



# Special Educational Needs and Disabilities Policy

Date: September 2017

Review: September 2018

Signed: Chair of Governors

Headteacher

## Aims

- To ensure that all children are valued equally, regardless of their abilities and behaviours.
- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the rapid identification of all pupils requiring SEND provision as early as possible in their school career.
- Ensure that SEND pupils take a full part in all school activities.
- Ensure that parents of SEND pupils are kept fully informed of their child's progress and attainment.
- Ensure that SEND pupils are involved in decisions affecting their future SEND provision where appropriate.

## Rationale

We recognise that many pupils will have additional needs at some time during their school life. By implementing this policy we believe pupils will be helped to overcome these difficulties.

## Definition of Special Educational Needs

A child has special educational needs if he or she has learning difficulties which call for special educational provision to be made for him or her. A child has learning difficulties if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age;
- has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in school;
- is under compulsory school age within the above definitions or, if special educational provision was not made for the child, would fall into the above definitions;
- has social, emotional or behavioural difficulties that act as a barrier to learning at the same rate as the majority of children of the same age.

## Special education provision means:

For a child over two, educational provision which is additional or otherwise different from, the educational provision made generally for children of the same age in maintained schools, other than special schools, in the area. (1993 Education Act, section 156)

It is important to note that children must not be regarded as having learning difficulties solely because the language, or form of the home language, is different from the language in which they are taught.

We will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs and will ensure that parents are notified when SEND provision is being made for their child.

## Admissions

The Governing body embraces the view that the admissions criteria should not discriminate against any pupil with SEND and have due regard for the practice advocated in the Code of Practice, in that, "All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs but without statements must be treated as fairly as all other applications for admission." (*Code of Practice 1:33*)

### **Inclusion**

This SEND policy reinforces the need for teaching which is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

### Identification, Assessment and Provision

At Trinity CE Primary School we have adopted a whole school approach to SEND policy and practice. Pupils who have been identified as having SEND are fully integrated into mainstream classes in which they have full access to the National Curriculum and equal entitlement to all aspects of the school.

The SEND Code of Practice (January 2014) makes it clear that:

- All teachers are teachers of pupils with special educational needs.
- All staff are responsible for identifying pupils with SEND and in collaboration with the SENCO (Special Educational Needs Co-ordinator) will ensure that those pupils requiring different or additional support are identified at an early stage.
- Assessment is seen as the process by which pupils with SEND can be identified. Whether or not a pupil is making progress is seen as a crucial factor in considering the need for SEND provision.

### **SEND Provision**

On entry to the attainment of each child (who has attended a pre-school or childminder) will have been recorded using the Foundation Stage Profile and discussions will take place between staff at the pre-school setting and the reception class teacher, in order to ensure continuity of learning throughout the Early Years, or with the previous class teacher if a child has transferred between primary schools. If a child starting school has an PLP (Personal Learning Plan) or equivalent they will be placed on the SEND register. In the reception class progress and attainment is tracked using month 'bandings' and the Early Learning Goals and is recorded on the EYFS (Early Years Foundation Stage) Profile. The records of pupils with identified SEND will be used by the SENCO/Class teacher in order to:

- provide starting points for an appropriate curriculum;
- identify the need for support within the class;
- decide upon appropriate interventions;
- assess learning difficulties;
- make sure that ongoing observations/assessments give teachers regular feedback on a pupil's achievements/experiences and that these are used plot their next steps in learning;
- involve parents in a joint learning approach for home/school.

### Early Identification

Early identification of pupils with SEND is considered a priority. To aid identification the school will use appropriate screening and assessment tools. To further assist with the identification of SEND needs the school will ascertain pupil progress through reference to:

- evidence arrived at by means of teacher observation/assessment
- referring to pupil performance in relation to National Curriculum/P Level Descriptors (or equivalent)
- pupil progress in relation to age related objectives

- standardised screening /assessment tools
- pupil progress in relation to age expectations.

The school uses this evidence to plan additional support for pupils with SEND. This is recorded, reviewed and amended termly by the SENCO and Headteacher.

#### The Range of Provision Provided for Pupils with SEND

There are three main methods of provision provided for by the school, these being:

1. Full time education in classes with additional help and support being provided by class teachers through a differentiated curriculum.
2. Periods of withdrawal to work with the class teacher, teaching assistant or SENDCo either as part of a small group or 1:1
3. In class support with adult assistance in the form of a teaching assistant.

#### **Monitoring Pupil Progress**

In circumstances where teachers decide that a pupil's learning is unsatisfactory, the SENCO is the first to be consulted. The SENCO and teacher firstly will initiate a review of the approaches adopted. In circumstances where additional support to that of normal class provision is required, the normal course of action is to provide support through small group or 1:1 intervention provided by the class teacher, teaching assistant or SENDCo. Whether or not adequate progress has been made is the crucial determining factor of the need to provide additional support through SEN Support.

