

Stradbroke Primary School



2016-17

SEND (Special Educational Needs and Disabilities) Policy

Revised in line with the new Code of Practice
2014-2015

Written in collaboration with
'The City Community Learning Trust'

Reviewed by: Members of the Trust

Due regard has been given to the Equalities Act 2010

The school's SENCO is Miss Ambler who has an oversight / co-ordinating role with regard to SEN.

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
 - SEND Code of Practice 0 – 25
- Schools SEN Information Report Regulations (2014) (see www.sendgateway.org.uk Illustrative Regulations as a guide for schools completing SEN Information Report)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
 - Safeguarding Policy
 - Accessibility Plan
- Teachers Standards 2012

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person 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 or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website: www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. Details can be found at:

www.sheffielddirectory.org.uk

1. Aims and Objectives 'Every Teacher is a Teacher of SEN'.

Aims:

- Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our students' achievement.
- Support all students to excel by offering multiple pathways for progression.
- Equip students with the skills and attributes necessary for adult life.
- Create a welcoming atmosphere for parents.
- To fully engage parents and children in the decision making process.

Objectives:

- Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services (and feeding schools or early years settings) prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations to the SENCo.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN.
Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the [Inclusion Manager and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Stradbroke Primary receives further support from Schools and Families Specialist Service, Education Psychology Service, Speech and Language Therapy, Child and Adolescent Mental Health Services (CAMHS), MAST, Autism team and anyone
- Create a school environment where pupils can contribute to their own learning by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is promoted across the school within the security of each class; helping to build a sense of belonging, respect and value. A sense of comradeship and team spirit is also encouraged through wider opportunities for participation in school life (e.g. membership of the School Council, affiliation with sports teams and other clubs).

2. Arrangements for coordinating SEN provision

The Inclusion Manager and SENCo will hold details of all SEN Support records such as the SEN Register, provision maps, strategy sheets and review minutes for individual pupils.

All staff can access the following documents on the shared staff area:

- The City Community Learning Trust SEN Policy.
- A copy of the full SEN Register.
- Guidance on identification of SEN in the Code of Practice.
- Information on individual pupils' special educational needs including pupil profiles and strategy sheets where applicable.
- Practical advice, teaching resources, and information about types of special educational needs and disabilities.
- Information available through The Sheffield SEND Local Offer.

By accessing the above every staff member will have complete and up-to-date information about all pupils with special needs and their requirements; enabling them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

3. Admission arrangements

Please refer to the information contained in our school prospectus.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without. Please refer to the information contained in our school prospectus.

Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. An individual plan of action to aid transition will be offered.

4. Specialist SEN provision

Stradbroke Primary is an inclusive school. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see Section 10. In our school we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from SEND services where appropriate.

5. Facilities for pupils with SEN

The facilities we have are not yet all fully wheelchair accessible although some improvements are in process to help all children to access the ground floor of the building. There is one building – the foundation stage and IR are part of the primary building. We have a disabled toilet. We have a secure fence around the whole site, we have 3 separate playgrounds and the Little Teds, nursery and reception pupils have separate outdoor areas in the Early Years

Unit.

Staff use visual timetables and some use Picture Exchange Communication System (PECS) to support children. Learners can go to a quiet space in school if they need to – the learning mentor supports pupils in her room. They can ask for time to leave the classroom if they are unable to cope. Some pupils have a quiet space within the classroom.

At present Stradbroke Primary School has a 19 place Integrated Resource designated for Children with Learning Difficulties and Complex needs. This has been based at the school since 1986. During this time the resource staff have worked with children displaying a number of needs.

The children in the Integrated Resource all have statements/Education and Health Care plans and follow the National Curriculum at their own level and pace appropriate to their needs. Members of the Resource staff work with children in a variety of ways in mainstream, withdrawal and integrated settings. The contact member of staff for the Integrated Resource is Miss Ambler.

6. Identification of pupils needs

Identification:

See definition of Special Educational Needs at start of policy.

A graduated approach: 'Every Teacher is a Teacher of SEN'.

Quality First Teaching: 'The baseline of learning for *all* pupils'.

1. Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. The class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
3. Additional support may be provided for children at this stage to enable them to accelerate progress.
4. Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
5. The Inclusion Manager and SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
6. Through the above actions it can be determined which level of provision the pupil will need.
7. If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
8. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.
9. The Pupil is monitored if concern is raised by parent or teacher but this does not automatically place the pupil on the school's SEN register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
10. Pupil progress meetings and parent evenings are used to monitor and assess the

progress being made by all students. The frequency of these meetings is dependent on individual progress. Class teachers are held accountable for the progress of all children in their class.

SEN Support:

Where it is determined that a pupil does have SEN, parents will be formally advised of this before inclusion of the individual on the School SEN Register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

In identifying a child as needing SEN support the class teacher, working with the Inclusion Manager and SENCo should carry out a clear analysis of the pupil's needs. This should draw on assessments, teacher observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staffs are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Parents will be directly involved in the decision a pupil with SEN support. Planning will involve consultation between the teacher, Inclusion Manager, SENCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement will be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant

specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Inclusion Manager/SENCo.

Review

Reviewing pupil progress will be made at termly pupil progress meetings. The review process will evaluate the impact and quality of the support and interventions. The Inclusion Manager/SENCo. will revise the support and in light of pupil progress and development; making any necessary amendments going forward, in consultation with parents and subject teachers.

Referral for an Education, Health and Care Plan:

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents/carers, Inclusion Manager/SENCo, class teacher and any other external agencies involved where applicable. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.sheffielddirectory.org.uk

Or by speaking to the SEN Assessment and Placement Team on:

01142 736394

www.sheffield.gov.uk/senassessment
ed-sensupportteam@sheffield.gov.uk

Or by contacting the Parent Partnership Service on:

01142 619191

Education, Health and Care Plans (EHC Plan)

1. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents will be involved developing and producing the plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's

formal record and reviewed at least annually by staff, parents and the pupil. The Annual Personal Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

An online link to the Sheffield SEND Local Offer can be found on the school website homepage. For further information please contact the SENCo in school.

7. Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account with the wishes of parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the Inclusion Manager/SENCo will consult with parents for other flexible arrangements to be made. Reasonable adjustments will be made to ensure that any child with a disability can access school and the curriculum alongside their peers. Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and across the Family of Schools. Staff members attend twilight and Inset training to further develop skills and knowledge.

Ensuring Access to the Curriculum for Pupils with SEN:

All staff are responsible for:

- Sharing information about the special needs of pupils including progress reports, medical reports and teacher feedback as appropriate.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.
- In-class provision and support are deployed effectively to ensure that the curriculum is differentiated where necessary.
- Individual or small group tuition is available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

8. Inclusion of pupils with SEN

Inclusion Manager oversees the School Policy for Inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and offsite provision.

9. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils during the academic year.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. The

Inclusion Manager/SENCo are available for parents through appointment. Further feedback from parents can be given at any time through email contact available on the school website.

A formal evaluation of the effectiveness of the school SEN provision and policy culminates in an SEN Report. The evaluation is carried out by the Inclusion Manager/SENCo in consultation with the Headteacher, and link SEN governor.

10. Complaints procedure

Refer to the general Complaints Procedure.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher, SENCo or member of the SLT who will be able to offer advice on formal procedures for complaint if necessary.

11. In service training (CPD)

We recognise the need to train all our staff on SEN issues and we are fully committed to supporting professional development. The Inclusion Manager/SENCo, with the Senior Leadership Team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

12. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil.

13. Working in partnerships with parents

Stradbroke Primary believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEN to enable personal success.
- Parental views are valued and used to inform future points of action.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The Inclusion Manager/SENCo may also signpost parents of pupils with SEN to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN link governor may be contacted at any time in relation to SEN matters.

14. Links with other schools

The school is a member of The City Community Learning Trust.

This enables the partnership to build a bank of joint resources and to share advice, training and development activities and expertise.

Transition

Regular meetings are held with the Inclusion Manager/SENCo and other relevant members of staff at appropriate transition points.

15. Links with other agencies and voluntary organisations

Stradbroke Primary invites and seeks advice and support from external agencies in the identification, assessment and provision of SEN. The Inclusion Manager/SENCo are the designated persons responsible for liaising with outside agencies.

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

16. Provision for Highly Able Pupils

Stradbroke Primary identifies and supports those pupils who are 'Highly Able'. Please see our separate policy for 'Highly able pupils'.

Updated by John Sitch (Head of School)

Date: Sep 2016

Review Date: Annually