be identified and progress monitored via Individual Learning Plans. This Policy will set out our commitment to raising the aspirations and expectations for all students with SENDDD, including those identified as Gifted or Talented and/or who would benefit from aspiration-raising awareness.

The purpose of this document is to describe the provision we make for pupils identified as having a special educational need or disability (SEND) and the principles by which we make that provision. For consistency and clarity the term SEND is used throughout this document.

This school believes that every student has an entitlement to develop to his or her full potential. Educational experiences are provided which promote high achievement and personal development for each individual. The wide diversity of the school's population is valued as a rich resource, which supports the learning of all. In this school, we recognise a student's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.

2 – AIMS

The overarching aim of this policy is to ensure that the needs of students with SEND are accurately identified and effectively met so that all such students are able to achieve well and develop well both as individuals and as members of the community.

To this end, we aim to:

- a) Assess students accurately, track their progress regularly and adjust provision in the light of ongoing monitoring
- b) Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all students, including those with SEND
- c) Make sure that additional support is well targeted, using a judicious blend of in-class support and withdrawal
- d) Use the most appropriate resources to support learning, ensuring that the development of students' literacy skills has the highest priority
- e) Continuously monitor and evaluate the effectiveness of our provision for all students, including those with SEND to ensure that we are providing equality of educational opportunity and value for money.

Objectives:

Through the application of this policy we wish to:

- a) Ensure compliance with national SEND policy, most currently the Department of Education's SEND Reforms, Children and Families Act 2014 and SEN Code of Practice 2014.
- b) Work closely with the LA and comply with locally agreed policies and procedures.
- c) Ensure all staff implement the school's SEND policy consistently – fully endorsing our belief that every teacher is a teacher of every child or young person including those with SEND.
- d) Ensure any discrimination or prejudice is eradicated.
- e) Ensure all students have access to an appropriately differentiated curriculum.
- f) Recognise, value and celebrate students' achievements at all levels.
- g) Work in partnership with parents /carers in supporting their child's education.
- h) Guide and support all school staff, governors and parents in SEND issues.

- i) Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.
- j) Provide appropriate resources, both human and material, and to ensure their maximum and proper use.
- k) Involve the student in the process of identification, assessment and provision and to ensure that the student is aware that his or her wishes will be taken into account as part of the process and of the shared responsibility in meeting his or her educational needs.
- l) To provide a Special Educational Needs and Disability Co-ordinator (SENDCo) who will work to deliver the SEND Policy.
- m) To provide support and advice for all staff working with special educational needs students.

3 – IDENTIFYING SPECIAL EDUCATIONAL NEEDS

A child has a learning difficulty or disability if he or she:

- has a learning difficulty or disability which calls for special educational provision to be made for him or her,
- 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.

In addition we identify special educational needs within the context of the usual differentiated curriculum within the school. Children are identified as having SEND if they are not making progress within a curriculum that:

- a) sets suitable learning challenges;
- b) responds to students' diverse learning needs;
- c) aims to help students overcome potential barriers to learning.

In accordance with the SEN Code of Practice 2014, four broad categories of need are identified:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

Whilst it is clear that the purpose of identification is to work out what action the School needs to take, it is not our purpose to fit a student into a category, and serves solely to identify the needs of each individual student by considering the whole child, not just his/her special educational needs.

NON-SEND needs will always be taken into full consideration, where these needs may impact on progress and attainment, for example:-

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child (LAC)
- Being a child of serviceman/woman

The identification of behaviour as a need is no longer an acceptable way of describing SEND and any concerns relating to a child or young person's behaviour will be described as an underlying response to a need which School has recognised and identified clearly.

4 – A GRADUATED APPROACH TO SEND SUPPORT

At Little Stoke Primary School all teachers are responsible and accountable for the progress and development of students in their class, including where students access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to students who have SEND. "Quality first" teaching is a priority of the School. It is regularly monitored through internal and external observation processes and teacher appraisal. Close liaison is maintained with all members of staff by the SENDCo to ensure that students are only identified as SEND if they do not make adequate progress, once they have had all the intervention/adjustments and good quality personalised teaching. The SENDCo also meets monthly with Headteacher to review individual progress for students with SEND and/or additional pastoral needs.