Adequate progress is defined as that which:

- narrows the attainment gap between the pupil and their peers
- prevents the attainment gap increasing
- is equivalent to that of peers starting from the same baseline but less than the majority of peers
- equals or improves the pupil's previous progress rate
- ensures full curricular access
- shows an improvement in self help, social or personal skills
- shows improvements in the pupil's behaviour.

#### **Record Keeping**

The school will record the steps taken to meet pupils' individual needs; the SENCO is responsible for maintaining the records and ensuring access when required. In addition to the usual school records, the SEND pupil's profile will include:

- Records from previous schools
- Information from parents
- School information on progress and behaviour.
- Pupil's own perceptions of difficulties
- Information from health/social services and from other agencies

The SEND Code of Practice advocates a graduated response to meeting the needs of SEND pupils. When pupils are identified as having SEND the school will intervene in the manner described in SEN Support and Higher Needs Funding.

#### **SEN Support**

School Action is characterised by interventions that are different or additional to the normal differentiated curriculum. SEN Support intervention can be triggered through concern, supplemented by evidence and despite receiving differentiated teaching pupils continue to:

- Make little or no progress, this despite targeted teaching of weakness

- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems and despite the provision of specialist equipment make little progress
- Experience communication and/or interaction problems and despite experiencing a differentiated curriculum makes little or no progress

If the school decides, after consultation with parents that a pupil requires additional support to progress the SENCO will support the assessment of the pupil and have an input in planning future support for the pupil in collaboration with teachers. The class teacher will remain responsible for working with the child on a daily basis and planning and delivering the individualised programme. Parents will be informed at least termly, of the actions taken to assist the pupil and the results of such inputs via PLP reviews. The SENCO, in collaboration with the Class Teacher will decide on the action required to assist pupil progress as a result of previous assessments. This action might be in the form of:

- The deployment of extra staff to work with the pupil
- Providing alternative learning materials/special equipment
- Group support
- Providing additional adult time to devise interventions and monitor their effectiveness
- Staff development/training to provide more effective strategies
- Access to external support services for advice on strategies or equipment or staff training

The involvement of external services will usually follow a decision by the SENCO after parental consultation at PLP review stage. External support services will be consulted to advise on targets for new PLP, providing specialist inputs to the process. SEN Support intervention can be triggered through concern, supplemented by evidence and despite receiving differentiated teaching the pupil is still not making satisfactory progress. Triggers may include:

- Pupil still makes little or no progress in many, or specific areas over a long period
- Pupil continues to work at National Curriculum levels considerably lower than expectations for a child of similar age
- Pupil continues to experience difficulty in developing literacy/numeracy skills
- Pupil has emotional/behavioural problems, which often substantially impede pupil's own learning or that of the group, this despite having an individualised behaviour management programme
- Pupil has sensory or physical or needs requiring additional specialist equipment or visits/advice from specialists

When external support services are approached they will require access to pupil's records in order to understand the strategies employed to date and targets set and achieved. The external specialist could provide specialist assessments and advice and possibly work directly with the pupil. The PLP that follows will, by necessity, incorporate specialist strategies whilst continuing to be implemented by the class teacher. If additional information is required, parental consent will be required.

### Personal Learning Plans

Strategies used to enable the pupil to progress will be recorded in a Personal Learning Plan (PLP) for children in the Early Years. PLPs will consist of information about:

- o Specific Short term targets set for the pupil
- o Teaching strategies employed
- o The provision being made
- o When the PLP is to be reviewed

- o The success and, or exit criteria
- o The outcomes which are recorded at review

The PLP will record only that which is different/additional to the normal differentiated curriculum and will concentrate on three or four individual targets that closely match the pupil's needs. The PLPs will be discussed with the pupil where appropriate and the parent. PLPs will be reviewed at least termly and parents' views on their child's progress will be sought. The school will endeavour to involve the pupil in the review process wherever possible or appropriate.

### **The Role of SENCO**

The SENCO plays a crucial role in the SEND provision of the school, this involves working in collaboration with the head teacher and governing body to determine the strategic development of the SEND policy. Other responsibilities include:

- Overseeing the day-to-day operation of the SEND policy
- Coordinating the provision for pupils with SEND
- Liaising and giving advice to fellow teachers
- Managing the interventions the teaching assistants deliver to have impact on pupils'
- Overseeing records of pupils with SEND
- Liaising with parents of pupils with SEND
- Making a contribution to INSET
- Maintaining a provision map for pupils with SEND
- Liaising with external agencies, LA support services, health, social services and voluntary bodies.

