

HUNTON & ARRATHORNE COMMUNITY PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Abbreviations:

SEND:	Special Educational Needs & Disability
SENCO:	Special Educational Needs Co-ordinator
SMART:	Small Measured Achievable Realistic Timed
IEP:	Individual Educational Plan
LDD:	Learning Difficulties and /or disabilities
LA:	Local Authority
EHCP:	Educational Health Care Plan
SPA:	Single Point of Access

AIMS

We aim to enable all children to be included in the learning and caring that is the essence of Hunton & Arrathorne School. They feel happy and secure in the knowledge that they are supported in working towards achieving their potential, by their parents/carers, teachers and teaching assistants. We provide, for all children, a broad, balanced and relevant curriculum and we work to overcome the barriers to learning, so that all children are able to make good progress. We recognise that progress encompasses aspects of academic attainment, personal and social development and independence and that all progress should be celebrated. Teachers and teaching assistants work within their classes to identify and meet the needs of children. We endeavour to identify needs at the earliest stage so that effective interventions can be planned and implemented. All adults who work with children are informed of needs and interventions so that they are able to evaluate and revise these regularly. Parents and carers are informed at all stages. They are actively encouraged to contribute and be fully involved in the review process. They are offered opportunities to be involved in the learning process. The school's governing body works closely with the head teacher and SENCO to ensure all our children have access to the individual provision that they need, at whatever level.

OBJECTIVES

1. Be happy and feel secure.

- Provide a secure and caring environment.
- Use positive and supportive language.
- Use praise and rewards to celebrate achievements e.g. team points, personal goals etc.
- Set suitable learning challenges.
- Provide opportunities for parents/carers and children to celebrate achievement together.

2. Be included.

- All children to be given a sense of belonging whatever their social, ethnic or cultural background.
- Wherever possible children with sensory impairments to be given access to all areas of the curriculum e.g. providing special equipment in PE or in Early Years.
- Wherever possible children with physical disabilities to experience a broad and balanced curriculum.
- Provide a range of resources to suit particular individual or group needs e.g. speech games.
- Differentiate within class teaching to enable all children to achieve their full potential.

3. Achieve the very best of which they are capable.

- All teaching staff to be aware of the needs of the individual and make necessary interventions.
- Use effective assessment and monitoring (Foundation assessments, observational assessment, parental views).
- Provide high quality learning opportunities and materials.
- Use positive and supportive language with pupils.
- Intervene early to promote progress.
- Make effective use of outside agencies.
- Liaise effectively with parents and carers.

4. Have access to broad balanced and relevant curriculum.

- Plan differentially and set targets for individuals and groups
- Provide support in an effective manner.
- Involve parents by providing and collecting formal and informal information.

5. Demonstrate personal development and growth.

- Use praise and positive language to reinforce all aspects of personal development e.g. learning to curb a temper, eating with a knife and fork.
- Celebrate all achievements.
- Involve parents/carers in celebrating success and achievement.
- Recognise and celebrate personal achievements as a whole school.
- Personal development targets to be included on IPM's/passports wherever appropriate.

6. Make good progress.

- Set SMART targets, which are reviewed regularly.
- Use appropriate teaching styles to meet the needs of the children.
- Encourage parents/carers to be involved.
- Celebrate achievement in all areas.

7. Experience wider activities leading to greater independence.

- Children to work in a variety of different groups and with the opportunity to work with partners and friends of all abilities.
- Appropriate use of support staff.
- Children to have individual responsibilities in school/classroom.

8. Make effective independent decisions.

- All children to be given the opportunity to make choices regarding certain activities – guide them by making sensitive suggestions.
- Increase children's responsibilities in school where they can feel secure in their decisions e.g. School Council.

9. Be well equipped to identify and meet needs.

- Liaise regularly with parents and keep up to date with home situations/health etc.
- Early years staff to be given information regarding interpreting Foundation Stages 1 and 2 Baselines with regard to SEND.
- Effective communication with SENCO and outside agencies to keep up to date with new developments.

10. Identify children's needs early.

- Early Years staff and SENCO to liaise with Health Visitors etc, about difficulties pre-nursery.
- Use of Foundation Assessments to highlight areas of weakness at an early stage.
- Regular communication with parents/carers to ensure any concern is noted/discussed and addressed.

11. Plan effective interventions.

- All IPM targets to be SMART targets.
- All planned interventions to be known to all staff working with the child e.g. Nursery Nurses, Teaching Assistants.
- Parents/carers to be seen as partners working alongside teachers to create an effective learning intervention.
- Good communication with parents/carers, outside agencies and SENCO.
- Where appropriate children to discuss their future targets and celebrate in their own achievements.