The SEND coordinator (SENDCo) is responsible for:

- a) assessing the specific needs of students with SEND (this includes application for Statutory Assessment, leading to the issue of an Education and Health Care Plan (previously Statement of SEND) as deemed necessary and in agreement with the line manager;
- b) screening all students after admission and a transition period through discussions with class teachers to measure reading, reading comprehension, spelling and handwriting as part of the process for identifying SEND;
- c) liaising with transition schools to aid transition for pupils with SEND and to ensure continuity of support;
- d) ensuring that additional targeted support is mapped to and provided for students who need it through Provision Mapping;
- e) the day-to-day operation of the school's SEND policy;
- f) liaising with and advising class teachers;
- g) maintaining the SEND register and the records of all students with SEND;
- h) working with parents of students with SEND;
- i) liaising with staff in school such as the Headteacher (Behaviour), Deputy Head (Attendance), HLTA Pastoral Lead and class teachers.
- j) liaising with external agencies including the Educational Psychology Service, medical authorities, Social Care and voluntary bodies.
- k) Contributing to CPD training for all staff.

- l) Attending/holding review meetings of SEND students where appropriate, including those students with an Education and Health Care Plan.

5 - MANAGING STUDENTS' NEEDS ON THE SEND REGISTER

The SENDCo identifies (in conjunction with teaching staff/SLT) those students who require support on the SEND Register and organises appropriate support, which is implemented across the curriculum through Individual Learning Plans. Provision for students on the SEND Register is usually funded from within the school's existing budget. Students with a Statement or Education and Health Care Plan receive at least the minimum entitlement of additional, targeted support identified within the Plan. All students with SEND have an Individual Learning Plan (ILP).

The school follows the guidance of the SEN Code of Practice and uses a graduated approach to the identification and assessment of and provision for students with SEND. This approach includes:

- Baseline screening/evaluation with the class teacher of all students for reading, reading comprehension, spelling and handwriting on admission, to inform early identification of SEN;
- Regular communication and liaison with teaching staff by SENDCo in identification and appropriate support of students with SEND;
- Parents fully informed by SENDCo of identification of their child's SEND and information shared with parents, for appropriate provision to be made via the SEND Register and Provision Mapping;

Parents are seen as key partners in the educational process. The knowledge, views and first-hand experience parents have of their child are valued for the contribution they make to their child's education. All parents are welcome to contact the SENDCo if they have any concerns or questions about SEND provision. Parents are also strongly encouraged to keep in regular contact with the school regarding their child's progress.

- Measuring progress for all students with 5 times per year (individual teacher assessment, including evidencing progress according to individual targets set through Individual Education Plans). Progress towards the targets on Individual Learning Plans is updated as required. Adequate progress within the differentiated curriculum will be ascertained through consultation with the pupils, teachers and parents. A range of data is used including reading, spelling, comprehension and handwriting, and SATs. The SENDCo will make a final decision regarding adequate progress.
- Review of provision where appropriate, including application for Statutory Assessment by the SENDCo and subsequent acquisition of an Education and Health Care Plan (EHCP)/ application for High Needs Block Funding;

- Parent meetings with SENDCo where appropriate to review progress of all students with SEND, including Annual Reviews for students with an EHCP and Parent Evenings;
- Regular review and update of the SEND Register by SENDCo to ensure students are appropriately supported, including removal of students from the SEND Register who have made appropriate progress towards targets;
- Using SEND Code of Practice/National Curriculum Handbooks' statutory guidance on developing a more inclusive curriculum as a set of principles for establishing the usual differentiated curriculum, based on setting suitable learning challenges; responding to students' diverse learning needs and overcoming potential barriers to learning;
- Referral, by SENDCo for outside agency support, as deemed necessary, in conjunction with the Headteacher, SLT, and parents. The SENDCo will facilitate provision from outside agencies, including Educational Psychology Service, Speech and Language Therapy Service and Specialist Teaching Service. The SENDCo will meet regularly with outside agencies involved with students to inform appropriate ongoing provision;
- Holding an Annual Review for students with an Education Health Care Plan in line with the objectives therein. An Annual Review may be called for at any time should there be a concern that current provision is not appropriate to meet the needs of the student.

