



## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY**

### **DECEMBER 2016**

#### **RATIONALE**

At Staunton-on-Wye Endowed Primary School we believe all pupils are entitled to a broad, balanced and appropriate curriculum within a safe, respectful and supportive environment.

We believe in meeting the needs of our children in a proactive fashion, where needs are recognised at an early stage and are planned for so that barriers to learning are removed at the earliest possible stage.

We believe every child has their own contribution to offer and that all of our children should be able to recognise and celebrate their successes.

We believe in listening to the views of our children and including the children in decision-making whenever appropriate.

We also believe in listening to the views of parents and including parents in decision-making whenever appropriate.

The aim for all children, and particularly children with Special Educational Needs or Disabilities, at any level, is to ensure that they fulfil their unique potential and that they feel a valued and included member of our school community.

Inclusion is planned for and promoted throughout our school community and underpins our core values and beliefs as well our policies, practices in all aspects of learning, teaching and the wider school life.

#### **BACKGROUND**

The definition of Special Educational Needs or Disabilities (SEND) as set out in the Code of Practice 2014 is:

A child or young person has SEND if they have a learning difficulty or disability

which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Where a child has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

Disabled children without SEND are not covered by this Code of Practice but are covered elsewhere in legislation, including in the Children Act 1989, the Equality Act 2010 and the Health and Social Care Act 2012.

We recognise that some children may have special educational needs throughout their time at Staunton-on-Wye Endowed Primary School. We also recognise that some children may, at particular times within their school career, have special educational needs. Whichever is the case, our close tracking and monitoring enables us to endeavour to make an early identification of need and plan and implement according support and provision.

We recognise that these needs and provision can be considered (under the new Code of Practice 2014) as falling into four broad areas, these being;

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

In addition we recognise that some children may have needs due to exceptional ability or talent, and provision for these children is set out in the school's Gifted and Talented Policy.

## **AIMS**

### **We aim:**

1. To provide an education that supports all pupils in realising their full potential
2. To involve pupils (where appropriate) in decision making, target setting and reviewing, enabling the child to develop the maximum potential of the individual
3. To involve parents (where appropriate) in decision making, target setting and reviewing, enabling the child to develop the maximum potential of the individual
4. To encourage parents / carers to work with us in planning for and supporting their child's development

5. To develop full working partnerships with all those with parental responsibility
6. To encourage positive self esteem through frequent opportunities to recognise and celebrate success
7. To encourage all pupils to value and understand their own abilities and the differing abilities of others
8. To actively include all pupils by providing opportunity in all aspects of school life
9. To demonstrate a commitment to provide equal opportunities for all pupils
10. To provide a differentiated curriculum and appropriate selection of teaching and learning methods, support and resources
11. To provide a curriculum that meets the specific needs of individuals and groups of pupils
12. To make early identification of special educational needs through rigorous, routine timetabled regular assessment and analysis of individual needs
13. To regularly assess and plan for the progress of pupils with special educational needs
14. To ensure that pupils with special educational needs and disabilities receive appropriate differentiated support within the school's budgetary constraints
15. To provide appropriate individual support and learning experiences, including one to one or small group activities, within the delegated SEND budget
16. To engage and collaborate with relevant professional support agencies in providing the best support for our pupils

## **ROLES AND RESPONSIBILITIES**

The Governors and the Headteacher are responsible for determining the general policy and an approach to provision that ensures the needs of children are met. The Governors have appointed a Governor with responsibility for SEND.

The Headteacher oversees and is responsible for the daily management of special needs throughout the school, and bears responsibility for Child Protection issues.

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) is responsible for the day to day operation and effective implementation of the Special Needs Policy, as well as ensuring provision, reviews and paperwork are in place. The SENDCo will also advise on a graduated approach to providing SEND support. The SENDCo is also responsible for working with other agencies where appropriate to ensure children's needs are met. The SENDCo is responsible for liaising with parents at the later stages of special educational needs. The SENDCo will also liaise with potential next providers of education to ensure children and their parents are informed about options and so that a smooth transition is planned.

Teachers and staff are responsible for teaching children with special educational needs or disabilities. They are accountable for their progress and tracking. Teachers will plan for and deliver individualised education plans

(IEP) where applicable or provision mapping. Teachers will also follow the schools agreed paperwork timetable and will use the agreed formats for individual education plans, provision maps and their associated reviews. Teachers will actively seek to involve both children and parents in decision making, target setting and reviews whenever appropriate.