12. Evaluate and revise interventions regularly.

- Good communication between Teacher, Nursery Nurses, Teaching Assistants, Pupil Support Assistants etc. to ensure information about targets/children's progress is monitored.
- Interventions to be reviewed and evaluated on a termly or half termly basis. Future planning to be based on this information.
- Progress to be regularly shared and discussed with parents/carers.
- Children to be involved where appropriate in discussing and evaluating their progress.

13. Parents/carers to be kept informed at all times.

- Class teacher to keep parents/carers fully informed from the initial concern.
- Information to be exchanged in a sensitive way.
- Parents/carers and teachers to work in partnership when setting targets.
- Where possible to work in partnership with the school and outside agencies to meet the targets on the IPM.
- To jointly celebrate success however small.
- To understand and be involved at all stages of SEN according to the new Code of Practice.

School Admissions

Schools cannot refuse admission to pupils with Special Educational Needs within their catchment area nor discriminate against pupils from out of catchment on the basis of their Special Educational Needs ie . whether they have an Education Health Care Plan or not, or are currently being assessed for one. For pupils with EHCPs, the LEA determines admission having regard to parental preference and in consultation with the Head and Governing bodies. School's "must not refuse to admit a child who has SEN but does not have an EHCP because they feel unable to cater for their special educational needs" (*Inclusive Schooling*, DFE statutory guidance, Nov. 2001). If a parent wishes to have their child with an EHCP educated in mainstream under Section 316 of the Education Act 1996, the LEA must provide a place, unless this is incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent this incompatibility.

DEFINITION: Special Educational Needs & Disability

Children have a special educational need if they have a **learning difficulty** or **disability** which calls for **special educational provision** to be made for them.

Children have a **learning difficulty** if they:

- (a) Have significantly greater difficulty in learning than the majority of children of the same age
- (b) Have 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 schools within the area of the local education authority. Education providers must make reasonable adjustments to ensure that disabled people in education do not suffer a substantial disadvantage in comparison to their peers who are not disabled
- (c) Are under compulsory school age and fall within the definition of (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 of form of language of their home is different from the language in which they will be taught.

Roles within School

- The head teacher has the overall responsibility for the provision and progress of learners with SEND. The head teacher will complete the annual financial returns and allocate the SEND budget according to priority.
- The SENCO is responsible for the day to day provision and monitoring of children who require additional support or have specific SEND. The SENCO will liaise with class teachers to ensure quality first teaching is being practised and provide support and advice when a more individualised program is deemed necessary.
- The head teacher and SENCO will ensure all members of staff are adequately trained to provide exceptional support in and out of the classroom.
- The SEN governor will meet regularly with the SENCO to discuss SEND provision throughout the school. They will monitor data with respect to vulnerable groups. They will challenge the head teacher and SENCO with regards to SEND procedures and undertake learning walks in school with a focus on SEND.

Placing children on the school's register of Special Educational Needs.

- Children whose prior attainment (Baseline) is low enough to cause serious concern will be recorded as having low prior attainment and noted as Early Years Concern/School Concern. Their progress will be closely monitored. Where provision is made for them, which is **additional to and different from** all pupils, they will be registered as having SEND and have an IPM if the provision is required for more than a 'booster' programme.
- Where, after discussion with relevant staff, parents/carers, outside agencies and the child as appropriate, it is decided that additional provision involving outside agencies is required, the child will be referred to the appropriate agency by the SENCO using the SPA form.
- The SENCO will maintain a record of children whose prior and current attainment gives cause for concern but whose needs are met within the school's differentiated curriculum planning. These children will not be registered at SEND but their progress will be closely monitored. High quality differentiated planning, assessments, and record keeping including children's profiles and portfolios will demonstrate children's progress and value added.