6 - SUPPORTING PUPILS AND FAMILIES

- Families of pupils with SEND are guided towards the Parent Guide for Special Educational needs and disability information document on the Little Stoke website.
- South Gloucestershire SEND Local Offer to be found at; <http://www.southglos.gov.uk/health-and-social-care/local-offer/> in accordance with Regulation 51, Part 3 section 69(3)(a) of The Act.
- Parents are signposted via the SEND Policy to South Gloucestershire Special Educational needs information service at <http://www.southglos.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs/>
- Parents are also advised to consult the South Gloucestershire support for parents with disabled children website at <http://www.southglos.gov.uk/health-and-social-care/disabilities/disabled-children-and-young-people/support-for-parents-of-disabled-children/>

7 – SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

Little Stoke Primary School recognises that students 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, School will comply with its duties under the Equality Act 2010.

Some students may also have special educational needs (SEND) and may have an Education Health and Care Plan (EHCP) which brings together health and social care

needs, as well as their special educational provision and the SEN Code of Practice (2014) is followed.

The school employs a number of trained first aid staff who are available to pupils in need throughout the school day and on all school trips.

8 – MONITORING AND EVALUATION OF SENDD

Please refer to information given in Section 4 of this Policy. The quality of provision offered to all students with SEND is continuously monitored through ongoing daily, weekly, termly and ultimately, annual, review, on an individual and cumulative basis and in conjunction with the Governors, Headteacher, SLT, SENDCo, teaching staff and parents.

The SEND policy is formally reviewed annually at the end of each academic year in conjunction with the SDP. The evaluation is based on:

- the progress made by students with SEND and the outcomes they have achieved in relation both to curriculum subjects and to personal development ;
- the extent to which the aims and objectives of the policy have been met;
- how effective the SEND provision has been in relation to the resources allocated (value for money assessment).

9 – TRAINING AND RESOURCES

- All professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance processes and the school development plan.
- The Headteacher oversees the professional development of all teaching staff and the Deputy Head provides appraisal and CPD for support staff.
- The SENDCo may identify the SEND training needs of staff in conjunction with the Headteacher/SLT and all staff are encouraged to undertake training and development, for example through INSET.
- Newly appointed teaching, support staff, and NQTs undertake an induction programme, which includes a meeting with the SENDCo to explain systems and structures in place around the School's SEND provision and practice and to discuss the needs of individual pupils.

10 – ROLES AND RESPONSIBILITIES

Role of the SEND Governor/Governing

Body

The Governing body has regard to the SEND Code of Practice when carrying out duties towards all pupils with SEND. Consequently, it is their responsibility to:

- ensure the necessary provision is made for students with SEND;
- determine the school's general policy and approach to students with SEND in cooperation with the Head teacher and SENDCo;
- ensure that the teachers are aware of the importance of identifying and providing for those students with SEND;
- ensure that the policy and information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services are available for parent
- ensure that the school's progress in implementing the policy and its impact on students are regularly reported to the Governing Body;
- ensure that parents are notified of a decision by the school to make SEND provision for their child;
- ensure that students with SEND are included as far as possible into the activities of the school;
- consult with the LA and the governing bodies of other schools, when appropriate, in the interests of coordinated SEND provision in the area.

Role of the Teaching Assistant

Teaching Assistants are recruited to work within the classroom and with targeted students/small groups of students outside of the classroom as directed by the Class teachers in consultation with the SENDCo. All Teaching Assistants are line-managed by the Deputy Head who receives regular updates from the SENDCo.

Designated Teacher with specific Safeguarding responsibility

Headteacher – Scott Howes
Deputy Headteacher – Anne Sargent

11 – STORING AND MANAGING INFORMATION

The school complies with current data protection and confidentiality requirements with regard to information about students and families. This will comply with GDPR law.

12 – REVIEWING THE SEND POLICY

This Policy will be reviewed yearly.