### **The Role of the Governing Body**

The Governing Body has an important responsibility with regards to pupils with SEND, these include:

- Ensuring that the provision for SEND pupils is made, and that this is of a high standard
- Ensuring that all staff involved with teaching pupils with a statement are fully informed of this statement
- Ensuring that SEND pupils are fully involved in school activities
- Having a regard to the Code of Practice when carrying out responsibilities regarding SEND pupils
- Being fully involved in developing and the subsequent review of the SEND policy
- Informing parents on the school's SEND Policy by publication on the school website

### **The Role of Class Teacher**

The Code of Practice clearly acknowledges the importance allocated to the teacher with regards to Special Needs. The teacher's responsibilities include:

- Being aware of the school's procedures for the identification, assessment and subsequent provision for SEND pupils
- Collaborating with the SENCO to decide what action is required to assist the SEND pupil to progress
- Working with the SENCO to collect all available information on the SEND pupil
- In collaboration with the SENCO develop PLPs for SEND pupils.
- Working with SEND pupils on a daily basis delivering the individual programme as set out in PLP
- Developing positive and constructive relationships with parents.

### **The Role of the Head teacher**

The Head teacher's responsibilities include:

- The day-to-day management of all aspects of the work of the school, the SEND provision included
- Keeping the governing body well informed of SEND within the school
- Working closely with anyone in the SEND team
- Informing parents of the fact that SEND provision has been made for their child via the SENCO
- Ensuring that the school has clear and flexible strategies for working with parents, ones that encourage parental involvement in their child's education.

### **Application for Education and Health Care Plan (EHCP)**

The school will make a request for a statutory assessment to the LA when despite an individualised programme over a period of time, the child remains a significant cause for concern and meets the stated criteria. Requests for statutory assessments may also be made by the parent or through a referral by another agency. In order to carry out the Statutory Assessment the school will have the following information available:

- The action followed with respects to SEN Support
- The pupil's PLPs
- Records of regular reviews undertaken and the outcomes
- Information on the pupil's health and relevant medical history
- N.C/P levels. Literacy/numeracy attainment;
- Other relevant assessments from specialist i.e. Support teachers/educational psychologists
- The views of both parents and child
- Any other reports following involvement by professionals
- Social services/educational welfare service information

An Education and Health Care Plan will normally be provided in situations where after a statutory assessment the LA considers that the child's needs are such that additional provision is required to that which the school is able to offer. The EHCP issued will include details of targets set for the pupils, these will be:

- Short term in nature, established through parental/pupil consultation
- Set out in an EHCP
- Implemented in the classroom setting
- Delivered by the Class Teacher or additional adult

### **Annual Review**

The school will review each EHCP annually and the SENCO will invite:

- The child's parent or carer
  - The relevant class teacher
  - The Headteacher
  - A representative of the LA
  - Any other person the LA considers appropriate
  - Any other person the SENCO considers appropriate
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- The aim of the review will be to:
  - Assess the pupil's progress in relation to targets outlined in the PLP;
  - Review the provision made for the pupil in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills;

- Consider the appropriateness of the existing statement in relation to the pupil's performance during the year and whether or not to cease, continue or amend the existing statement;
- Set new targets for the coming year when the statement is to be maintained.

### **The More Able Child**

As with any other special need, staff are aware of the needs of more able children. Stimulating and challenging activities will be provided to develop the child's ability in line with the Gifted and Talented Policy.

Staff are aware that children who are more able may present characteristics of challenging behaviour, which may mask their exceptional ability.

### **Partnership with Parents**

We firmly believe in developing a strong partnership with parents and believe that this enables children and young people with SEND to achieve their full potential. The school recognises the parents' key role in the process and that they have much to contribute as they have a unique overview of the child's needs and the best way to support them.

Likewise pupils will be encouraged to participate in the decision-making processes affecting them as SEND pupils, depending on age and appropriateness. The school will make available to all parents of pupils with SEND details of the Parent Partnership Service, this being available through the LA, the Code of Practice outlines that,

"LAs should work in partnership with local and parent organisations, as well as the parent partnership service...to ensure that parents receive comprehensive, neutral, factual and appropriate advice." (COP 2.14)

### **Complaints Procedure**

The school's complaints procedure is outlined in the school brochure and complaints policy. A copy of the complaints policy and procedure is available from the school office for parents and carers upon request and also available to download from the school website.

The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements and these can be explained to parents if required.

### **Links with external agencies/organisations**

The school recognises the important contribution that external support services provide in assisting to identify, assess and provide for SEND pupils. When it is considered necessary colleagues from a variety of support services will be involved in assisting with SEND pupils.

### **Conclusion**

Trinity CE Primary School will seek the best possible programmes of learning for children throughout the school and will follow the Revised Code of Practice in ensuring correct special needs provision.

This policy will be reviewed annually.

SENCO – Mrs Kate Freeman

SEND Governor – Mrs Carolyn Brawn