## **GUIDELINES**

When planning, teachers should set high expectations and provide opportunities for all pupils to achieve. Differentiated quality first teaching is a priority for all pupils, including those with SEND.

Teachers should ensure that pupils with special educational needs are provided with access to learning by:

- ❖ creating effective learning environments
- ❖ securing their motivation and concentration
- ❖ providing equality of opportunity through teaching approaches
- ❖ using appropriate assessment approaches
- ❖ setting targets for learning in partnership with children

The school will keep a SEND Register which is closely dovetailed with a Cause for Concern Register. The identification of SEND is built into the overall approach to monitoring and progress and development of all pupils. This facilitates both early identification of need and the swift support and adaptation of provision preventing children being categorised as having a special educational need when quality first teaching (Wave 1) and/or specific intervention programmes (Wave 2) would have helped to avoid a stall in learning and a gap in progress or attainment occurring.

## **WAVE INTERVENTION MODEL**

### **1. Early Cause for Concern**

Initial concerns about a pupil's needs (these could be related to academic progress, challenging behaviour, social skills, physical difficulties or motor skills) are noted and a pupil's progress in these specific areas is monitored in addition to the termly pupil progress meetings and tracking that takes place. Parents will be approached by the child's class teacher and the concerns shared. The Headteacher will be informed, discussions are held between SENDCo and Class teacher. The pupil's needs are met by differentiated class teaching and / or specific intervention.

Subject or skill specific intervention programmes may commence. At Staunton-on-Wye Endowed Primary we endeavour to use evidence based effective intervention programmes. A school provision map details the specific interventions used. Before any programme begins the individual child's learning needs and skill set is considered. All intervention programmes begin by assessing the child's start point

and then monitor closely the progress made. These intervention programmes are tracked and are intended to be short interventions with clear good progress being made towards specific targets. These take place **in addition to** quality first teaching.

Social skills groups, emotion coaching, a mentor, behaviour reward systems or physical changes to the environment may also be set up.

At termly reviews, including staff and sometimes parents, decisions are made and recorded on the provision map, as to whether intervention should be continued or cease, or whether the pupil should be moved on to the next SEN stage to access further support. Parents have access to the SEND policy and the Local Offer through the school website.

## **2. Requires SEN Support**

Where it is deemed that a pupil has made little or no progress over two terms, and where there are persistent academic, behavioural, emotional, social or physical difficulties despite differentiation and intervention, a decision will be made to move that pupil to "Requires SEN Support". This decision will be made by the class teacher, SENDCo and Headteacher. The pupil's name will be recorded on the SEND register.

At this stage a Provision Map will be used to specify the nature and frequency of the additional support given. Pupils and parents are involved in this process. Advice may be taken from other agencies as appropriate.

Provision maps will be kept in the classroom, with electronic copies on 'common staff'. It is a working document and should be referred to regularly by staff, identifying areas for developments, targets, support to be given and when the target has been achieved. Provision maps will be reviewed regularly by the class teacher (no less than three times in a school year) in consultation with the pupils, parents and the SENDCo. A decision will be taken to maintain the current action, return to the cause for concern stage or increase the level of support provided.

Some children, particularly younger children, will also have a One Page Profile (OPP). It gives a positive overview of the child's strengths and abilities, to work alongside the provision map. A child's OPP should be drawn up by the class teacher in September and reviewed at least annually in partnership with the child. This plan can be amended as needs change. One Page Profiles will be kept in the classroom and on 'common staff'. The responsibility for the sharing, planning and delivery of the contents of the OPP rests with the class teacher.

If further support is necessary, with the consent of parents, the advice of an outside agency will formally be requested and used to inform the IEP. The agency may also provide direct input with the pupil and provide advice on follow up strategies to be carried out in the classroom. These agencies may

include Behaviour Support Services, Educational Psychology, Speech and Language Therapy, Occupational Therapy, CAMHS, the school nurse or Children Missing Education Officers.

An Individual Education Plan (IEP) will be drawn up, based on the identified needs of the pupil. In consultation with the child, parents and SENDCo, measurable targets will be set and strategies for effective support identified by the class teacher.