Deciding to place a child on the SEND Register

The triggers for intervention could be the teacher's or other's concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematical skills, which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not met by the behavioural management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

When a child is identified as having SEND the Class Teacher and SENCO will:

- Demonstrate inclusive practice that is administered in the following way:
 - Initially - high quality inclusive first teaching which takes into account the learning needs of all children in the classroom
 - Next - specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations.
 - If still causing concern - targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.
- Ensure that the child's parents/carers are aware of the local authority's Parent Partnership Service.
- Ensure that parents are kept informed from the start of any SEND provision and notify any changes.
- Use information arising from the child's previous educational experience to provide starting points for the development of an appropriate curriculum for the child.
- Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class.
- Use the curricular and baseline assessment process to allow the child to show what they know, understand and can do and celebrate their strengths, as well as to identify any learning difficulties.
- Ensure that ongoing observation, assessment and tracking provide regular feedback to teachers and parents/carers about the child's achievements and experiences and that the outcomes of such assessment form the basis for planning the next steps of the child's learning.
- Involve parents in developing and implementing a joint learning approach at home and in school.
- Consult with outside agencies when necessary, to obtain and provide a comprehensive range of support and provision for children with SEND, staff and parents.

Individual Provision Maps are assessed and updated at least each term

- Those children who are placed on the register will be reviewed at least every term.
- The teacher and SENCO write IPMs in partnership, this may include the teaching assistants and the personal support assistants input.
- IPMs are shared and discussed with parents and their comments noted. Parents are required to sign IPM s.

What is adequate progress for children with SEND?

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- Closes the attainment gap between the child and their year group.
- Prevents the attainment gap growing wider.

- Is similar to that of children starting from the same attainment baseline, but less than that of the majority of children.
- Matches or betters the child's previous rate of progress.
- SMART targets (small, manageable, achievable, realistic)
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.
- Demonstrates that a higher level of independence is achieved.

When a class teacher or the SENCO identifies a child with SEND the class teacher should provide interventions that are **additional to or different** from those provided as part of the school's usual differentiated curriculum.

If after suitable provision has been made and reviewed, **adequate progress** is not observed the SENCO would consider greater involvement of external agencies.

The Access and Inclusion Service

Inclusion is concerned with the identification and removal of barriers to the **presence, participation** and **achievement** of **all** children and young people. It is recognised that there needs to be an emphasis placed on groups of learners that may be at risk of underachievement, exclusion or vulnerability.

The Access and Inclusion Service support schools and settings in the assessment and provision for children with special educational needs. All access and inclusion services work to secure access to high quality, inclusive provision and better outcomes for all vulnerable groups of children and young people, including those with SEND. See APPENDIX 1 for list of services available.

Training

The school is committed to ensuring that all staff have access to appropriate training to enable them to fulfil their statutory and contractual duties in relation to children with special educational and additional support needs. Whole staff training in SEND will be identified and met through INSET (In-service training) provision. SEND training sessions will be organized as required to meet the current needs of staff and will be led by the SENCO, another member of staff or by an appropriate outside agency. The SENCO will attend the Swaledale Alliance Inclusion Team network meetings to update and liaise. She will also attend regular CPD courses, as appropriate.

What is the role of the Governing Body?

The Governing Body must:

- Do its best to ensure that the necessary provision is made for any pupil who has special educational needs by setting up appropriate funding and staffing.
- Ensure that the school has a responsible person who ensures that all those likely to teach a child with an EHCP, is aware of that plan.
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs

- Consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have special educational needs. This needs to be reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, and the efficient education of the pupils with whom they are educated, along with the efficient use of resources
- Report to parents on the implementation of the school's policy for pupils with special educational needs and review, develop and monitor said policy regularly.

See Section 317, Education Act 1996

- Have regard to this Code of Practice when carrying out its duties toward all pupils with special educational needs

See Section 313, Education Act 1996

- ensure that parents are notified of a decision by the school that SEN provision is being made for their child.

See Section 317A, Education Act 1996

Special Educational Needs and Disability Act (2001)

(LEAs have these duties, where relevant, in relation to maintained nursery schools)

General Information:

SENCO: Mrs Ktima Robson

Named Person: Mrs Joanne Grainger

Designated Governor: Mrs Julie Morgan

Head Teacher: Mrs Joanne Grainger

This policy is due for review November 2017. (Amended November 2016)

APPENDIX 1

Outside agencies providing support:

- Educational Psychology Service
- Specialist Teaching Service for children with visual, hearing and physical difficulties, and multi-sensory impairments
- Behaviour Support service
- Service for pupils educated out of school (including sick children)
- Learning Support Service including an Early Years Teaching Service and Portage home visitors
- Education Social Work Service
- Principle Adviser SEND/Inclusion; SEND/Inclusion advisors
- Primary/Secondary Advisors (National Strategies)
- Support Advisors, Consultants and School Improvement Partners
- SEND officer Team

The specialist services above provide support for schools based on a model of 'core' and 'additional' time as detailed in the Specialist Support to Schools and Settings: Entitlement and Additional Support (2007).