Individual Education Plans (IEPs) should contain S.M.A.R.T. targets, in other words the targets should be specific, measurable, achievable, realistic and time limited. The specific key objective should be identified and the steps towards achieving that objective outlined, along with the assessment criteria that will measure the progress made towards this objective.

The Individual Education Plans should include suggestions for parents/carers to re-enforce/ support the learning programme at home.

IEPs will be kept in the class teacher's file and the school SEN file. The responsibility for the daily planning and delivery of the IEP rests with the class teacher.

IEPs will be reviewed regularly by the class teacher (no less than three times in a school year) in consultation with the pupil, parents and the SENDCo. Reviews will be recorded on the IEP.

A decision will be taken to maintain action at the current level, return to a lower level of support or make a referral for an Educational Health Care Plan (EHCP) to be put into place. The request for an EHCP will be completed by the SENDCo after information has been gathered from all parties involved with the pupil. Parents also have the right to request an EHCP by contacting the Local Authority (LA). The LA SEND panel will assess the need for an EHCP.

### **3. Education and Health Care Plans**

If the LA decides to issue an EHCP they may also provide extra funds or provision to meet the needs of the child. It is the responsibility of the school to ensure that the EHCP's requirements are fulfilled and implemented.

In line with the statutory guidelines and Code of Practice, the school organises a multi-agency annual review of the EHCP to which parents are invited. The school then informs the SEN panel of the outcome. The SEN panel make a decision regarding whether an EHCP should remain in place as it stands or be amended in the light of the review.

IEPs drawn up for pupils with EHCPs will be reviewed at least six times a year.

## **INCLUSION**

Staunton-on-Wye Endowed Primary School has a commitment to inclusion. We aim to include all children in all aspects of school life and in their own learning. No child is excluded from any activity or learning opportunity because of their special educational needs and disabilities, and the school actively seeks ways to include all children. There are times, however, when

extreme behaviour that is deemed highly unacceptable or dangerous may mean that a pupil is temporarily excluded from an activity.

At Staunton-on-Wye Endowed Primary School, as soon as pupils are able to understand and participate in the processes involved in SEND provision we involve them in the setting of targets and reviews of IEPs and EHCPs.

## **TRAINING AND DEVELOPMENT**

Wherever possible, appropriate training will be provided for school staff working with children with SEND. The SENDCo, Headteacher and SEND Governor attend cluster and LA training to keep abreast of SEND initiatives and keep all staff informed.

The SENDCo will support and provide both individualised support to teachers and lead inset training on current SEND issues.

## **MONITORING AND EVALUATING SUCCESS**

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

- Monitoring of classroom practice by the SENDCo and subject coordinators
- Analysis of pupil-tracking data, pupil progress meetings and test results
- Value Added data for all children
- Regular monitoring of procedures and practice by the SEND Governor
- The school self-evaluation mechanisms
- The school reports to parents with the required information about the implementation and success of the provision map targets.
- Frequent meetings of parents and staff, both formal and informal, to plan IEPs and targets, revise provision and celebrate success.

## **PUPILS WITH MEDICAL CONDITIONS**

Pupils with medical conditions are supported in accordance with the school's Pupils with Medical Conditions Policy.

## **COMPLAINTS**

Complaints from parents/carers of pupils with SEND about SEND provision will be dealt with through the school Complaints procedure.

## **THE LOCAL OFFER**

Under the new code of practice which came into force in September 2014 we have written and made available our Local Offer on our school website.

Parents may also find it helpful to contact Parent Partnership and Advisory Centre for Education:

Parent Partnership Service

Advisory Centre for Education (ACE) 0808 8005793

for support and advice.

## **FUNDING**

SEND is funded through the DfE pupil allocation delegated through the Local Authority. At certain times it may be appropriate or necessary to apply for

'Top-Up' funding from the Local Authority, in order to put a specific support or intervention in place.

## **CONCLUSION**

Nothing in this policy shall be deemed to contravene the SEND Code of Practice and if there should be a dispute, the SEND Code of Practice will apply.

This policy will be reviewed again in December 2017

## OTHER RELATED POLICIES:

Equal Opportunities

Teaching and Learning

Disability Equality

Accessibility Plan

Pupils with Medical Conditions

The SEND Co-ordinator is: *Mrs. E Sheers*

The SEND Governor is: *Mrs Hilary Alcock*

They can both be contacted through the school (01981 500331).